

PSYCHOLOGICAL PREDICTORS OF SOCIAL STUDIES ACHIEVEMENT AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN BAYELSA STATE.

By

IKPORO, B

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PROF. EKEH, P. U.

Department of Educational Psychology, Guidance and Counselling
Faculty of Education, University of Port Harcourt
ikporobraye@gmail.com

Abstract

The study focused on psychological variables as correlates of social studies achievement among junior secondary school students in Bayelsa State. Four research questions and four hypotheses guided the study. Correlational research design was adopted in carrying out the study. A sample of 1000 respondents was drawn from a population of 20,126 JSS2 students across 24 urban and rural secondary schools in Bayelsa State using the simple random and proportionate sampling techniques. The Psychological Predictors of Social Studies Achievement Questionnaire (PPoSAQ) as well as the Social Studies Achievement Test (SSAT) were used as instruments for data collection. Face, content and construct validities of PDVQ were done using experts in educational measurement and evaluation. The Cronbach alpha method was used in determining its reliability. Similarly, KR₂₀ was used to determine the reliability of SSAT. Both instruments had reliability indices of 0.86 for study habit, 0.88 for parental motivation and 0.83 for attitude towards social studies. Also the SSAT had a KR₂₀ index of 0.90. Instruments were administered and collected on face to face basis. A combination of simple regression, t-test, one-way ANOVA and multiple correlation were used to analyse the data. Findings indicated that study habits ($p = 0.002 < 0.05$) and parental motivation ($p = 0.000 < 0.05$) all are significant predictors of students achievement in social studies. On the other attitude ($p = 0.280 < 0.05$) was not a significantly predictor of students' achievement in social studies. Based on the findings of the study, recommendations made among others were that all educational planners, government, parents, teachers and guidance counsellors should do the needful to ensure that their students/children achieve higher in social studies. Implications of the study, as well as contributions to knowledge were also made.

Keywords: *Social studies, Achievement, Academic Achievement.*

Introduction

Academic achievement is a pivotal point in education. According to Busari (2000) “academic achievement is the degree to which students, teachers and academic institutions have achieved their educational goals”. As observed by there searcher, it could be seen as the show of knowledge gotten or skills developed or generated in the school subject. It has to do with the degree of accomplishment students make in a particular subject and generally in all the subject areas. Academic achievement signifies performance results that show the degree to which a person has reached particular goals that make the heart of the learning activities or environments. This concept is taken to be a multifaceted construct that comprise diverse areas of learning (Steinmayr, Meibnes, Weidinger & Wirthwein, 2013). Right from the inception of western education in Nigeria, assessment has been an important aspect of our educational system. The method of knowing the academic ability of a student has been helping in putting students who are doing well in their next academic level in schools.

This is why Frank (2008) sees academic achievement as the degree or level of success attained at the end of an academic endeavor. The yardstick for measuring one’s level of academic performance of the individual is through test and observation. He further explained that academic achievement has three dimensions such as high, average and low academic achievement. This measurement falls within the embrace of the psycho demographic learning environment.

Emphasizing on the ways of its measurement, Days (2009) explained that academic achievement can be measured by teacher-made test in each subject area, by grade-point average, by student’s performance on tests designed by a school district to measure the attainment of local school curriculum objectives or by standardized test designed to compare the performance of one group of students in relation to others.

Academic achievement helps to screen or diagnose students current level of academic functioning as well as the extent to which they have acquired the knowledge and skills more than their counter parts of the same age or class. It also helps in proper evaluation of students and identification of their strength and weakness (Christopher 2011). The issue of high or low academic achievement of secondary school students has attributed to some factors such as the school environment, peer influence, the family dynamics, government, etc. Those factors no doubt are constituents of psycho-demographic environment to the growth of academic achievement. Hence, the researcher feels that the psycho-demographic dynamics of the learner play key role in relation to his academic achievement. The demographic environment more frequently has continued to appear in contemporary studies as an influence on behavioral and academic outcomes. Current studies of the demographic environment have investigated aspects such as class composition, class size and classroom management.

