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DISCERNED IMPACTS OF PARENTS' MOTIVATION AND EXPECTATIONS ON STUDENTS' ACADEMIC ACHIEVEMENT S IN SOCIAL STUDIES

LOUISA, O. UNUGO (Ph.D)
obyunugo@gmail.com
Department Of Social Studies, Ebonyi State College Of Education, Ikwo

Abstract

This study investigated impact of parent's expectation on student's academic achievement in Social Studies. It is a survey carried out in Abakaliki education zone of Ebonyi State. The population of the study consisted of all the 638 (six-hundred and thirty eight) Junior Secondary School Students in Abakaliki Education Zone that sat for the 2014 junior secondary school certificate examination . Out of this, a sample of 258 was selected from the population using simple random sampling technique. Data were collected through a 30 item objective questions on Social Studies Achievement Test (SOSAT) developed by the researcher to determine the academic achievement scores of the students' and a 37 researcher developed questionnaire instrument to obtain the background information of the students. The instruments were validated and tested for reliability. They yielded acceptable reliability coefficient values of 0.74 and 0.96 respectively on Home Environment Identification Check List and Social Studies Achievement Test using split half and Kuder-Richardson 20 (K-20) statistics. Data collected were analysed using t-test rho statistical tool at 0.05 level of significance. The finding of the study include among others: that the performance of students in Social Studies is being affected by parents' motivation and expectations. Another implication of the study is that there is an incidence of child labour among the poor socio-economic class, for the fact that a child starts suffering to earn a living when he/she is supposed to be attending school. Students who are not motivated by their parents/guardians tend to abandon education and take to hawking, barrow pushing or motor conductors. The study also revealed poor academic achievement among students that are poorly and negatively motivated. The implication is that

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unless efforts are made by parents to act as incentives to their wards, they will remain perpetually poor in academic achievement. Based on the findings, recommendations were made by the researcher as follows: Working parents should act as sources of incentives, encouragement and reinforcement to their children so that they can perform well in schools, especially in Social Studies test.

Keywords: Parents' Motivation; Expectations; Students' Academic Achievements; Social Studies.

Introduction

Social Studies is a living subject that deals with matters of the moment taking care of people's future as well as discipline that deals with social change, better future and problem solving (Ikwumelu, 2003). According to Uche in Okpala and Bamidele (2005), Social Studies is a programme of study that provides adequate knowledge, skills and attitudes that will help people to know the different activities going on their home and also the best way to deal with fellow human beings; The Federal government of Nigeria, having known the relevance of Social Studies in its general perspective, introduced it into the primary and junior secondary school curricula. The importance of the introduction of Social Studies in the school system is not in doubt. Learning of Social Studies in schools is aimed at the development of high competences; skills acquisition required for solving mankind's diverse environmental problems for better and effective social living. Specifically, the focus of Social Studies is to promote good citizenship and value education needed to build a virile Nigerian nation irrespective of ethnic diversity, religious differences as well as promotion of peace and conflict resolution.

According to Kissock (1981:5) "Social Studies is a course of study which helps the society to impact skills, ideas, values and equally inculcate the spirit of oneness among people". It is important to note that Social Studies derived its curricular elements such as facts, ideas, knowledge, values, and skills from various disciplines. The disciplines include: economics, sociology, anthropology, political

science, geography, history and sciences. Ideas are drawn from these subjects and used in integrated way to solve problem of man.

Aremu (2000) opines that academic achievement is undoubtedly a research interest to many educationists. In an attempt to investigate what determines academic outcome of learners, some educators have rather postulated more questions than answers. In recent times, prior literature has shown that learning outcomes (academic) achievement have been determined by such variable as family, school and motivational factors.

Despite the laudable aims of Social Studies in post-primary school curriculum, there has been a dismal poor outcome of students' result in internal and external examinations. Students' performance, specifically in Social Studies, has been on the decline. As revealed by the statistical record available with the Examination Development Centre (EDC) Abakaliki office concerning students' performance in Social Studies for 2008 – 2012. The results within the years under study show low performance.

