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### Parental Socio-Economic Status as Determinant of Junior Secondary School Students' Motivation towards Learning in Osun Central Senatorial District, Osun State

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#### Abstract

This study focused on Parental Socio-Economic Status as Determinant of Junior Secondary School Students' Motivation towards Learning in Osun Central Senatorial District. Two research questions and two hypotheses guided the study using descriptive survey research design. Population of the study was 12,070 JSS2 students in Public Junior Secondary Schools in Osun Central Senatorial District. A sample of 2,070 respondents participated in the study through multistage sampling procedure. Frequency counts, simple percentages and mean were used to answer the research questions while multiple regression analysis was used to test the formulated hypotheses at 0.05 level of significance. Result of this study showed that: majority of

homes of the participating students were between 1 to 5 people family sizes; their parents hold B.Sc certificates; are Civil Servants; and are low income earners between N10,000 to N20,000 monthly salaries. Hypothesis One was rejected;  $F=60327$ ;  $P<0.05$  and  $Adj R^2 = 0.976$  which indicated a significant combined influence of Parental Socio-economic Status on students' motivation towards learning as 97% of the total variation was accounted for by the independent variables. The study recommended that parents of students in Osun Central Senatorial District should look out for additional job opportunities to improve their incomes.

**Keywords:** Motivation, Parental Socio-Economic Status, Junior Secondary School

#### Introduction

Motivation is a driving force needed in learning any school subject. The best lessons, the best books, and the best materials in the world will not get students excited about learning or willingness to work hard if they are not motivated (Ige, 2019) <sup>[9]</sup>. Motivation towards learning therefore is both an internal and an external phenomenon which is an inspiration needed to grow from within the students or the learners (internal) as well as from other forces surrounding the students externally. The external motivation can emanate from teachers or instructors as well as from Parents, guardians, home environment, school environment, class size and other means like extra-curricular activities and peer group influence in and around the school environment.

When students have self-efficiency skills, they will develop stronger sense of commitment toward their interests and activities and recover faster from setbacks. Motivated students do not give up easily, they are resilient and not easily overcome due to their belief that they can achieve, if they fail initially, they do not surrender as easily as unmotivated students. If students are unmotivated, it is extremely difficult to improve their academic performance in school (Vellymalay, 2019) <sup>[18]</sup>. Motivation affects how students relate with their teachers, how much time they put into their study, and how they go about seeking help when they are having difficulties with an assignment.

Realizing that students' motivation leads to increased learning outcomes in schools, teachers are expected to play pivotal roles by encouraging and motivating their students. School principals and head-teachers, across all levels are accountable for how well they educate their students and prepare them for the next level of performance by using various methods to motivate students and to encourage them to live up to their true potential (Singh, & Singh, 2014) <sup>[15]</sup>. Teachers give students sense of control by allowing them to choose the type of assignments they do or which problems to work on. This move gives them sense of control that motivates them to do more. At the beginning of the year, teachers and schools outlined clear objectives and define the objectives expected of students to attain at the end of a learning session so that there is no confusion, and

students can have goals to work towards. Defining clear objectives removes frustration that can hinder students from completing assignments or make them to exhibit wrong behaviour in class (Osonwa, Adejobi, Iyam, & Osonwa, 2016)<sup>[12]</sup>.

Teachers create a safe, supportive environment for students to display their abilities. Such an environment motivates students to develop self-confidence. In order to renew interest in learning, teachers need to give students a chance to get out of the classroom environment, take field trips, bring in speakers, or even just head to the library for some research. This method displayed as a change of scenery helps to establish the belief that the brain loves venturing into new knowledge, that is to say that some students need new settings to stay motivated to learn new things. Offering varied experiences is also considered a good method whereby students are assisted, since all students will not respond to lessons the same way. For some, practical or applied experiences may be the best, while others may love to read books quietly or to work in groups. In order to keep all students motivated, schools mix up their lessons so that students with different preferences will have the time to focus on the things they like best. Doing so will help students stay engaged and pay attention (Mistry, Benner, Tan & Kim, 2014)<sup>[10]</sup>.

