



## PERCIEVED IMPACT OF PARENTAL LEVEL OF EDUCATION ON STUDENT'S ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES AMONG STUDENTS OF UPPER BASIC SCHOOLS IN EBONYI STATE.

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### Abstract

This research work is carried out on a Perceived Impact of Parental level of Education on Student's Academic Achievement in Social Studies among Students of upper basic schools in Ebonyi State. It is a descriptive survey research. Two research questions and three hypotheses guided the study. The population of this study comprised all 10, 298 Public Upper Basic II Students in the one hundred and eighty nine (189) Public Upper Basic Schools in the three Education Zones of Ebonyi State. The sample of this study was 515 Upper Basic II Students which represents 5% of the entire population in the area of the study. The instrument that was used for this study was entitled Social Studies Achievement Test (SSAT), The test has fifty two (52) multiple choice items with option A-D to obtain information from students. The questionnaire is made up part 'A' and part 'B' Part A is on the personal data of the respondents. Part B is on Test of Knowledge of Students in Social Studies. The fifty (50) item of instrument Social Studies Achievement Test (SSAT) was also used for data collection. It was 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 one expert from Measurement and Evaluation Unit of Science Education Department The instrument reliability test was carried out using Kuda Richardson 20 (K-20) statistics and a reliability coefficient of 0.91 were obtained. The researcher administered the instrument by issuing using Direct Delivery Technique (DDT) with the help of three research assistants, one from each Education Zones in the Stats. Data Analysis was done using Descriptive and Inferential Statistics. Mean and standard deviation were used to answer the research questions. Hypotheses 1 and 2 were tested using t-test and ANOVA. All the hypotheses were tested at 0.05 level of significance. Decision Rule: 0- 24 very low, 25 - 49 low, 50 - 74 high, 75 - 100 very high. From the analysis, the following findings were made among others: The knowledge of students in Social Studies is not influence fully or affected by gender. The level of education of the parents influences or affects the knowledge of students in Social Studies. Based on the findings of this study, the researcher made the recommendation: There should be a process of feed-back initiated for the Secondary schools in Ebonyi State, especially for students, teachers and parents at the Upper Basic level. This feed-back process shall be a medium whereby teachers and parents maintain regular contacts; sharing information concerning their students/wards.

### Background to the Study

The subject Social Studies has been defined in different ways by different Social Studies Educators. For example, Social Studies is not only a study but a way of life of how man influences and is influenced by his physical, social, political, economic, psychological and cultural environments (guideline on primary curriculum: Report on National workshop on (Primary Education, 2004). Adaralegbe (1980) and Ezegbe (2002) defines Social Studies as a study of how man influences and is in turn influenced by his physical, social political,

religious, economic psychological, cultural, scientific and technological environments. According to Akinlaye, Mansaray and Ajiboye (1996), Social Studies is the study of man in his environment. It deals with man's interactions with his physical, social, economic, scientific and technological environments.

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 seems not to take interest in schooling, in the study of Social Studies and other academic activities (Olaewe, 2004). The reasons for these have become a subject of national discourse, focus being on some factors such as gender, parent's level of education, family size, peer pressure, school and location-urban/rural among other factors. Though, these expressions are personal opinions arising from observations, they however suggest the need to query the characteristics of these students.

Furthermore, students in Upper Basic 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: Perceived Impact Of Parents Level Of Education On Student's Academic Achievement In Social Studies Among Student's of Upper Basic Schools in Ebonyi State.

### **Purpose of the Study**

The main purpose of this study is to ascertain

Perceived Impact of Parental Level of Education on Student's Academic Achievement In Social Studies Among Students Of Upper Basic Schools In Ebonyi State. Specifically, the study ascertain:

Level of students academic achievement in Social Studies among students Upper Basic Schools in Ebonyi State based on Parent's level of Education by gender.

### **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 socio-demographic features such as level of education of parents and peer pressure 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 Perceived Impact Of Parental Level Of Education On Student's Academic Achievement In Social Studies Among Students Of Upper Basic Schools In Ebonyi State. The study covers parents' level of education, family size, location and gender: as determinant of knowledge among Social Studies Students' in Upper Basic Schools. The study is delimited to Public Upper Basic II Students in Ebonyi State.