The level of education of the parents also influences the academic achievement of their children. Kushmana (2014) asserts that most educated parents and families are characterized by motivation and encouragement to their children for good academic achievements. Akpan (2002:30), supporting this view, states that these families are noted for both "extrinsic and intrinsic motivation through external factors as opposed to the internal drives of intrinsic motivation". The parents of these families provide tangible rewards or pressure to their children, which in turn boost their academic achievements (Igbo, 2000). These parents also motivate their children through intrinsic motivation by internal factors as opposed to external drives or extrinsic motivation (Jennifer, 2001). This study was based on some theories. The following theories are relevant to the present study:

Fredrick Herzberg (1923), 'Motivational Theory' or the satisfier and Hygienic factors theory holds that certain factors in the workplace result in job satisfaction, but if absent, lead to dissatisfactions.

Fredrick distinguished between motivation ‘‘satisfier’’ and hygienic ‘dis satisfier’, certain factors such as challenging work, recognition and responsibility give positive satisfaction or motivation. Hygienic factors such as status, job security, salaries, fringe benefits, supervisory behaviour, job demand, work rules, work groups, fairness, seniority, wages, rights and other factors that impinge upon the work, do not motivate, if present, but if absent, result in demotivation. Though these are not motivational devices, if denied they will have negative impact on the organization.

Fredrick used the coinage hygienic factor because, like hygiene, the presence will not make you healthier, but absence can cause health deterioration.

Fredrick Herzberg two-way factor theory can be applied in this research work because in a family, a student needs satisfier or motivation factor to enable him/her perform well academically in school. For example, the student needs reading and writing materials as well as conducive environment to enable him/her perform well academically. Where these satisfier or motivation factors are lacking in a home, the child cannot perform well academically. These satisfier/motivation factors are always available to children of high socio-economic status parents. The parents of these children always make sure that they provide all the necessary facilities for their children in schools for high academic achievements.

Fredrick Herzberg’s hygienic or dissatisfer factors, when applied to the present study implies that a student, who is from a family where these ‘hygiene’ factors are not available, that is families that cannot provide adequate reading and writing materials as well as conducive environment for learning, cannot perform well academically. Low socio-economic-status parents’ children are prone to this hygienic or dissatisfier factor. These theories indicate that a student’s academic achievement can only improve if he/she is adequately motivated.

Epunam (1999) defines academic achievement as the learning outcomes of the child. These include the knowledge, skills and ideas acquired and retained through their course of study within and outside the classroom situation.

Similarly, La Shawn (2011:7) refers to academic achievement as 'standardized test scores, grades, and overall academic ability and performance outcomes'. The concept of academic achievement also refers to the achievement by individuals, of objectives related to various types of knowledge and skills. These objectives are socially established based on the age, prior learning and capacity of individuals with regard to education, socialization and qualification. This is relevant to the study of social studies.

Golep (2000) maintains that Social Studies has been accepted in many societies as one area of study, which holds the promise to imbibe in the child the ability to interpret social frameworks (including the associated problems) in which he operates as a human individual. From the above definitions, it is clear that man is the focus of the subject, Social Studies. As a course of study on how man lives in his environment, Social Studies is concern with the totality of all the activities of man. It deals with the interactions of man in his physical and social environment. Equally, it goes a long way in helping man to identify his problems in the immediate environment and proffer possible solutions to them.

In an attempt to tackle the issue of vagueness that surrounds the meaning of Social Studies, Jarolimek (1977:10), discusses Social Studies as a discipline that concerns itself with:

> *Studying human behavior, mode of interaction among themselves and possible roles and regulations that will govern them, develop the ability for the usability of the available resources within their home.*

Statement of Problem

Teaching and learning of Social Studies in Nigeria and Ebonyi State in particular are faced with many challenges. One of such challenges is the poor academic performance of the students. Table 1 of page 4 shows students' performance in Social Studies in some selected schools within the state from 2011 – 2014 JSSCE. In summary out of 638 students that sat for Social Studies in 2014 JSSCE examination in ten (10) schools sampled, only 38 got distinction, 339 had credit level while 261 had ordinary pass (EDC: 2014).