One of the factors that determine Junior Secondary School Students' motivation towards learning, as it is being considered in this research is the Parental socio-economic Status. Two issues are twined together in this consideration, which are; parents' social standing and parents' economic position. Social status tells very much of the class, rank or group that one belongs to in the society. Social Status is the social standing of a person as compared to others in a group or situation. This is often described as a ranking that people form in their mind regarding the social position of themselves and others (Ajila & Olutola, 2020)<sup>[3]</sup>. Same goes for economic position which tells much of the financial or monetary position in which some people placed themselves in the society. The two phenomena, when brought into a single use as 'Socio-economic status (SES), is the summation of an economic and sociological measure of a person's work experience and of an individual's or family's economic and social position in relation to others (Abdu-Raheem & Olayinka, 2015)<sup>[1]</sup>. Parental socio-economic status indices include: Family size, parents' educational background, parents' occupation and parents' level of income.

### Statement of the problem

Everyone needs one form of motivation or the other to get things done. Students could be motivated because of their parents' level of income or as a result of their parents' social status. Teachers could be ignorance of what motivate their students to learn. Some parents also are not out of this predicament due to their ignorance of the factors that can motivate their wards to learn school subject. These are the background to this study which centered on Parental Socio-Economic Status as Determinant of Junior Secondary School Students' Motivation towards Learning in Osun Central Senatorial District, Osun State.

### Aim and objectives of the study

The aim of this study is to investigate Parental Socio-economic Status as Determinant of Junior Secondary School

Students' Motivation towards Learning, in Osun Central Senatorial District.

Specifically, the objectives are to:

1. determine the level of Parental Socio-economic Status (family size, parents' educational background parents' occupation, parents' level of income) in, Osun Central Senatorial District;
2. ascertain the combined influence of Parent Socio-economic Status (family size, parents' educational background, parents' occupation, parents' level of income) on Students' Motivation towards Learning in Osun Central Senatorial District;
3. determine the level of motivation to learning of the students in, Osun Central Senatorial District; and
4. determine the relative influence of parental socio-economic status (family size, parents' educational background, parents' occupation, parents' level of income) on Students' Motivation towards Learning in, Osun Central Senatorial District.

### Research questions

1. What is the level of parental socio-economic status (family size, parents' educational background, parents' occupation, parents' level of income) on Junior Secondary School Students in Osun Central Senatorial District?
2. What is the level of students' motivation towards learning at the Junior Secondary Schools in Osun Central Senatorial District?

### Hypothesis

**H<sub>0</sub>1:** there will be no significant combined influence of parents' socio-economic status on students' motivation towards learning in public secondary schools in Osun Central Senatorial District, Osun State.

### Methodology

Descriptive survey design was used in this study. The descriptive survey was used because it aims at describing, observing and documenting a situation as they occur rather than explaining them. The design has the advantage of producing a good number of responses from a wide range of people and it involves extracting information from a large number of individuals using the same set of questions through personal contact and the phones. Hence, the design makes the study a fact-finding analysis which involved collecting data directly from a desired population. Existing phenomenon was investigated without manipulating the variables. The design allowed respondents to describe and provide their opinions regarding the variables being studied in detail. Population of the study was twelve thousand and seventy (12,070) Junior Secondary School 2 students in Public Junior Secondary Schools in Osun Central Senatorial District. A sample of two thousand and seventy (2,070) respondents participated in the study through multi-stage sampling procedure. Frequency counts, simple percentages and mean were used to answer the research questions while multiple regression analysis was used to test the formulated hypotheses at 0.05 level of significance.

### Results and discussion

**Research question one:** What is the level of parental socio-economic status (family size, parents' educational background, parents' occupation and parents' level of

income.) on Junior Secondary School Students in Osun Central Senatorial District?

**Table 1:** Family Size of Students in Osun Central Senatorial District

Size	Frequency	Percentage
1-5	1746	58.5
6-10	403	13.5
11-15	326	10.9
Above 15	512	17.1
Total	2987	100

Source: Field survey, 2021

Table 1 presents family size of the homes of respondents. It shows that with frequency of 1746 (58.5%) have between 1-5 family size, 403 (13.5%) have between 6-10, 326 (10.9%) 11-15 while 512 (17.1%) have 15 in their homes. This implies that majority of homes of secondary school students in Osun Central senatorial districts have between 1-5 people in their various homes.