### **Research Questions**

The following research questions will guide the study:

What is the Level of Student's academic achievement in Social Studies among Students' in Upper Basic Schools in Ebonyi State by parent's level of education?

What is the Level of Student's Academic



## Achievement in Social Studies among Students' in Upper Basic schools in Ebonyi State by Gender?

### 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 knowledge of Social Studies among Upper Basic School Students in Ebonyi State by Parents level of education.
- HO<sub>2</sub> There is no significant difference in the level of knowledge of Social Studies among Upper Basic School Students in Ebonyi State by Gender.
- HO<sub>3</sub> There is no significant difference in the level of knowledge of Social Studies among Upper Basic School Students in Ebonyi State by Location

### REVIEW OF RELATED LITERATURE

The literature was reviewed under the following sub-headings;

#### Conceptual Framework,

#### Theoretical Framework,

#### Review of Empirical Studies and

#### Summary of the Reviewed Literature

#### Conceptual Framework:

Conceptual Framework is a bit like a recipe or a blue print. It provides an outline of how you plan to conduct the research for your thesis, but it goes further than that by also positioning your work within the larger field of research Fan (2010). The conceptual framework of this study will be discuss under the following sub-heading: Concept of Social studies; Socio-demographic factors; knowledge; Gender and knowledge of students in Social Studies; Parent's level of education and knowledge of students in Social Studies; Family size and knowledge of students in Social Studies and Location.

### Concept of Social Studies

The subject Social Studies has been defined in different ways by different Social Studies Educators. For example, Social Studies is not only a study but a way of life of how man influences and is influenced by his physical, social, political, economic, psychological and cultural environments (guideline on primary curriculum: Report on National workshop on (Primary Education, 2004). Adaralegbe (1980) and Ezegebe (2002) defines Social Studies as a study of how man influences and is in turn influenced by his physical, social political, religious, economic psychological, cultural, scientific and technological environments. According to Akinlaye, Mansaray and Ajiboye (1996), Social Studies is the study of man in his environment. It deals with man's interactions with his physical, social, economic, scientific and technological environments.

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.

### Concept of Academic Achievement

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.

More specifically, academic achievement could be understood better by focusing on the terms 'academic' and 'achievement' separately. Academic pertains to school subjects like liberal arts or to the spheres of ideas and abstraction, while achievement is delimited to knowledge attained or skills developed by pupils usually in the schools and measured by tests scores assigned by teachers (Oganwu and Reuben, 2013)



### **Factors that determines student's academic achievements**

Parent's Level of Education and Students Academic Achievement in Social Studies Education is a key to development. It is one of the important means of raising the social and intellectual consciousness of the younger generation. Onuoha, (2005:11) observes that: "an individual at birth is equipped with certain biological make-up, which is not enough for product of both nature and environment", thus, education has to come with an effort to provide the children with the necessary skills, habits and attitudes for full successful adulthood in the society. The current Policy on Education categorized education levels/qualification as follows (9-3-4), 9 representing the basic education, 3 representing secondary education and 4 representing tertiary education. Parents with high and enhanced level of education helps a lot to enhance the performance and behaviour of their children, (Dearing, McCartney and Taylor, 2012). Brooks-Gunn and Klebanov, (2015) conducted research on parent's level of education as regards to the shaping of the child through cross sectional correlation analysis in which parents and children are tracked through the child's adolescence. The results of the researcher proved that parental level of education is a major predictor that facilitates the performance of a child. This is evidence in some of the analysis of data on large scale developmental studies. Duncan and Brooks-Gunn (2015) maintain that mothers with enhanced education background were linked positively to children's intellectual outcome even after controlling a variety of other social economic status indicators such as household income.

