

# **DISCERN INFLUENCE OF PARENTAL MOTIVATION AND STUDENTS ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN ABAKALIKI EDUCATION ZONE OF EBONYI STATE.**

**BY**

**DR. LOUISA O. UNUGO**

Department of Social Studies,  
Ebonyi State College of Education, Ikwo.

## **Abstract:**

The purpose of this study is to ascertain the Discern influence of parental motivation and students' academic achievement in social studies among Junior Secondary School Students in Abakaliki Education Zone of Ebonyi State. A co relational survey research design was used in the study. Two research questions and two hypotheses guided the study. All the 2018/2019 S.S. 1 students of Public Secondary School in Abakaliki Education zone formed the population of the study. A sample of 10 Secondary Schools were chosen using simple random sampling, 258 respondents were chosen through proportionate stratified random sampling technique, which represents 10% of the total population. A researcher-developed checklist instrument duly validated by experts was used for data collection. The students' JSSCE results was also collected and analyzed. Aggregate mean scores calculated based on the grades of the students were used to answer research questions, while Chi-square ( $X^2$ ) was used to test the hypotheses. It was found that among the major ways to increase or boost student's academic achievement in schools was to motivate the students by providing studying materials, giving prizes. It was also found that students, who come from polygamous family, single parents, uneducated parents etc. perform poorly in their academics

## **Background of the study**

Mosehin (2005) defines Social Studies as a 'distinct integrated single subject that attempts to study virtually the totality of man's existences on earth purposely to encourage learners to acquire knowledge, skills and values needed for understanding and coping with various problems confronting man in the course survival.

Bruce (2008:20) defines Social Studies as 'a discipline which influences three different aspects a child's education his intellectual development; his social development and is personal growth'. The content and procedures involved in Social Studies enables the child to cultivate adequate means of involvement with the minds of wise men and inventive scholars; to know to solve social problems by knowing how to use tools already developed by social scientists and to participate effectively in his society.

At the primary school level, Social Studies programme is considered as the common learning of man's interaction with his social and physical environment. It is the study of how man influences

and is influenced by his physical, social, political, economic, psychological and cultural environments (Igba, 2004)

### **Statement of the Problem**

Students in Junior Secondary Schools in the State have various study habits which they employ in their study of Social Studies as a subject. These study habits are of various forms. They include different kinds of cognitive learning skills and it is questionable whether all these factors put together determine the performance of students in Social Studies. Education stakeholders seems to be at loss as to whether the students' poor knowledge and lack of interest in Social Studies or perhaps are as a result of the factors highlighted above. The problem therefore is: Discern influence of Parental Motivation and Students Academic Achievement in Social Studies among Junior Secondary School Students in Abakaliki Education Zone of Ebonyi State.

### **Purpose of the Study**

The main purpose of this study is to ascertain Discern Influence of Parental Motivation and Students Academic Achievement in Social Studies among Junior Secondary School Students in Abakaliki Education Zone of Ebonyi State. Specifically, the study ascertains:

Student's academic achievement in Social Studies among Junior Secondary School Students in Ebonyi State based on Parental Motivation.

Identify the relationship between parental motivation and other factors that hinders academic achievement of students in Social studies such as parental status.

### **Significance of the Study**

This study may be considered significant in many ways:

To School guidance and counsellors, to Social Studies Educators and Curriculum Planners among others.

The school Guidance and Counselors could make use of the findings as a relevant information base for counseling students. The findings will reveal to counselors in secondary schools, possible root sources of negative academic achievement of their students. Knowing this and working in cooperation with students' parents, the school guidance counselors can help their students to have better achievement.

Findings from this study will reveal to the Curriculum Planners and Social Studies teachers, how some factors such as parental motivation and parental status can do in determining students' academic performance. This will equip them with various devices to be used to teach the students.

## **Scope of the Study**

The study focuses on Discern Influence of parental Motivation and Students Academic Achievement in Social Studies among Junior Secondary School Students in Abakaliki Education Zone of Ebonyi State. The study covers parental motivation, parental status and student's academic achievement as determinant of knowledge among Social Studies Students' in Junior Secondary Schools. The study is delimited to Junior Secondary School Students in Abakaliki Education Zone of Ebonyi State.

