



EDUCATIONAL COUNSELLING AND EVALUATION

Readings in Honour of
PROFESSOR E. ADENIKE EMEKE



Adams O.U. Onuka
Monica N. Odinko

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Educational Counselling and Evaluation

(Readings in Honour of Professor E. Adenike Emeke)

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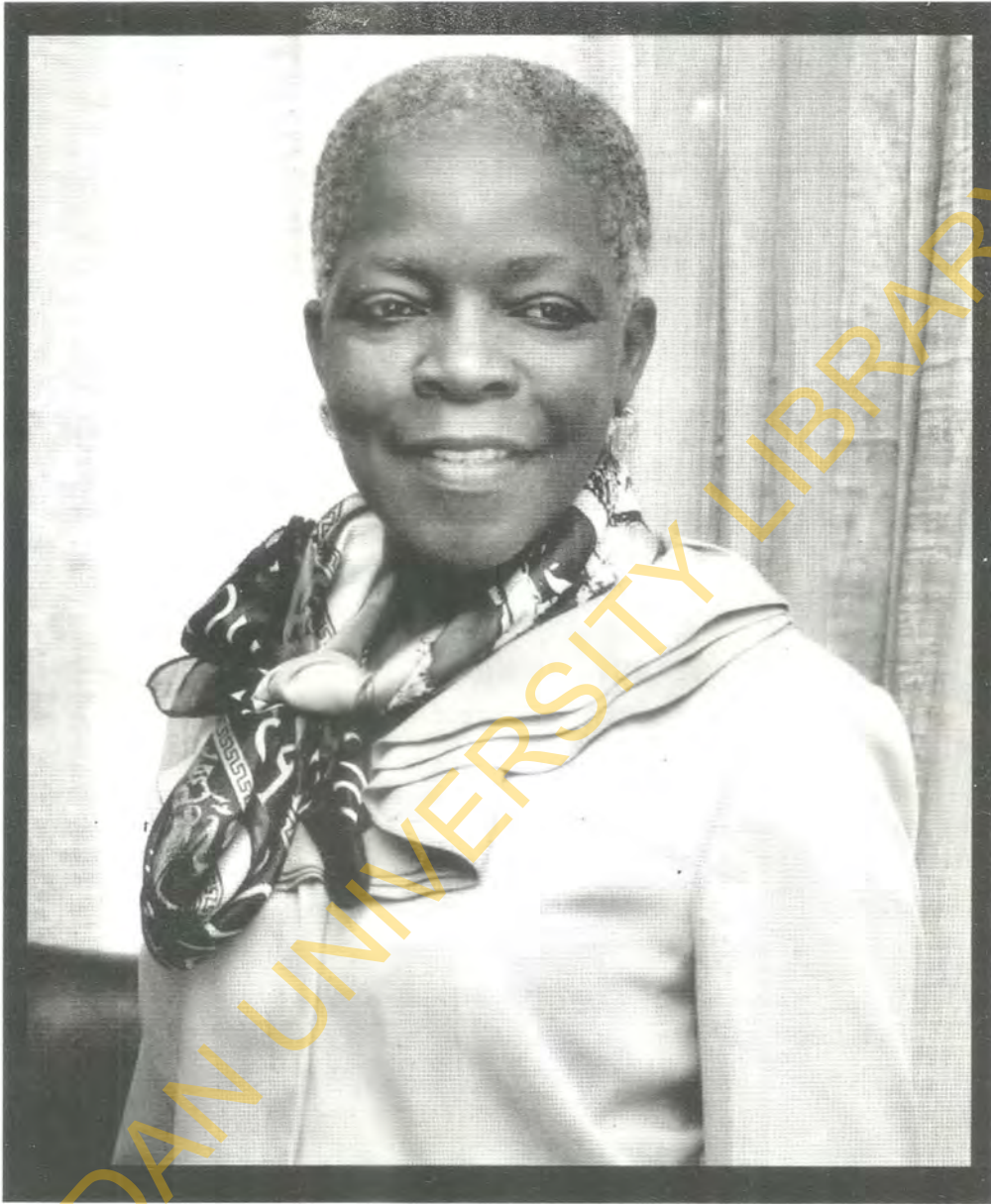
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@ 60



Professor E. Adenike Emeke

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FOREWORD

This is a high-powered, knowledge-intensive and well-package compendium in 27 intellectually compelling chapters contributed by 37 scholars – colleagues and students of our highly valued and eminently respected Professor Elizabeth Adenike Emeke. The book is a fitting tribute to this first-rate scholar as the chapters capture the major thrusts of her decades of research efforts and quality intellectual contributions.