Supporting this view, Magana (2010:145) adds that "mothers with increased education had a higher stimulation for cognitive development, because they had more learning materials and better physical environment to engage in more learning activities". Furthermore, through education, women are less dependent and are enabled to contribute significantly to the child's knowledge, (Ker, Ekoja and Anejo, 2010). Studies have reported that there is a significant correlation between parental education and the level of cognitive stimulation they provide for their children, (Korat, 2009).

Parental level of education and the value placed on the education of their wards have been found to be

more important variables than income. Douglas (2008:55) thus, maintains that, "parental level of education is a motivating factor for success. It can be measured by the number of times parents visit the school to discuss their wards progress, supervise their academic work and guide them in their education". Supporting this, William (2007:20), states that; "the parental support in the form of work is lacking in the low parental education home". They are less exposed to experience that stimulates their intellectual curiosity. Without education one is likely to remain in the same low position with limited chances of taking well paid jobs which could enhance the children's educational achievement.

Low levels of parent education are strongly associated with poor knowledge and poor performance among students. The better one's education, the higher one's class tends to be, because people educated to a high level tend to have occupations with high incomes, which in turn enhance improved quality of life for families, (Bintoul, Thorne, Wallace, Mobley, Goldman – Fraser, and Luckey, 2009).

### **Gender and Students Academic Achievement in Social Studies**

Gender is the position of a man or woman in the society. It refers to roles or responsibilities ascribed or allowed to either a man or woman by society. Imoh in Oguh and Ahukanna, (2010) refers to gender as those cultural constructs or conditioning which are product of nurturing, socio-cultural norms, roles and expectations that vary within and between cultures. It is also referred to as the social attributes and opportunities associated with being male or female. This includes the ways in which the difference whether real or imagined have been valued, used and relied upon to classify women and men and to assign roles and expectations to them.

The various roles played by males and females and the related power they hold in the society through these roles have been described by Obasi,(2006). For example, women are usually expected to take on caring, domestic chores and remain close to home, while the men are expected to be the main bread winners, working outside the home with greater freedom to move around in public places. As a result of their physiological role of child bearing, the women are often looked down upon by the society as not effective and efficient. Hence, situations arise



where employers would not want to employ a married woman.

In Social Studies, sex factor has no influence on the academic achievement of students. Their achievement is based on their levels of understanding and commitment. In his study on differences in the cognitive achievement towards Social Studies, Akinbote (1999) confirms that there is no significant difference between the cognitive achievement and attitude towards Social Studies of boys and that of the girls. In his own contribution, Adeosun (2002) confirms that there is no significant difference in the achievement score between males and females while conducting studies on effects of multimedia packages on students' achievement and retention in Social Studies. Abdu-Raheem (2010) also concluded that gender does not play any significant role on students' knowledge of Social Studies. The researcher therefore submits that gender does not play any significant role in determining Social Studies achievement among students in Upper Basic Schools in Ebonyi State.

### **Location and Students Academic Achievement in Social Studies**

School culture or climate appears to be the heart and soul of the school and the essence of the school that draws teachers and students to love the school and to want to be a part of it. The location and type of school a learner attends are some of the factors that have profound influences on the learner's knowledge. The location of school may either be rural or urban setting. There is no universally accepted definition for a rural area because different countries have different perceptions of what "rural" means (Adedeji and Olaniyan, 2011). Kashaa (2012) simply describes rural areas as deprived, lacking so many government developmental interventions such as potable water, electricity, good roads, and school infrastructure to improve upon the lives of the people. Rural cultures can exist in urban areas but differences exist between rural areas and urban centers because large rural towns that are not far from urban centers often have more in common with the urban area than they do with remote and isolated small towns.

Performance in the Basic Certificate Examination (BCE) in Social Studies and other subjects, which qualifies students to access higher education in Nigeria, depends on the geographical location or

region of the high school, academic programme offered, and the quality of teachers in the school (Yeboah, 2014).

### **Theoretical Framework:**

Among the theories to be considered are; Attribution Theory, Gender Theory and Location theory.

#### **Attribution theory**

The roots of attribution theory can be traced to the work of Fritz Heider in the 1950s. Heider asserted that people had an inherent need to understand and control their environments, and he described individuals as naive psychologists trying to ascertain, explain and understand the causes of significant events.