The attitude toward students' achievement, the attitude toward school subjects, the attitude toward peers, the degree of democracy experienced in the classroom, the acceptance of diversity, the range of learning experiences, the autonomy of the teacher, the competitiveness among students, the consistency of interpretation of learning interactions and their consequences. The psychological environment is also created, based on the interaction of key players in the classroom, namely students and teachers. Research in this area has varied greatly and proliferated during the early twenty-first century. Studies have been particularly concentrated on students' class participation rates, teacher support, and communication of learning goals.

The introduction of social studies into the curricula of schools in Nigeria has being a major development in the education of the country. Within the short period of this introduction, it is now a core-subject at the primary and junior secondary levels of our education. There is no single definition of the subject, social studies, as authors hold different conceptions about it.

However, a point on which most social studies educators agree is that, the subject is a study of the society having man as its central theme (Awopetu, 1995). Okobiah (1984) defines social studies as an interdisciplinary approach to the study of human beings in group interrelations with both their social and physical environment. Social Studies is seen as a field of study in which contents and purposes focus on

relationship. Uche also sees social studies as providing knowledge, skills and attitudes that will help people to understand their physical and human environment so as to behave as responsible citizens. Dubey, Onyabe and Prokupek (1980) also conceptualize social studies as a 'process of education which utilizes the study of human life for the purpose of giving children the opportunity to practice solving problems of crucial importance both for the individual and the society'. From the above, it is clear that Social Studies deals with the reciprocal relationship existing between man with the tools, to solve the many problems facing him. Social Studies therefore has as one of its goals problem solving. Since this subject has been described as fundamental in the development of human resources, it becomes pertinent that the researcher study those factors that contribute to its achievement or underachievement by secondary school students.

Learning requires developing specific habits in order to help in the entire process, such habit is known as "study habit". According to Prizt (2011) study habit is a regular tendency and practice that one depicts during the process of gaining information through learning. Indeed establishing a proper study habit according to researchers and educationist will make ones life to be meaningful. It is seen as a prerequisite to attaining a successful and prosperous life in the near future. On the contrary, if students do not cultivate good study habits, this could be a reason for them to get low grades and probably fail out of school.

Hogrey (2010) suggested that a students' habit and influences his/her performance in learning. Measuring the achievement of students should not be enough as bases in evaluating how students got their course. Their learning style relationship with their achievement of their study habits are great factors to look at their various subjects they offer. Study habits and learning styles could be the possible reason why academic achievement may be low or high. In which ever way, discovered and used to strengthen the learning process. Habits are a second nature; it is routine of a persons' "what he or she does in every condition or situation". At times psychologist and sociologist argue that habits can or cannot be changed. Habits may be a good one or a bad one. It relates to the general behavior or actions an individual has towards a particular thing. It is something done on a scheduled, regular as well as planned basis and which is not relegated to a second place or optical place in one's life. Habits is simply done, no reservations, no excuses and no expectations. According to Sadia (2005) habit represent all loved, cherished and often practiced behavior which may or may not affect other but which the individual involves finds it difficult to do away with. Every individual has one habit or the other towards a particular thing(s). most often, we hear people say smoking habit, sex habit, reading habit, study habit, talking habit etc. all these emphasizes the diversity individuals can have towards various activities or things.

Study habit is the extent to which student buy out a dedicated schedule and uninterrupted time to apply one's self to the task of learning. Without it, one does not

grow and becomes self-limiting in life (Gonzalez 1997). Study habits tell an individual how much he will learn and how far he wants to go and how much he wants to earn. This all could be decided with the aid of ones' study habits throughout life. The importance of study habit in the life of any students cannot be overemphasized. It plays a major role in academic achievement because without proper studies, no one can be successful. It is often observed that some students can study in a crowdie place while some would prefer a silent place. Some on the other hand can study in the day time while others prefer night. Most recently some students have find it difficult to study without music in the form of ear-piece plugged to their ear. Some study in the company of friends while others do that best alone. Whatever the points, it is evidenced that so many factors do affects students many and regularity in their study time.