- ♦ Counselling Psychology
- ♦ Learning Outcomes
- ♦ Educational Evaluation
- ♦ Gender in Education

A major feature of the book is the predominance of research-based papers. These papers follow a well-defined pattern: expositions on the broader context in which the research problem is situated, technical presentation of methodology and findings following internationally accepted conventions, in-depth analysis of the findings leading to reflective rather than definitive conclusions and recommendations.

This emphasis on reflexivity makes the book not simply a once-and-for all glance-through material but a constant guide to further work and continuous learning by readers. This continuous pursuit of knowledge and insight would have two main dimensions: extending the scope of the research projects reported and trying out (at school and classroom levels) the recommendations of the research reports. The latter dimension should in fact lead to improved understanding through enrichment that comes with contextualising research-based prescriptions for educational practice.

What comes out clear as the central message of the compendium is that EVALUATION lies at the very heart of educational development endeavours. A critical and holistic situational analysis helps to identify the socio-cultural-economic-political dynamics that configure educational systems. Getting at the

root causes of challenges to the chains in the system involves systematic questioning. Data systematically collected and contextually analysed in detailed exploration of the questions becomes the major ingredient for evidence-based decision-making. This process summarises the R4D (Research for Development) agenda of the Institute of Education of the University of Ibadan. It is the guiding philosophy for its strenuous efforts in the last five decades and the propelling force for its widely proclaimed achievements.

Professor Emeke is a distinguished product of the Institute. She has contributed immensely to the nurturing of the Institute's academic ideals through her worthy contribution to Knowledge Generation (or Research), Knowledge Transmission (or Teaching) and Knowledge Sharing (or Responsive Social Engagement) over the years. She is currently Director of the Institute and she is eminently leading us all to greater heights. This book is a fitting tribute to her contributions as well as an appropriate encouragement for her continuing devotion to the cause of Education R4D.

Emeritus Professor Pai Obanya

September, 2014

PREFACE

The decision to put together this Book of Readings was informed by our resolve to bring to the fore excellent intellectual works and worth of men and women in the academia in Nigeria in particular and Africa in general. We also believe that charity begins at home; hence, we began with some series on some of our distinguished and erudite scholars in our own home-the Institute of Education, University of Nigeria. This is the fifth in the series of our publications in this direction. We have honoured our grand sage in education in Africa, our own beloved mentor, academic father and grandfather, Emeritus Professor PAI Obanya (edited by Adams Onuka), Professor Samuel Ayodele (edited by Drs FV Falaye, JA Adegbile and AOU Onuka), Professor Promise Okpala (edited by CV Abe and Adams Onuka), Professor TW Yoloye (edited by AOU Onuka) and now the first Nigerian female Director of our Institute of Education, a mother and a meticulous scholar and a go-getter, Professor Elizabeth Adenike Emeke, which was particularly put together to mark her 60th natal day anniversary on 1 September, 2014. Her contributions to human development in Nigeria and Africa made many African scholars to respond to the call for papers and 27 good papers were selected from the submissions. The collection is titled: Educational Counselling and Evaluation because the honouree strides the two fields which both promote effective learning and learning improvement. The collection contains contributions from scholars in various areas of educational counselling and evaluation. These contributions cover such subjects as Language Education evaluation, Business and Management Education evaluation, Teacher Education evaluation, Special Education evaluation and counselling, Social Studies evaluation, Counselling Education, Gender Education, Early Childhood Education evaluation, Basic Education, Educational Evaluation Agencies in Nigeria, Educational Psychology and Public Technical Examining in Nigeria. Others are: Accountability in Education, Evaluation of TETFUND, Quality Assurance in Tertiary Institutions, etc.

The important thing in the collection is that it contains works by proven excellent university teachers like Emeritus Professor PAI Obanya, Professor Charles Onocha, Professor Samuel Ayodele, budding university teachers like Drs Ifeoma

M. Isiugo-Abanihe, J.A Adegbile, Gbenga Adewale, Modupe Osokoya, Onuka, Odinko, Ibode and Adegokè. There are also scholars from Kenya such as Simon Kangéthe Ngigil, Susan Lyria Karuti and Maurice N. Amutabi and upcoming university teachers and experienced teachers from other tiers of the education industry. It is important to state that readers will find the content of this collection very useful in facilitating learning from both theoretical and practical perspectives. The book will also aid university and colleges of education students in sourcing research materials and help teachers in updating their knowledge in some areas 'educationeering' to borrow the invention of the sage of education in Africa, Emeritus Professor Obanya. In conclusion, we commend the book to the reading public as invaluable teaching and learning resource. We wish you all a very happy reading. Shalom