This theory proposes that every individual tries to explain success or failure of self and others by offering certain "attributions". These attributions are either internal or external and are either under control or not under control.

In a teaching/learning environment, it is important to assist the learner to develop a self attribution of self-attribution of effort (internal, control). If the person has an attribution of ability (internal, no control) as soon as the individual experiences some difficulties in the learning process, he or she will decrease appropriate learning behavior (e.g., I'm not good at this). Attribution theory deals with what people believe about why they succeed or fail at different tasks and the effects on future behavior or learning. According to Heider sometimes, the behavior of an individual is attributed to internal factors within the person that is dispositional attribution or to external characteristics of that is situation attribution. This attributions influence our thoughts and feelings about other people.

Attribution theory is concerned with peoples' causal explanations for events. In other words attributions are causal explanations. Examples of causal explanations include attributing success or failure to ability or effort. The basic tenet of attribution theory is that peoples' beliefs about the causes of their successes and failures (i.e., their attributions) affect their expectancies, emotions, and behaviors. Attribution theory has been applied to a wide range of organizational behaviors and contexts including leadership, performance appraisal processes, aggression, ethics, impression management, whistle-blowing, the adoption of new technologies, stress, poor work performance, alcoholism, and drug



abuse.

Attribution theory basically looks at how people make sense of their world; what cause and effect inferences they make about the behaviors of others and of themselves. Heider, (1958), states that there is a strong need in individuals to understand transient events by attributing them to the actor's disposition or to stable characteristics of the environment. The purpose behind making attributions is to achieve cognitive control over one's environment by explaining and understanding the causes behind behaviors and environmental occurrences.

Attribution help the way individuals cope with personal problems and stress, if a person attributes his problems to dispositional causes such as lack of ability, he is likely to succumb to the problem and will not do much as to help himself. If on the other hand, difficulties are attributed to situational causes which are temporary, the individual makes effort to change the situation. Attribution has three dimensions vis:

Locus (performance attributed to internal or external causes)

Stability (performance attributed to stable or unstable causes)

Control/responsibility (performance attributed to controllable or uncontrollable causes).

Fritz Heider's theory when applied to the present study implies that if a student attributes his problems to dispositional causes such as lack of ability, poor family background among others, he is likely to succum to these problems and may not do much as to help himself, which may as well result to poor academic performance.

### **Gender Theory**

A relatively recent gender theory propounded by McGraw-Hills (2014), states that children develop gender-based beliefs largely on the basis of gender stereo-types, which is usually reflected in gender roles. Children, according to Hills adopt a gender identity early in life, and develop gender role preferences as well. This theory maintains that males are independent, assertive, and competitive; while females appear to be more passive, sensitive and supportive. Gender schemas are based on children's interactions and observations of others; their environment, and their culture. These gender

schemas are used to organize and direct the child's behaviour based on his or her society's gender norms and expectations related to the child's gender.

McGraw-Hills (2014) maintains that teachers treat boys and girls differently; and due to the emphasis in school of typically feminine characteristics such as quietness, obedience, and passivity, girls tend to like school better, and perform better than boys in the early grades. Boys are often perceived as receiving more criticisms from teachers who often react to gender stereo-typical ways.

From this theory, we see that the way male and female students are treated based on their sex may result in heightened or lowered achievement. When males are bombarded with criticisms by either or both teachers and parents as a result of societal expectations from them which are perceived as having not been met, it may amount to negative motivation which subsequently results in discouragement that may reflect negatively on their achievement. On the other hand, if girls are left unchallenged for the simple reason that the society may not be expecting them to be above their male counterparts, their morale could as well be lowered, resulting in lowered achievement.

Reading comprehension requires critical reasoning since what is expected from a reader is his or her ability to prove that the textual content which is read has been understood. This is demonstrated in the student's supply of answers to questions in a reasonable from the girls, therefore girls should have a second class intelligence. Most females may often excel their male counterparts. Gender therefore may not be a good yardstick for determining intelligence quotient (IQ).