Every students at every point in time will demand an effective study habit to excel. Suffice it to say that the study habits or pattern an individual adopts does not mean that each of them will be successful or not. This means that at some points some student might choose study habits that are good and effective while others may adopts those that are ineffective and which may bring negative result. This has however introduced us to the point that some habits are more effective than others even when some students may lay a false claim that they are enjoying the ones they have already. According to Venturina (2014) there are so many factors that may make or mar effective study habit among

students. According to Sadia (2005) quoted earlier “effective study habits enables students to achieve better result. Marynez (2009) opined that a student who is successful in his desired career has good study habits that are not influenced by any external factors. In line with this, she stated that students should apply good habits to all their classes. She also suggested that the students should not try to study all the subjects in a single period. From this point of view, Venturina (2014) noted that study habit are those positive or negative attitudes students develop towards learning and this however according to him may be influence by both the environmental as well as hereditary factors. Mkpa (2010) under took a study of the effect of study habit on the academic achievement of students with a sample of 110 students, using a pre-test, post-test experimental design with teacher made test, two research questions and two hypotheses guided the study, a coefficient of 0.81 value was obtained by Pearson Product Moment Correlation. After the analysis, Mkpa found that there was significant effect of study habit on the academic achievement of students in the senior secondary school.

Olusakin and Nwolisa (2010) studied the effect of study habit on remembering, and organization of task in the improvement of student’s academic achievement in SSSIII classes. The major reason for the study was the mass failure of students in West African Senior School Certificate Examinations for three consecutive years. They used 100 samples size of students (50 males and 50 females), two research questions and two hypotheses guided the

study, a 15-item scale was used to draw information, pre-test, post-test with control group and experimental groups were also used, quasi-experimental design was applied where the control group received no treatment but the experimental group. Coefficient value of 0.79 was obtained using Cronbach Alpha of internal consistency. It was discovered that study habit has a positive influence on the remembering, retention and organization of learning tasks of the students’ academic achievement.

Okon (2008) studied the influence of study habit counselling with a school of nursing students using time management, reading and note taking, class assignment, and teacher consultations and relationship. He drew his sample from school of nursing and community health. He used 120 nursing students (50 males and 70 females), and the design of the study was quasi-experimental design, pre-test, post-test, control group and experimental groups were used. The experimental group received treatment while the control group did not receive any treatment. The study was guided by two research questions and two hypotheses. Pearson Product Moment Statistics was used for data analysis. It did not take him time to discover that there was a significant effect between study habit counselling and high achievement of the used students. If this is the case, it therefore also notes that the habit students develop may determine their achievement in social studies.

Motivation as a term was derived from the Latin word “movere” connoting “to move”. Motivation is defined as the forces

acting on or within a person that cause the arousal, direction, and persistence of goal-directed (Barnet, 2016).

Motivation is also contextual and can be changed overtime (Wigfield, 2004). Researchers have found out that learners are intrinsically motivated by experiences that can be achieved through presenting a challenge, promoting learners feeling of autonomy, evoke curiosity, and involved creativity and fantasy. Many psychologist and educators believed that it is important for students to develop greater internalization and extrinsic motivation as they grow older. Research has found out that as children move from the early elementary schools to the high schools, their intrinsic motivation decreases (Harter, 1996). This is because as student gets older, they look into increasing emphasis on grades and their internal motivation drops. Brophy (2004) suggested that school attendance must be made compulsory and students' performance should be evaluated and reported to parents. Students with a motivation to learn makes efforts to understand topics whether or not they find them intrinsically interesting. They make effort because they believe that the understanding results are valuable and worthwhile.