AOU Onuka

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September, 2014

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HOME AND SCHOOL FACTORS AS CORRELATES OF STUDENTS LEARNING OUTCOME IN SOCIAL STUDIES IN OGUN STATE

Junaid, Ikmat Olanrewaju

Introduction

Education is a major instrument for promoting socio-economic, political and cultural developments in the world. Education is a paramount tool for any meaningful and worthwhile development in the society and for any nation to develop it must first develop its citizens through the provision of functional education (Adeyemo, 2000). Home environment is sub-divided into socio-economic background, parental involvement in students' education, time allotted for studying, availability of learning material at home and conduciveness of home vicinity for study among others. Chapman and Ryan, (2005) defined socio-economic background as measured on wealth defined by home postal address, family wealth, personal assets and parents educational background. Cary (2011) states that there are two main reasons why socio-economic background influences students learning outcomes. This includes both educational and socio cultural reasons.

Home background is the foundation for children's development and such family background in terms of family structure, size, socio-economic and educational background play important role in students' educational attainment and social integration (Osunloye, 2008). However, reviewed literature indicated that there is an awareness of the importance of the home environment or family on learner academic performance. The home has a great influence on the child's psychological, emotional, social and economic state. Ajila and Olutola (2000) asserted that the state of the home affects individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child affect his reaction to life situations and his level of performance. Family structure in terms of single and two parent families has been

noted in the literature to have a significant influence on students' learning outcome and mental development. This is because providing a supportive learning environment at home requires parents' time as much as financial resources (Eweniyi, 2005). In the same spirit, several studies have demonstrated the positive effects of parental involvement in children's schooling (Deslands & Bertrand, 2005; Cooper, Linsay & Nye, 2000; Bauch, 2001). In general, these studies indicated that students whose parents are more involved in their education earn higher grades in school. As parents establish relationships with teachers and school administrators, they learn important information about the school's expectations for homework, how to help with homework, and how to supplement their child's learning at home (Bauch, 2001).

Moreover, when parents are involved in schooling, they meet other parents with whom they can share information about and insight on school policies and practices. Parents might also learn from each other which teachers are the best and how difficult situations have been handled in the past. Additionally, when parents and teachers interact, teachers learn about parents' expectations for their children Clark (1993). However, (Cooper, Linsay & Nye, 2000) found that involved parents developed more complex strategies for working with schools and their children to promote achievement. Parents' involvement with their children's schooling is not a uniform process, and researchers have studied many dimensions of parental involvement.

Researchers have distinguished between at-home academic involvement and at-school academic involvement (Edwards & Warin, 1999). At-home academic involvement has been described as contact between parent and child that is focused on the child's schooling (Conway & Houtenwille, 2008). Home-based involvement includes activities like direct help with schoolwork, guidance on course selection, and advice on career planning. At-school involvement requires parents to initiate, or be available for, contact with school personnel, including activities like attending conferences and school events (such as sporting events), participating in parent-teacher associations, or by serving in decision-making roles (such as on school boards) (Epstein & Sanders, 2000).

Attitude promotes or inhibits student behaviour in the classroom, at home, among the peer group and ultimately learning and the choice of a career. Furthermore, they are considered to influence choices to attend, respond to value, participate in and make a commitment to educational activities. According to Olaoye (2005), considerable evidence demonstrates that attitudes play an important role in determining behaviour which is a potent tool for the determination of teaching effectiveness and the extent of student learning in Agricultural science.

Yoloye (1994) submits that the attitude of a learner towards science would determine the measure of the learners' attractiveness or repulsiveness to science. This will invariably influence the learners' choice and even learning outcome in the subject. In that regard, positive attitude will lead to persistence and better learning outcome. Awolola (2009) discovered a non-significant effect of attitude on student learning outcome. Osborne (2001) proved that there existed a positive correlation between students' attitude toward science and learning outcome.

Furthermore, there have been several studies on instructional materials and academic achievement. For instance, (Isola, 2010), conducted a research on the effects of instructional resources on students' performance in West African School Certificate Examinations (WASCE) in Kwara State and the result revealed that material resources had significant effect on student's achievement in all the subjects. Researchers such as Obioha (2006) and Ogunleye (2002) reported that there were inadequate resources for teaching subjects in secondary schools in Nigeria. They further stated that the available ones are not usually in good conditions. There is the need therefore, for improvisation.