Achievement of males or females may be affected by environmental factors. School location may play significant roles to the achievement of both male and females. Location theorists have acknowledged that the location of a business enterprise has a lot of influence on the success or failure of that enterprise.

Mc-Graw hill theory when applied to the present study implies that the way male and female students are treated based on sex may result in heightened or lowered achievement which the present study also centered on.



### **Theory of Industrial Location (Uber den Standort der Industrien)**

Uber den Standort der Industrien which is translated "Theory of Industrial Location", was propounded by Alfred Weber (1909). This theory sought the optimum location for the production of a good based on the fixed locations of the market and two raw material sources which geographically form a triangle. For that, this theory is also known as the location triangle. The theory sought to determine the least cost production location within the triangle by figuring the total costs of transporting raw material from both sites to the production site and product from the production site to the market. The weight of the raw materials and the final commodity are important determinants of the transport costs and the location of production.

In line with Weber's (1909), location may play a very significant role in determining students' achievement in learning. Both theories uphold the importance of the market site as a booster to industrial location that is; the presence of the market for goods disposal motivate the siting of industries. Schools that are located in the rural communities may have difficulty accessing quality teachers since the rural community may not be attractive as it lacks basic amenities both for learning and comfort. However, Heinrich's proposition of a single market for all the farmers may not be the ideal in school setting. Schools cannot be ideally concentrated around a particular area just for the sole purpose of having sufficient man power; neither will it be ideal to have every learner in one particular school just for the reason that teachers are easily accessible there. To do any of the above would mean to deprive a people of what is their due right as citizens for a fault which is not theirs. If basic infrastructural facilities are evenly distributed among communities that make up the State, there may not be cases of teachers refusing positing to certain communities. Apart from ensuring that schools are evenly distributed, it may be necessary to cite schools where they will enjoy less cost of maintenance, and where they are accessible. This theory is related to the present study because it has to do with location and students academic achievement.

### **Review of Empirical Studies**

The main purpose of the study is to ascertain

Perceived Impact Of Parental Level Of Education On Student's Academic Achievement In Social Studies Among Students Of Upper Basic Schools In Ebonyi State. The researcher will use the survey design. The population of the study is estimated at about eight thousand students spread across forty three government secondary schools in Oredo L.G.A. of Edo State. Through stratified sampling techniques, a total of three thousand five hundred students were used for the study. The mean rating statistical tool was employed in analyzing the data.

The findings of the study revealed that:

Supportive and attentive parenting practices positively affect students' academic achievement motivation.

High parent aspirations have been associated with increasing students' interest and achievement motivation in education.

Parents who are more educated and have higher self-esteem groom their children to have academic achievement motivation.

Parent with good education background would not want their children to be identified with academic failures as such their influence is focused on academic.

Parents who do not have good academic background do not care much about the academic achievement of their children and as well do little or nothing to improve their performance.

Parents with low education background should as much as possible employ the services of a home tutor or instructor to assists their children in private studies at home. This study is related to the current study because it has to do with effects of parent's level of education, gender and location on student's academic achievement in Social Studies in Upper Basic Schools in Ebonyi State.

### **Summary of Reviewed Literature**

This chapter reviewed literature including empirical works related to this study entitled Perceived Impact Of Parental Level Of Education On Student's Academic Achievement In Social Studies Among Students Of Upper Basic Schools In Ebonyi State, under conceptual, theoretical, and related empirical works. Several study by different authors related to the study were reviewed, leading to additional new



knowledge of educational implications. The review was organized in the following order: first was conceptual framework in which the researcher discussed concept of Social Studies, academic achievement, parents' level of education, Gender and Location on student's academic achievement. The review equally examined three variables that may determine students' academic achievement in Social Studies in Upper Basic Schools which includes parent's level of education, gender and location. Three theories were reviewed namely: Attribution Theory, Gender Theory, Theory Location.