Parental motivation according to Okorie (2004) is the provision of an educative environment, visiting students school and giving rewards for good academic achievement at test and examinations. Parents tend to motivate their children because they see it as future investments. In examining the effect, if parental

motivation and social status on educational aspirations of students, Uka (1999) discovered that most parents in the city are professionals who understand the value of education and hence so much effort is put in place to create a favorable learning environment for their children.

The values placed by parents depend largely on their social status. Supporting this claim Gurman (2003) believes that the behavior of both parents and children toward schooling is as a result of a given social class to which they belong. He further asserts that educational value of parents goes a long way to influence parents' choice of school for their children and their children's attitude towards school. Children from upper class seemed to received more encouragement and motivation to achieve great height in the society than those from the lower class. The work from Utti (2006) on the relationship between parenting style and student's academic achievement in secondary schools in Ethiopie East Local Government Area of Delta State give credence to the above assertion. Her study revealed that there is correlation between parental encouragement and students' academic achievement.

Secondary school student's needs a lot of motivation from their parents whether they are educated or not. Intrinsic motivation can help them achieve academic success. These students are being helped to developed academic intrinsic motivation. Motivation is an internal state which makes an individual to behaved in a certain way towards a goal. Such behavior persist until the goal is achieved. They can

be motivated to take a particular subject in school for the sake of discovering new knowledge. Some parents encourage their children in their academic pursuit by taking them to and fro school in their cars, prompt payment of school fees, providing them with computers, school materials, television, etc. which facilitates easy learning in school. They also contribute positively to their wards education by attending (P.T.A) meetings at school. Children from such homes grow up to believe in themselves going through university education as their parents have done. Parental motivation could also be in form of advice giving which propels them to become anxious to achieve success. Parents who have achieve experiences, knowledge in education, politics and economic status tends to motivate their children in educational issues and expect a higher output from their children's educational achievement. Agbajor (2014) investigated self-efficacy and parental motivation as correlates of student's academic achievement. The study had a sample size of 1000 respondents; 3 hypotheses were tested at 0.05 margin score using Pearson Product Moment Correlation and Multiple Regression Statistics. The result revealed that self-efficacy, and parental motivation significantly correlate with student's academic achievement.

Imaobong (2013) studied the impact of motivation on students' academic engagement. Using motivation and academic engagement questionnaire on 540 senior secondary school students. Data were generated and analyzed for the study. Results indicate that motivation has a

significant impact on academic engagement, with highly motivated students being more academically engaged.

Abdullahi (2009) examined the relationship among motivation, self-esteem, locus of control and academic performance. 1335 undergraduate students were used from 7 faculties. They were selected using stratified and simple random sampling techniques. Results from multiple regression analyses revealed that subjective independent variables did not predict academic performance. Odiase and Iroegbu (2015) studied the psycho-social factors of secondary school student's academic achievement in Rivers State. The design for was correlation research design and ex-post factor. The sample size of the study was 400 participants. Two instruments were used to collect data for the study, which are, self-concept scale (SCS), and parental motivation scale (PMS), and students' academic report from first term. The reliability of these instruments were .69 and .77. six research questions as well as six corresponding null hypotheses were formulated to guide this study. The data collected were analyzed with mean and standard deviation to answer the research questions. Hypotheses 1-2, & 6 were analyzed with regression statistics and hypotheses 3, 4-5 were analyzed with t-test. From the above analyses, the relationship between self-concept, parental motivation, gender, and location were found to be significant, whereas religion was not significant.

Attitude has been explained and described in different ways. The Longman dictionary

(2000), define attitude as opinions and feelings which a person has about something or a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. It is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitude determines what each individual will see, hear, think or do. They are rooted in experience and do not become automatic routine conduct. Attitude means the individual's prevailing tendency to respond to favourably or unfavourably to an object (person or group of people, institutions and events). It could also be that the attitude in which an individual students has towards the subject area may determine whether he will achieve greatly or not in it. Though it is sometimes common to define, an attitude is an "affect towards an object (discrete emotions or overall arousal). As expressed by Ajzen (2001), attitude may influence the attention to objects, its use as well as the interpretation. These influences tend to be more powerful for strong attitudes which are easily accessible and based on elaborate knowledge structure. One's attitude may guide attention and encoding automatically, even if the individual is pursuing unrelated goals.