## **Research Questions**

The following research questions were raised to guide the study:

What are the relationship between parental motivation and students' academic achievement in social studies?

What are the relationship between parents' marital status and academic achievement in social studies?

## **Hypotheses**

The following hypotheses are formulated to guide the study and will be tested at 0.05 level of significance.

HO<sub>1</sub> There is no significant difference in the level of Academic Achievement of Social Studies among Junior Secondary School Students in Abakaliki Education Zone of Ebonyi State by Parental Motivation.

HO<sub>2</sub> There is no significant difference in the level of Academic Achievement of Social Studies among Junior Secondary School Students in Abakaliki Education Zone of Ebonyi State by Parental status.

## **METHODOLOGY**

This section discusses the procedure that will be adopted in carrying out this study. It is divided into the following sub-headings: Research design, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of instrument, reliability of the instrument, method of data collection and method of data analysis.

### **Design of the Study**

The design of this study is a co-relational survey design. A correlational research design according to (Akuezuilo and Agu, 2003) is one in which a group of people or items is studied by

collecting and analyzing data from only a few people or items considered to be representative of the entire group in order to establish the extent of relationship existing among them. This design was used, because it sought to establish the relationship that exists between two or more variables that is the relationship that exists between home environment and students' academic achievement in Social studies.

### **Area of the Study**

This study will be carried out in all Junior Secondary Schools in Abakaliki Zone of Ebonyi State. Ebonyi State is an inland south-eastern state of Nigeria. The state is situated in the South-Eastern part of the country and shares boundaries with Benue to the north, Enugu in the west, Abia in the south and Cross River in the east. The researcher chooses the Junior Secondary Schools because she is conversant with the area and has observed that Social Studies are being taught there as a compulsory subject with attendant factors which comprises parental motivation and parental marital status. To the best of her knowledge there was no empirical evidence that any study of this nature has been carried out in the area.

### **Population of the study**

The population of this study will comprise all the six hundred and thirty eight (638) junior Secondary School Students in Abakaliki Education Zone of Ebonyi State. Out of this, the sample of the study will be drawn.

### **Sample and Sampling Techniques**

The Simple random sampling technique will be used to draw four public secondary schools in the area of the study that had approximately two hundred and fifty-eight (258) students. Out of these four schools, two schools were assigned to the experimental group while the remaining two schools were assigned to the control group using simple random techniques by balloting.

### **Instrument for Data Collection**

The instrument that will be used for this study will be titled Social Studies Achievement Test (SOSAT). Consultations with two experts in curriculum studies/measurement and evaluation and ideas gathered from literature review guided the construction of the instruments. The questionnaire is made up part 'A' and part 'B', Part A was on the personal data of the respondents. Part B is on parental factors which has section A-G. Section A on parental level of occupation has 3 items, section B on parental level of education has 6 items, section C parental level of motivation has 8 items, section D family size has 4 items, section E marital status has 7 items, section F level of income has 3 items and section G parent's expectation has 6 items while Social Studies Achievement Test (SOSAT) has 30 item objective questions centred on Social Studies. The result obtained from the SOSAT will be used to determine the academic achievement scores of the students.

## **Validation of Instrument**

The fifty (50) item of instrument Social Studies Achievement Test (SSAT) will be first presented to the experts in social studies who will correct the instrument based on proper wordings and adequacy of the instrument in adhering the purpose of the study. It will also be validated by three experts, two of the experts were from Arts and Social Science Education Department (Social Studies Option) of the Ebonyi State University, Abakaliki, while the other expert from Measurement and Evaluation Unit of Science Education Department did face validation of the instrument in terms of content coverage and construct. These experts will examine them in terms of clarity of the language used, relevance of items to the purpose of the study, the suitability of the items to the level of the respondents and coverage of the dimensions of the study. Their corrections and suggestions will be led to the modification of the instruments. The items will be further treated to item analysis of difficulty and discrimination. Thereby making it suitable for the study.