**Table 2:** Parents' Educational Qualifications of Students in Osun Central Senatorial District

Qualification	Frequency	Percentage
Primary	376	12.6
WAEC	847	28.4
NCE	740	24.8
B.Sc	1024	34.3
Total	2987	100

Source: Field survey, 2021

Table 2 presents educational qualifications of parents of students who participated in the study. It revealed that 1024 (34.3%) are B.Sc holders, 847 (28.4%) are WAEC holders, 740 (24.8%) are NCE holders while 376 (12.6%) are primary school certificate holders. This implies that a significant percentage of parents of Junior Secondary School Students in Osun Central Senatorial District are B.Sc holders.

**Table 5:** Level of students' motivation towards learning on the secondary schools in Osun Central Senatorial District

S. No	Items	Always	Seldom	Rarely	Never	Mean	Std
1	I like to do all assignments given to me	2028 (67.9%)	397 (13.3%)	391 (13.1%)	171 (5.7%)	3.43	0.923
2	I pay absolute attention to my teacher when teaching	2083 (69.7%)	323 (10.8%)	410 (13.7%)	171 (5.7%)	3.45	0.930
3	I like to ask questions on areas that are not clear to me	2040 (68.3%)	367 (12.3%)	409 (13.7%)	171 (5.7%)	3.43	0.929
4	I prefer studying than playing in the school	2048 (68.9%)	373 (12.5%)	395 (13.2%)	171 (5.7%)	3.44	0.924
5	Gaining new knowledge in the class makes me happy	2029 (67.9%)	379 (12.7%)	408 (13.7%)	171 (5.7%)	3.43	0.928
Weighted Mean						3.44	0.93

Source: Field survey, 2021

**Threshold: < 2.50 Low, 2.50 - 2.99 Moderate, and ≥ 3.00 High**

Table 5 Presents level of motivation towards learning among Public Junior Secondary School students in Osun Central senatorial districts in Osun State. Result gave weighted mean =3.44 This indicated that the level of students' motivation towards learning is high.

**Hypothesis testing**

**Hypothesis One:** there will be no significant combined influence of parents' socio-economic status on students' motivation towards learning in public secondary schools in Osun Central Senatorial District, Osun State.

**Table 3:** Parents' Occupation of Students in Osun Central Senatorial District

Occupation	Frequency	Percentage
Clergy	397	13.3
Civil Servant	948	31.7
Petty Trading	857	28.7
Others	785	26.3
Total	2987	100

Source: Field survey, 2021

Table 3 presents parental occupation of parents of students in Osun Central Senatorial district, it revealed that 948 (31.7%) are civil servant, 857 (28.7%) are petty traders, 785 (26.3%) are in other profession not stated in the instrument while 397 (13.3%) are Clergy. This implies that majority of parents of public secondary schools' students in Osun Central are civil servants.

**Table 4:** Parents' Income of Students in Osun Central Senatorial District

Income (Naira)	Frequency	Percentage
10,000-20,000	1654	55.4
30,000-40,000	406	13.6
50,000-60,000	927	31.0
Total	2987	100

Source: Field survey, 2021

Table 4 revealed income range of parents of respondents who participated in the study. Result showed that 1654 (55.4%) earn between N10, 000-N20, 000, 406 (13.6%) earn between N30, 000-N40, 000 while 927 (31.0%) earn between N50,000-N60,000 monthly. This implies that a significant percentage of parents living in Osun Central senatorial districts earn between N10, 000-N20, 000 monthly.

**Research Question Two:** What is the level of students' motivation towards learning at the Junior Secondary Schools in Osun Central Senatorial District?