According to Jung, attitude is the readiness of the psyche to act or react in a certain way. To him, attitude often comes in pairs which are the conscious as well as the unconscious. Furthermore, unlike one's personality, attitude through could be stable can as well be changed easily through indoctrination, experience or

events etc. It is the way you think or feel about someone or something. Attitude in this context is seen as the way students see their educational pursuit. It involves their disposition towards going to school, staying in their classes; their zealously in comprehension etc. is seen as the way they feel about their learning. Student have positive attitude towards learning if they are always in school, show great interest in learning etc.

In the light of these facts, it could be that some psychological factors combined can make or mar students' achievement in social studies. This formed the basis and interest of the researchers in the study.

Furthermore, the incidence of low academic achievement in social studies amongst secondary school students in the state has been observed to be on the increase and has given rise to students' much involvement in anti-social behaviour, lack of self confidence in the school, aggressive behaviours, lack of respect for parents, teachers and constituted authorities, gansterism and even school dropout. The researcher has observed with dismay for a period of time as a teacher, that some secondary school students in Nigeria, especially those within the area of her habitation always have poor results in their internal and external examinations in social studies such as; promotion results and junior certificate examination. This situation is increasing on a yearly basis in the area. On closer interaction with the students, the researcher noticed that, the family background of these students may be faulty; some of their parents do not

provide necessary social studies materials for them, even their family interaction could not make for a healthy social and academic well-being of the students.

Based on the experience of the researcher about the decline in academic achievement of students in social studies, the researcher tend to find out if some psychological factors can predict academic achievement of social studies amongst secondary school students in Bayelsa State. It is also worth noting that one of the core subjects in the national curriculum is social studies. A careful look at this fact have revealed that in Bayelsa State instead of students to gain higher achievement in social studies, they instead record poor achievement. Ethically, the main aim of teaching social studies is being defeated as students on daily basis keep manifesting unethical, maladjusted and un-socialized behaviour like fighting, bullying, stealing etc. This clear distinction between what it should be students gaining higher scores in social studies, showing physically and socially accepted behaviour like respect for elders, and the observed unsocialized and antisocial behaviours have made the researcher to wonder; If some psychological factors preicts student's academic achievements in social studies in Bayelsa State?

In this light, the study aimed at investigating psychological predictors of academic achievement among secondary school students in social studies in Bayelsa State. Specifically the study sought to achieve the following objectives:

1. Ascertain if study habit predicts the academic achievement of secondary school students in social studies in Bayelsa State.
2. Determine if parental motivation predicts the academic achievement of secondary school students in social studies in Bayelsa State.
3. Investigate if attitude predicts the academic achievement of secondary school students in social studies in Bayelsa State.
4. Determine if study habit, motivation and attitude jointly taken predict the academic achievement of secondary school students in social studies in Bayelsa State.

The following research questions guided the study:

1. To what extent does study habit predict the academic achievement of secondary school students in social studies in Bayelsa State?
2. To what extent does parental motivation predict the academic achievement of secondary school students in social studies in Bayelsa State?
3. To what extent does student's attitude predict the academic achievement of secondary school students in social studies in Bayelsa State.
4. To what extent do study habit, motivation and attitude jointly taken predict the academic achievement of secondary school students in social studies in Bayelsa State?

The hypotheses formulated for the study were as follows;

1. Study habit does not significantly predict the academic achievement of secondary school students in social studies in Bayelsa state.
2. Parental motivation is not a significant predictor of parental motivation on academic achievement of secondary school students in social studies in Bayelsa state.
3. Students Attitude does not significantly predict their academic achievements in social studies in secondary school in Bayelsa state.
4. Study habit, motivation and attitude jointly taken do not significantly predict the academic achievement of secondary school students in social studies in Bayelsa State.