It is worthy to know that none of the studies available to the researcher was carried out on Perceived Impact Of Parental Level Of Education On Student's Academic Achievement In Social Studies Among Students Of Upper Basic Schools In Ebonyi State. An obvious gap in knowledge is therefore created. It is this gap that this study intends to fill.

### **Methodology**

This chapter discusses the procedure that will be adopted in carrying out this study. The chapter 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 researcher will adopt a descriptive research design. According to Cherry (2015) descriptive research design describes events and studies aimed at discovering inferences or casual relationships. Also descriptive research design help provide answer to the questions of who, what, when, where and how as associated with a particular problem. The purpose of descriptive research is to uncover new facts and determine quantitative value of relationship among groups because of the characteristic features of the given population being investigated. Since the aim of this research was to ascertain socio-demographic determinants of Social Studies knowledge among students in Upper Basic Schools in Ebonyi State, the design is therefore, suitable for the study.

### **Area of the Study**

This study will be carried out in all Public Upper Basic Schools in Ebonyi State. It concentrated on the three Education Zone of the State namely Abakaliki Education Zone, Onueke Education Zone and Afikpo Education Zone. 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 Public Upper Basic Schools because she is conversant with the area and have observed that Social Studies is being taught there as a compulsory subject with attendant demographic factors which comprises gender, parents' level of education, family size and location and 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 comprised all 10, 298 Public Upper Basic II Students in the one hundred and eighty nine (189) Public Upper Basic Schools in the three Education Zones of Ebonyi State. (Education Development Center (EDC) Abakaliki, 2017). Upper Basic II Classes will be use because it was more stable and amenable to the study than other levels. Since it is not an external examination class and Social Studies is also taught in the class and Upper Basic I was just being introduced to Social studies in the Upper Basic School.

### **Sample and Sampling Techniques**

The sample of this study will be 515 Upper Basic II Students which represents 5% of the entire population in the area of the study. This is because Boll and Gall cited in Uzoagulu (2011) suggested that for population up to 1000 use 20%; for 5000 use 10% and for up to 10, 000 use 5%. Since the population is large, the sample size is therefore considered adequate for the study. Ebonyi State was classified into three (3) education zones, in the three Education Zones, all the Public Upper Basic Schools students studied Social Studies and also use the same recommended text books in Social Studies. Three schools were randomly selected from each Education Zone through balloting with replacement. (See appendix E for list of sample schools). Uzoagulu (2011), on this holds that sampling with replacement ensures that each member of the





population has an equal probability of being drawn. All the Upper Basic II students were conveniently selected from 177 respondents from Afikpo, 180 from Onueke and 158 respondents from Abakaliki. These gave a total sample of 515 respondents.

### Instrument for Data Collection

The instrument that to be use for this study will be entitled Social Studies Achievement Test (SSAT). The test has fifty (50) multiple choice items with option A-D to obtain information from students. Consultations with two experts in Social Studies/curriculum studies and ideas gathered from literature review guided the construction of the instrument. The questionnaire is made up part 'A' and part 'B', Part A is on the personal data of the respondents. Part B is on Test of Knowledge of Students in Social Studies.

### Validation of Instrument

The fifty (50) item of instrument Social Studies Achievement Test (SSAT) will be first presented to the researcher's supervisor who corrected the instrument based on proper wordings and adequacy of the instrument in adhering the purpose of the study. It will be also 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 possibilities. These experts will be requested to go through the items and 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 lead to the modification of the instruments. The items will be further treated to item analysis of difficulty and

discrimination and none of the fifty (50) items were rejected. Thereby by making it suitable for the study.

### Reliability of the Instrument

The instrument with fifty (50) items will be constructed to determine the reliability using thirty (30) students selected from other Upper Basic School in Anambra State which is different from those to be involved in this study, Kuder – Richardson 20 (K-20) statistics will be use 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 administered 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.

### Results

What is the perceived impact of parents' level of education and students' academic achievement in Social studies?