Also for 2013 no distinction, 457 had credits while 603 had ordinary pass.

Again, students appear not to take interest in studying Social Studies and other academic activities (Olaewe, 2004). The reasons for these have become a subject of national discourse involving relationship between home environment and student's academic achievements. In other words, it has not been empirically established comprehensively whether the poor academic achievement in Social Studies in Abakaliki Education Zone is as a result of such factors as socio-economic status, parental style, parental involvement and family size.

Furthermore, students 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 non-chalant attitude to learning, lack of interest and lateness in the school as at the time when this subject is been taught. Ibe, (2008) it is questionable whether all these factors put together affects the performances of students in Social Studies. The researcher wonders whether the students' poor performance and non-chalent attitude in Social studies are as a result of the factors mentioned above. The statement of the problem is; what is the discernment impact of parents' motivation, expectation on students' academic achievements in Social studies.

Research Questions

1. What are the relationship between parental motivation and students' academic achievement in Social Studies?
2. What is the relationship between parents' expectation and academic achievement of students' in Social Studies?

Research Hypotheses

Ho_1: There is no significant relationship between the achievement mean scores of students in Social studies and parents' level of motivation.

Ho_2: There is no significant relationship between the achievement mean scores of students in Social studies and parents' expectations.

Research Method

This study is a co-relationship survey design carried out in Abakaliki Education Zone. The population for this study comprised all the six hundred and thirty eight (638) Public Junior Secondary school students in Abakaliki Education Zone of Ebonyi State. Out of this, the sample of study was drawn. A sample of 258 was selected from the population using simple random sampling technique. Data were collected through a 30 item objective questions on Social Studies Achievement Test (SOSAT) developed by the researcher to determine the academic achievement scores of the students' and a 37 researcher developed questionnaire instrument to obtain the background information of the students. The instruments were validated and tested for reliability. They yielded acceptable reliability coefficient values of 0.74 and 0.96 respectively on Home Environment Identification Check List and Social Studies Achievement Test using split half and Kuder-Richardson 20 (K-20) statistics. Data collected were analysed using t-test rho statistical tool at 0.05 level of significance. The research questions were answered in individual basis using Mean and standard deviation, while the hypotheses were tested using t-test rho. Items that scored 2.50 were accepted while items that scored less than 2.50 were rejected as the decision rule.

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Results

Table 1: Correlation coefficient between achievement and parental motivation

S/NO	VARIABLE	ACHIEVEMENT SCORE	MOTIVATION
1	ACHIEVEMENT SCORE	1.0000 (258) P = .	.6244 (258) P = .000
2	MOTIVATION	.6244 (258) P = .000	1. 0000 (258) P =.

From the result in Table 1, the correlation coefficient of 0.62 is obtained. This shows that the relationship between students' achievement in Social studies and motivation from parents is high and positive.

This results in Table 1 gave a tr(cal) of 16.11 while the tr(crit) is 1.960. The tr(cal) is greater than tr(crit). Hence, HO_3 is not accepted meaning that there is a significant relationship between the achievement score of students in Social studies and parental motivation. This means that the level of motivation from parents to their children influences the academic performance of students in Social studies.

Table 2: Correlation coefficient between achievement and parents' expectations

S/NO	VARIABLE	ACHIEVEMENT SCORE	PARENT EXPECTATION
1	ACHIEVEMENT SCORE	1.0000 (258) P = .	.0284 (258) P = .649
2	PARENT EXPECTATION	.0.284 (258) P = .649	1. 0000 (258) P =.

The result in Table 2 shows a correlation coefficient index of 0.028 which is very low but positive. This shows a very low relationship between students'

achievement in Social Studies and parental expectations. This means that what parents expects from their children influences the performance of students in Social studies.