Methodology

The researchers adopted correlational research design in the study. The study was carried out in Bayelsa State, west. The population for this study consisted of all the 20,126 junior secondary school two, students in all the 188 public secondary

schools in Bayelsa state while the sample for consisted 1000 JSS2 students drawn using the multi-stage sampling procedure. The instruments used in collection of data were the Psychological predictors of Social Studies Achievement Questionnaire (PPoSAQ) which was a 4-point Likert Scale of that ranged from Strongly Agreed to Strongly Disagreed as well as the Social Studies Achievement Test (SSAT) which was constructed by the researcher to measure the student's achievement in social studies. The test instrument was designed using the multiple-choice item format with options a-d. All the items measured the subject social studies and nothing else. The instrument contained 40 items in all. Validity of the instruments was done by giving using two other experts in the area of measurement and evaluation while the reliability was determined using the Cronbach alpha method as well as the Kuder Richardson Formula 20. The instruments had indices of 0.84 and 0.90. All these indicated that the instruments are highly reliable. Data generated was analyzed using simple regression, t-test, one-way ANOVA and multiple correlation.

Result

Research Question One: To what extent does study habit predict the academic achievements of secondary school students in social studies in Bayelsa State?

Hypothesis One: Study habit does not significantly predict the academic achievement of secondary school students in social studies in Bayelsa.

Table 1: Simple regression of study habits as predictor of academic achievement of students in social studies.

	R	R²		Adj R²		Std Error	
	0.097	0.009		0.008		6.891	
	Sum of Sq	Df	Mean Sq	F	α	Sig.	Result
Regression	450.668	1	450.668				
Residual	47391.268	998	47.486	9.491	0.05	0.002	Significant
Total	47841.936	999					Reject Ho

The data as shown in table 1 reveals that regression coefficient $R = 0.097$, $R^2 = 0.009$, adjusted $R^2 = 0.008$ while the standard error = 6.891. From the R^2 values, it is clear that study habit account for about 0.9% of the total variation in academic achievement of students in social studies. Sum of square for regression was 450.668, for residual was 47391. 268 while total sum of squares was 47841. 936.

Mean Square was 450.668 while for residual was 47.486. Calculated F was 9.491 while the sig-value was 0.002. Hence, since sig – value ($p = 0.002 < 0.05$) was less than alpha of 0.05, the hypothesis was rejected meaning that study habit significantly predict academic achievement of students in social studies in Bayelsa State.

Research Question Two: To what extent does parental motivation predict academic achievement of secondary school students in social studies in Bayelsa?

Hypothesis Two: Parental motivation does not significantly predict the academic achievement of secondary school students in social studies in Bayelsa State.

Table 2: Simple regression of parental motivation predicting academic achievement of students in social studies.

	R	R²		Adj R²		Std Error	
	0.115	0.013		0.012		6.877	
	Sum of Sq	Df	Mean Sq	F	α	Sig.	Result
Regression	636.955	1	636.955				
Residual	47204.981	998	47.300	13.466	0.05	0.000	Significant
Total	47841.936	999					Reject Ho

The table above reveals correlation coefficient $R = 0.115$, the $R^2 = 0.013$, adjusted $R^2 = 0.012$ while the standard error = 6.877. The R^2 values indicates that parental motivation account for 1.3% of the total prediction on students academic

achievement of students in social studies. Sum of square regression as 636.955, for residual was 47204.981 while mean square was 636.955 and 47.300 respectively. Calculated F was 13.466 while the sig value was 0.000. This, since, sig – value (p

= 0.000 < 0.05) is less than 0.05, the null hypothesis is rejected. This means that parental motivation significantly predict

academic achievement of students in social studies.

Research Question Three: To what extent do students' attitude predict academic achievements in social studies in secondary school in Bayelsa State?

Hypothesis Three: Students attitude do no significantly predict their academic achievement in social studies in secondary school in Bayelsa State.