**Table 6:** Summary of Analysis Showing Influence of Socio-Economic Status on Motivation towards Learning

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	61722.101	2	30861	60327.020	.000
Residual	1526.503	2984	.512		
Total	63248.604	2986			

R =0.988 R<sup>2</sup> = 0.976 Adj. R<sup>2</sup> = 0.97 Std. Error = 0.715  
Dependent Variable: Motivation towards learning

Source: Field survey, 2021

Presented in table 6 is the summary of regression analysis of combine influence of parents socio-economic status on motivation towards learning among public secondary school

students in Osun Central senatorial districts in Osun State. Result found a significant influence with ( $p < 0.05$ ). Result also showed ( $F = 60327$ ;  $P < 0.05$  and  $\text{Adj. } R^2 = 0.976$ ) meaning 97 percentage of the total variation was accounted for by the independent variable (Parents' socio-economic status) when considered together. Therefore, the null hypothesis that states that there will be no significant combined influence of parents' socio-economic status on students' motivation towards learning in public secondary schools in Osun Central Senatorial District, Osun State was rejected at 0.05 level of significance.

### Discussion of findings

Research question one was raised to determine the level of parental socio-economic status (parents' occupation, parents' level of income, parents' educational level, parents' family size) on students in Osun Central Senatorial district. The result revealed that significant percentage of parents of secondary school students in Osun Central senatorial district are BSc holders. Similarly, it was presented in findings of research question one that majority of parents of public secondary schools' students in Osun Central are civil servants. Result also found that majority of homes of secondary school students in Osun Central senatorial districts have between 1-5 people in their various homes and lastly, a significant percentage of parents living in Osun Central senatorial districts earn between N10, 000-N20, 000 monthly.

Findings of research question two asked to determine level of students' motivation towards learning on the secondary schools in Osun Central Senatorial District. Result gave weighted mean =3.44 meaning level of students' motivation towards learning is high. This finding was in line with the submission of Singh and Singh (2014)<sup>[15]</sup> study who found that increases in motivation towards learning contributes to observed high academic achievement in secondary schools. However, the result was not in line with the submission of Olayiwola *et al.* (2019)<sup>[11]</sup> in a related study which arrived at a contradictory conclusion where students' motivation was found to be low in public secondary schools in Nigeria. On the contrary, a study found moderate level of motivation among public secondary school students in Nigeria but with no significant influence on their level of academic performance (Ushie & Jegede, 2018)<sup>[16]</sup>.

Test of hypothesis one on combined influence of parents' socio-economic status on students' motivation towards learning in public secondary schools in Osun Central Senatorial District, Osun State revealed a significant combined influence with ( $p < 0.05$ ), result also showed ( $F = 60327.02$ ;  $P < 0.05$  and  $\text{Adj. } R^2 = 0.976$ ) meaning 97 percentage of the total variation was accounted for by the independent variables (socio-economic status) when considered together. Therefore, the null hypothesis that states that there will be no significant combined influence of parents' socio-economic status on students' motivation towards learning in public secondary schools in Osun Central Senatorial District, Osun State was rejected at 0.05 level of significance. This result was supported by a study that submitted that there is a significant correlation between socio-economic status and student's academic performance (Osonwa, Adejobi, Iyam & Osonwa, 2016)<sup>[12]</sup>. A related study also reported significant influence of home factors on students' motivation towards learning (Ahmad & Khan 2018)<sup>[2]</sup>. A contrary opinion was found in studies that

reported no significant influence of parental educational status on students' academic achievement which also contradicted the submission that no relationship exist between home environment and student's motivation towards learning (Abdu-Raheem, & Olayinka, 2015)<sup>[1]</sup>.

### Conclusion

Based on findings emanated from this study, a significant percentage of parents of public junior secondary schools students in Osun Central senatorial districts Osun State hold B.Sc certificates; are Civil Servants; and are low income earners between N10,000 to N20,000 monthly salaries. Likewise, majority of homes of secondary school students in Osun Central senatorial districts have between 1 to 5 people in their various homes and the level of students' motivation towards learning is high in Osun Central Senatorial District, Osun State.

### Recommendation

1. Parents should be encouraged to take interest in motivating their children to learn especially at the Junior secondary school level in Osun Central Senatorial District, Osun State;
2. Parents within the salary range of N10,000 to N20,000 should look for additional income through medium and small-scale businesses to boost their take home and assist their children's financial needs where and when necessary; and
3. Parents with low educational background should be encouraged to enroll for better job offers to promote their standard of living.

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