## **Reliability of the Instrument**

The instrument with fifty (50) constructed will be subjected to determine the reliability using thirty (30) students selected from other Junior Secondary School in Anambra State which was different from those involved in this study, Kuder – Richardson 20 (K-20) statistics will be used to obtain a reliability coefficient of 0.91 which will show a very high internal consistency, thereby making the instrument suitable for the study.

## **Method of Data Collection**

The researcher will administer the instrument by issuing letter to the sampled schools of the respondents using Direct Delivery Technique (DDT) with the help of three research assistants, one from each Education Zones in the State. Each research assistants covered his or her own education zone. The direct method of questionnaire administration was adopted in the distribution of the instrument. The researcher and the assistants will visit the respondents in their schools and administer the instrument on them. They will wait for the respondents to respond to the instrument before collecting it back from them on the spot. The direct method will be adopted in the data collection to minimize the loss of the instrument.

## **Method of Data Analysis**

Data collected will be analyzed using Descriptive and Inferential Statistics. Mean and standard deviation were used to answer all research questions. Hypotheses 1, 3 and 4 were tested using t-test while hypotheses 2 and 5 were tested using Analysis of Variance (ANOVA). All the hypotheses were tested at 0.05 level of significance. The 0- 24 very low, 25 – 49 low, 50 – 74 high, 75 – 100 very high.

## Presentation of Results

**Research Question 1:** What is the relationship between parental motivation and student's academic achievement in social studies?

In answering research question one, the mean scores of the students in the 2018 JSSCE were calculated with respect to parents' level of motivation/expectation. Details are enclosed in appendix V while the summary is presented in table V.

**Table 5: The Summary of mean scores based on Parents Motivation/Expectations.**

	<b>High</b>	<b>Low</b>	<b>Nile</b>
—Mean (X) score	2.38	1.72	1.40

The result in table 5, Shows the mean (X) score of students base on their parents' motivation/expectation. Students with high parents' motivation-.expectation had a mean score of 2.38. Students with Low parents' motivation expectation have 1.72 mean score, while students without any Motivation /expectation from their parent have a mean score of 1.40 respectively.

**Research Question 2:** What is the relationship between parents' marital status and academic achievement of students in social studies?

In answering research question two, the mean scores of the students in the 2018 JSSCE were calculated with respect to marital status of their Parents'. Details are enclosed in appendix VI, while the summary is presented in table VI.

**Table 6: Summary of Mean (X) Scores of Students based on Parents Marital Status.**

<b>Parents' Marital Status</b>
--------------------------------

	<b>Single Parent</b>	<b>Married one wife</b>	<b>Married More than one wife</b>
—Mean (X) Scores	1.64	2.27	1.56

The result in table 6. Shows the mean (X) scores of students' based on their Parents' Marital Status. Students with single parents have mean score of 1.64 students whose parents married only one wife have a mean score of 2. 27 while students whose parents married more than one wife have a mean score of 1. 56.

### **Discussion of findings**

#### **Motivation on students' academic achievement in social studies.**

The result shows that students' with a high parental expectations and motivation have a mean score of 2.38; students' whose parents have a low expectation and even low motivation had a mean score of 1.72; while those without any parental motivation had a mean score of 1.40. This indicates that students who are highly motivated by their parents performed higher in the exams, when compared with the students who receive low motivation and those that had nothing from their parents. High motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success (Kushman, Sieber and Harold, 2000). High motivation brings about high self esteem.

The third hypothesis which assumed that academic achievement have no significant relationship with motivation was rejected. Since the calculated chisquare table value of 475.26 is greater than the critical table value of 3.84 at 0.05 level of significance.

This reveals that their exists significantly positive relationship between parents' motivation level of expectations from their wards and their academic achievement. In other words it may be inferred that for promoting higher academic achievement among students, there should be a high level of motivation of the students from their parents. This result is supported by many authors: Clerk (2001) declared that, parents attitude about school work and behaviour in supporting their children in school are family influences that differentiated low and high achieving students in Africa and America. Rosen (1988) also observed that: Parents who set high goals further

children indicates high evaluation of competence to do a task well and impose standard excellence up on problem solving task.