Table 3: Simple regression of student attitude predicting their academic achievement in social studies in secondary schools in Bayelsa State.

R	R ²	Adj R ²	Std Error				
0.034	0.001	0.000	6.920				
	Sum of Sq	Df	Mean Sq	F	α	Sig.	Result
Regression	55.881	1	55.881				
Residual	47786.055	998	47.882	1.167	0.05	0.280	Insignificant
Total	47841.936	999					Accept Ho

Table 3 shows that regression coefficient R is 0.034, R² values is 0.001, adjusted R² = 0.000 while the standard error = 6.920. Hence, from the R² value, it is clear that student's attitude account for only 0.1% of the total variation in academic achievement of secondary school students in social studies. Associated ANOVA reveals that regression sum of squares is 55.881, residual is 47786. 055 while total

is 47841.936. Mean square is 55.881 while for regression is 47.882. Calculated F = 1.167 while the sig-value = 0.280. Therefore, since sig (p = 0.280 > 0.05) is greater than the alpha level of 0.05, the null hypothesis is retained meaning that students attitude certainly significantly does not predict their academic achievement in social studies in secondary schools in Bayelsa State.

Research Question Eight: To what extent do study habit, motivation and attitude jointly taken predict the academic achievement of secondary school students in social studies in Bayelsa L.G.A?

Hypothesis Eight: Study habit, motivation and attitude jointly taken does not significantly predict the academic achievement of secondary school students in social studies in Bayelsa State.

Table 4: Multiple regression of study habit, motivation and students attitude jointly taken predicting students academic achievement in social studies in Bayelsa State.

R	R²	Adj R²	Std Error				
0.097	0.009	0.006	6.723				
	Sum of Sq	Df	Mean Sq	F	α	Sig.	Result
Regression	429.962	3	143.321	3.172	0.05	0.024	Significant Reject Ho
Residual	44999.442	996	45.180				
Total	45429.404	999					

From table 4 above, regression coefficient $R = 0.097$, square of $R = 0.009$, adjusted $R^2 = 0.006$ while the standard error = 6.723. From the R^2 value it is seen that study habit, motivation and students attitude joint account for about 0.9% of the total variation in the academic achievements of secondary school students in social studies. The associated ANOVA reveals sum of square for regression and residual to be 429.962 and 44999.442 while sum of square total is 45429.404. Mean Square was 143.321 and 45.180. Calculated $F = 3.172$ while sig value was 0.024. Hence, since $\text{sig } p = (0.024 < 0.05)$ is less than 0.05 alpha, the null hypothesis is rejected meaning that study habit, motivation as well as attitude jointly taken predict significantly student's academic achievement in social studies in Bayelsa State.

Discussion of Findings

From finding one, it is revealed that study habits significantly predict the academic achievements of student in social studies in Bayelsa State. The finding here means that the pattern of study are used to predict how well or how bad they will achieve in social studies. This also means that if students develop a positive attitude towards their studies, this will influence them and make them to achieve better in social studies and vice- versa. The finding

here may come because students have realized that it is only hard work that will make them to pass their examinations than to sit down and study properly. The findings of the study however is expected by the researcher because developing a proper study habit is the only genuine way of achieving better in social studies. On the otherhand, a student may cheat in examination, but that cannot always sustain his performances over time. This finding is in agreement with that reported earlier by Mkpa (2010). He noted that there was a significant effect of study habit on the academic achievement of students in secondary schools. Further results reported earlier by Olusakin and Nwolisa (2010), Okon (2008), Azeez (2004) as well as Undiyaundeye (2008) all confirmed the result of this present study by highlighting that study habit has significant positive effect on the academic achievement of students either in a specific subject area or on the general note.