Table 3: Significance of relationship between students' achievement in Social studies and parental motivation.

VARIABLE	COMPUTED R	R-SQUARE	ADJUSTED R-SQUARE	STD ERROR	BETA	T.CAL	SIGNIFICANCE OF T
Parent motivation	0.6548	0.4287	0.4265	4.5716	0.6548	13.863	0.0000
Constant						-0.891	0.3738

Table 3 shows that tcal value is greater than the significance of t values HO_3 is rejected, implying that there is significant relationship between student achievements mean score in Social studies and parent's motivation.

Table 4: Significance of relationship between students achievement in Social studies and parents' expectation.

VARIABLE	COMPUTED R	R-SQUARE	ADJUSTED R-SQUARE	STD ERROR	BETA	T.CAL	SIGNIFICANCE OF T
Parents' expectation	0.0284	0.0008	-0.0030	6.0465	0.0284	0.455	0.6493
Constant						12.686	0.000

The result in Table 4 shows that tcal value is 0.455 while the significance of t value is 0.6493. This means that tcal is less than significance of t. The researcher does not reject HO_7which implies that there is no significance relationship between students' achievement in Social studies and parental expectations.

Summary of major findings

The result of the study in Table 1 indicates that a correlation coefficient of 0.62 was obtained accounting a high and positive relationship between students' academic achievement in social studies and motivation from parents.

The result of the Hypothesis in Table 2 shows that tcal value is greater than the significance of t values HO_3 is rejected, implying that there is significant relationship between student achievements mean score in Social studies and parent's motivation.

The result of the study in Table 3 indicates that a correlation coefficient of 0.028 was obtained; signifying that there is very low but positive relationship between students' achievement in Social studies and parents expectation.

Table 4 shows that tcal value is 0.455 while the significance of t value is 0.6493. This means that tcal is less than significance of t. The researcher does not reject HO_7 which implies that there is no significance relationship between students' achievement in Social studies and parental expectations.

Discussion

The result of the study in table 3 parental motivation indicates that a correlation coefficient of 0.62 was obtained accounting a high and positive relationship between students' academic achievement in social studies and motivation from parents. This implies that the level of motivation from parents to their children influences the academic performance of students in Social studies. This finding agrees with Awanbor (2005) who observed that encouraging students goes along in arousing their interest in studies and make them to be more responsible. For example, if parents want a higher academic achievement from their children, there should be a high level of motivation from their parents by providing adequate reading materials and school levies on time.

Also in agreement with the finding of the study isDuBey, Edem, and Thakur in Ikwumelu (2008) who reported that attitudes and aspirations that parents have concerning their children's schooling and success undoubtedly influence the way they behave towards their children and the

support they give their children while attending school.

The result of the study in Table 2 parental expectation indicates that a correlation coefficient of 0.028 was obtained; signifying that there is very low but positive relationship between students' achievement in Social studies and parents expectation. However, this findings do not agree with the work of Mezieobi, Ndioho and Birabil (2004) who concluded that some parent are not bothered about their adolescents' abilities and interest in education, but rather force them to go to school and in fact impose educational programmes of their choices on the adolescent. Also agreeing with this result is the finding of Dubey, Edem and Thakur in Ikwumelu (2008) who asserts that the attitudes and aspiration that parents have concerning their children's schooling and success undoubtedly influence the way they behave towards their children and the support they give their children while attending school.

Conclusion

Based on the findings of this study, it could be inferred that: Parental motivation affects academic achievement of students in Social studies; and Parents expectation affects academic achievement of students in Social studies.

Recommendations

Based on the findings of this study, the researcher made the following recommendation.

1. Parents should, at all times, listen carefully and closely to their wards, not only to verbal communications but to nonverbal communications and to the emotions that may lie beneath what is said.
2. Working parents should act as sources of incentives, encouragement, and reinforcement to their children so that they can perform well in schools, especially in Social studies tests.

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