### **Parents' marital status and student academic achievement in social studies.**

The result of the study indicates that students with single parents had a mean score performance of 1.64, parents that married just one wife and they are living together have a mean score of 2.27, while those students that come from polygamous family had a mean score performance of 1.56.

This reveals that polygamous family and single parenthood does not favour academic achievement of students. Single parenthood could be as a result of death separating them, or even breakups (divorce). Whichever, way, the students live is incomplete. This goes to emphasize the impact of the family on children's academic achievement.

Osareren (1996) had earlier submitted that family breakups might lead to anxiety in the child which in turn could prove detrimental to the child both intellectually and emotionally. This imply that students that live with both parents would more probably enjoy the affections of both parents and possibly have one making up for the short coming of the other, the effect being positive influences on the intellectual, and psychological development of the student child. It can therefore be summarized that for a student to excel academically in school, the student child should live with both parents during school sections.

On the other hand, is a bad wind that blows no one good. Too many wives' divides the attention of the man from his children's academic supports.

Sometime the result is that they will end up having single parents. This is revealed in the mean  $\bar{x}$  scores of the students from such family.

Finally, hypothesis four which assumes that no statistically significant relationship existed between parents' marital status and student academic performance in school was rejected. Since



the calculated chi-square value of 462.00 is greater than the critical table value of 3.84 at P. >0.05 level of significance. A closer look reveals that a significant relationship existed.

### **Summary of Findings**

From the analysis above, the following findings were made:

1. The performance of students in social studies is being affected by parents' motivation.
2. Gender does not influence or affects the Academic Achievement of students in social studies.

### **Recommendations**

Parents should at all-time motivate their children academically before registering their children or ward into schools to enable them achieve better in school.

Parents should make every effort to reduce if not completely the rate of divorce that are so prone to crime due to its siting / environment in the society so that they can bring up their children up not by separation.

Actively encouraging /motivating positive peer friendship and associations that will affirm the young person's good qualities and subtly model attitudes and abilities he or she may lack.

### **References**

Kissock, C. (1981) *Curriculum Planning for Social Studies Teaching*, N.Y John Willey and Sons Ltd.

Jarolimek. J. (1977). *Social Studies Education*. New York: Macmillan Publishers.

Goleb, G. (2000). *Introduction to Social Studies for students in Tertiary Institutions in Nigeria*. Royal Peace Publisher, Agbor:

Bozimo, G and Ikewuelu, S.N (2005). *Social Studies research method*. Onitsha: Outright press Ltd.

Barr., N and Barth, U. (1977), *Defining Social Studies*. Virginia: National Council for the Social Studies.

Ward, Stocker and Murray Ward, (1996) *Strategies for improving academic achievement*.

Madrid: Piramide.

Nixon, E. and Halpenny, A.M (2010). *Children's perspectives on parenting styles and*

*discipline: A developmental approach*. Dublin: School of Psychology and children's Research Centre.

Desforge, C. and Abouchaar, A. (2003). The impact of parental involvement, *parental support*

*and family education on pupil achievements and adjustment: a literature review*. London: London: Queen's Printers.

Awam, F. (2008). Explanation of the inequality of educational achievement. *Ekiadolor journal*

*of Education*. 2(8) 31-65

Mezieobi, K. A and Opara, M (2007). *Principles of the family living*. Owerri: Acadapeak

publishers.

Unachukwu, G.c (2011). *Improving learning environment curriculum challenges of vision 20-*

*2020*. In B.G. Nworgu and J.c Buseri (eds) *Human capacity development for vision 20-2020*. Lagos: NERDC Printing Press.

Scher, L and Vien, E. (2011) *custody and parenting time. Summary of current information and*

*research*. Oregon: Oregon State Family Law Advisory Committee. 1 -13.

Agbakoba, B. (2001). *Influence of parental socio-economics*. Ado Ekiti: Omotayo Standard

*Press and Bookshop Co. (Nig) Ltd*.

Johnston, J. (1995). *Research update: children's adjustment in sole custody families and*

*principle for custodial decision making*. *Family and conciliation courts*. Review. 33.415-425.