Research findings two showed that parental motivation significantly predict students academic achievement in social studies secondary schools in Bayelsa. The findings here means that the level of encouragement parents give their children/wards at home can determine the degree or extent of achievement. The findings are necessary here because a lot

of student are quite aware of the fact that their parents psychological and physical ability to motivate their children can help in determining how well they can succeed in school. If for instance parents don't encourage their children to read by sending them to unnecessary errands, if they refuse to monitor their progress in school by showing unconcern attitude about what position they take, their challenges in school etc. or if they even refuse to pay their school fees on time, buy them textbooks and advise them accordingly, the findings here implies that students from such homes cannot perform or achieve better in social studies. On the contrary, where all these are present, children from such homes will do better in school. The finding is expected and this has inform parents that their role is enormous in helping their children to achieve better grades especially in social studies in Bayelsa. Agbagor's (2014) study confirmed the present result when he noted that self-efficacy and parental motivation significantly correlate with students academic achievement. In a similar manner, Imaobong (2013) reported significant relationship between motivation and academic engagement by students. Other findings like that of Abdullahi (2009) Odiase and Oroegbu (2015) as well as that of Dekereffline (2003) all reported that parents motivation significantly relates with students achievement.

Research finding three reveals that students attitude towards school does not predict significantly their academic achievement in social studies in secondary schools in Bayelsa State. The findings of

the study means that irrespective of the attitude students develop for their study in social studies. This cannot determine how well they will achieve in social studies. This findings the researcher must quickly mention that is very surprising to her. This is because students attitude towards something determines the behaviour or effort they will put towards that particular thing. For instance, if students do not have any proper or positive attitude towards a particular subject area. This may make them develop some negative behaviours like truancy, lateness, noise making in class etc. which automatically do affect their performance in the subject area. On the contrary when students show positive attitude towards a subject, this will translate into them developing better attitudes that culminates into better achievement and result. The finding here however is unexpected and the reason for such findings may be attributed to the high level of indiscipline and mismanagement in the school system nowadays. When students who are truants, who come late, who bully, insult teachers and even do not enter classes in some subject areas are given the opportunity to cheat to pass, this may send a wrong message to other students that these things do not really matter. This may be the reason for such result. The findings is surprising because that reported earlier by Odiase and Oregbu (2015) as well as that of Azeez (2004) all showed significant correlation between students attitude and their academic achievements. Management should discourage level of indiscipline and other anti-social behaviours to encourage them participate well in social studies class activities.

Finally findings eight, reveals that study habit, motivation and students attitude jointly taken significantly predict students academic achievements in social studies in secondary schools in Bayelsa State. This findings means that developing a good study habit with good parental motivation coupled with the right attitude certainly can lead students to achieve significantly in social studies. The findings also mean that in some situations, individual students who may possess only one of such characteristics may not really achieve greatly in social studies than when he or she possesses others. The findings is also of the view that students need more than a single characteristics in order to be able to make significant achievements in social studies. This could be the reason why the present study may reveal such. The findings here is expected because the researcher is quite aware that developing a proper study habit, with proper motivation and attitude certainly will lead students to great academic achievement especially in social studies.

Conclusion

There are many factors that may influence student's academic achievements in social studies. These include study habits as well as parental level of motivation. On the contrary, students attitude id nt a significant predictor of student's academic achievements.

Recommendations

Based on the findings, it was recommended that;

1. Parents and subject teachers should work hand in hand to ensure that the

children and wards develop positive study habits in social studies by increasing study time, extra moral classes, doing assignments and related works as at when due thereby achieving higher in the subject area.

2. Parents and care-givers should double their efforts in encouraging their children and wards in social studies by providing the necessary instructional materials to enhance their academic performance than disabusing the minds of such children towards the subject area making them to be misled in most cases.
3. Although students attitude have been found not to predict achievement of students, school authorities, parents and significant others should not condone negative attitudes. At all times, the students should be encouraged to develop positive attitudes which can assist them even in other areas of life.
4. Counsellors, parents and teachers should encourage the students to develop good study habit, adequate parental motivation with the right attitude will make for greater achievement in social studies. Enlightenment campaigns should be carried out by government and counsellors to enlighten both educated and uneducated parents of the needs of encourage their children/wards to study subjects of their interest.

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