**Table 1:** Correlation coefficient between achievement and parents' level of education

S/NO	VARIABLE	ACHIEVEMENT SCORE	LEVEL EDUCATION
1	ACHIEVEMENT SCORE	1.0000 (258) P = .	.4465 (258) P = .000
2	LEVEL EDUCATION	.4465 (258) P = .000	1.0000 (258) P = .

The results in Table 1 show that there is a low but positive perceived impact between students' achievement in Social Studies and parents' level of education. This is shown by correlation coefficient (r) of 0.45 index. This implies that the level of education of the parents influences or affects the performance of students in Social studies.



### Testing of hypotheses

From the result in Table 1, the value is greater than the significance of t. Hence,  $H_{01}$  is rejected implying that, there is no significant impact between students' achievement in Social studies and level of education.

### Research Question 2

What is the perceived impact between male students and their academic achievement in Social Studies?

**Table 2.2: Spearman's Correlation Coefficient Result Output for Male Students and their Academic Achievement in Social Studies**

Correlations			MEAN GENDER	SCORES
Spearman's rho	MEAN GENDER	Correlation Coefficient	1.000	-.202 **
		Sig. (2-tailed)	.	.005
		N	193	189
	SCORES	Correlation Coefficient	-.202 **	1.000
		Sig. (2-tailed)	.005	.
		N	189	190

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The result in table 2.2 shows the spearman's correlation coefficient output reporting the level of co-relationship that exists between male students and their academic achievement in Social Studies. The result has accounted a negative impact existing between male students and their academic achievement in Social Studies as the result accounts for a correlation coefficient ( $r_s$ ) of -0.202 and a p-value of 0.005. The relationship that exists between male students and their academic achievement in Social Studies is a weak and a negative impact.

### Testing of hypotheses

$H_{02}$ : There is no perceived impact between male and their academic achievement score in social studies ( $p < 0.05$ ).

**Table 2.2: Summary of Regression Analysis on the male students and their academic achievement score in social studies  $p < 0.05$ .**

Model Summary			
R	R Square	Adjusted R Square	P-value
0.157	0.025	0.022	0.001

The table above shows a summary of the Regression Analysis output produced using SPSS 18. The result reports that there is a perceived impact between male students and their academic achievement score in social studies ( $p < 0.05$ ) as our p-value which accounts 0.001 which is less than 0.05 being our level of confidence, with R square = 0.022 and R= 0.157. This means that we shall Reject  $H_0$  and conclude that there is a perceived impact on the male students and their academic achievement score in social studies ( $p < 0.05$ ).

This is to show that students gender does have a perceived impact on male academic achievement score in social studies.



### **Discussion of finding**

The result of the study in Table 1 shows a correlation coefficient of 0.45 signifying that there is a low but perceived impact between students' achievement in Social studies and parents' level of education. This implies that the level of education of the parents influences or affects the performance of students in Social studies. This finding agreed with the work of Magana (2010) who said that mother with increased education had a higher stimulation for cognitive development.

The result is in agreement with the work of Dearing, Mecartney, & Taylor (2002) who stated that parental educational level is an important predictor of children's educational and behaviour outcomes. For example, if the parents are not educated they lack the awareness of their responsibilities to the education of their children because they are not interested in their children's progress whereas the educated parents visit school occasionally to inquire and discuss their wards' educational achievement and progress.

### **Educational implication of the study**

The findings go further to suggest that children from well-educated parents perform significantly better in social studies, in relation to their colleagues whose parents are illiterates or half-baked graduates? This is only possible if the parents' attitudes are in consonance with their occupation and level of education.

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.

### **Conclusion**

There is no major difference between the effect of family climate, peer pressure and cognitive learning skills on the academic achievement of male and female students.

Parents' level of education affects academic achievement of students in Social studies.

### **Recommendation**

1. Parents should at all time 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. Parents should make every effort to reduce if not completely do away with broken homes and its causes. Since intact home begets good academic performance. On this parents should be enlightened through workshops/seminars on the dangers of unhealthy family climate.
3. Actively encouraging 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. Parents should also monitor the friends their children keep so that they do not join bad companies, and possibly drop out of school. This is because peers exert influence on the student's academic achievement.

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