Moreover, Daramola, (2008) however noted that improvisation demands adventure, creativity, curiosity and perseverance on the part of the teacher, such skills are only realizable through well-planned training programme on improvisation. Isola (2010) referred to Instructional materials as objects or devices, which help the teacher to make a lesson much clearer to learners. Instructional materials are also described as concrete or physical objects which are in various classes, such as audio, visual or audio-visual. Thus, audio instructional materials refer to those devices that make use of the sense of hearing only, like radio, audio tape recording, and television. Visual instructional materials on the other hand, are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, and filmstrip. An audio-visual instructional material however, is a combination of devices which appeal to the sense of both hearing and seeing such as television, motion picture and the computer. Among the instructional materials the classroom teacher uses, the visuals out-numbered the combination of the audio and audio-visual.

Impressive performance in social studies as a school subject over the years has been a major source of concern to educators since the subject was introduced into the school curriculum in 1980. As a result of this, many social studies educators have called for linking students environment with their learning outcome in social studies as a compulsory subject which students must offer at the junior secondary school and score credit. Godson (2006) observed that the content of social studies

is designed to provide the most vital knowledge all Nigerian students should necessarily consume and acquire as good Nigerians. The development of students' intellectual skills and their ability to think reasonably, rationally, logically and reflectively is central to each of the standards for social studies. Learning instruction based on these standards should require social studies students at all levels to use a variety of intellectual skills to master content, probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude towards arguments, acquire and organise information, draw conclusions and view human conditions from a variety of perspectives. Therefore, if one weighs the vital role social studies education plays in the society there is necessities to investigate into all the variables that will determine the smooth running of social studies teaching-learning process.

Results released by examining bodies such as the National Examinations Council (NECO) revealed that performances of junior secondary school students in Basic Education Certificate Examination (BECE) in Social Studies fluctuate over the years. These fluctuating performances have generated a great deal of concern among the stakeholders in educational sub-sector in Nigeria, resulting from the fact that Social studies as a school subject is very important to the survival of the society in general and to an individual in particular. It exposes learners to challenges of survival and how an individual can integrate within the society. Several researches have attempted to identify factors responsible for the fluctuating students' performances in junior secondary school Social studies. Researches yield inconsistent results as many variables, mainly cognitive, were used. The researcher therefore, investigated the extent at which home environment, students' attitude and instructional materials correlates with students learning outcome in junior secondary school Social studies in Ogun State

Research Questions

Based on the stated problem, the study provided answers to the following questions.

1. What is the relationship between home environment and students' learning outcome in Social Studies in Ogun State?
2. What is the relationship between students' attitude and students' learning outcome in Social Studies in Ogun State?
3. To what extents do home environment, students' attitude and instructional materials variables combine to correlate students' learning outcome in Social Studies in Ogun State?

4. What are the relative contributions of the components of home environment, students' attitude and instructional materials on students' learning outcome in Social Studies in Ogun State?

Methodology

This study is an ex-post facto survey research. The target population of this study comprised all J.S.S. II students that offered Social Studies in Ogun State. Multistage sampling technique was employed in this study. Schools were clustered along the three Senatorial Districts in Ogun State. Schools were selected from each senatorial district based on proportion to size sampling. In all, 14 schools were randomly selected. Interval random sampling technique was however employed to select 30 students from each of the sampled schools. A total number of 420 JSS II students formed the sample. The four instruments designed for this study for data collection were: (i) Home Environment Questionnaire (HEQ) constructed by the researcher for measuring what should be in a typical home that will facilitate learning activities; (ii) Social Studies Attitudinal Scale (SSAS) used to elicit responses on students' attitude to Social Studies; (iii) Instructional Material Availability and Usability Questionnaire (IAUQ) used to measure the availability and usability of instructional materials in the classroom and (iv) Social Studies Achievement test (SSAT) comprising 50 objective test items constructed from the topics selected from JSS II Social Studies' scheme of works. All these were developed by the researchers. Validation exercise was conducted on 30 samples outside of the population after necessary corrections had been effected and the reliability co-efficients of between 0.60 and 0.9 were established respectively. Data were collected with the help of seven trained research assistants and analysed using Pearson product moment correlation and multiple regressions.

Results

Research Question One: What is the Relationship between Home Environment and Students' Learning Outcome in Social Studies in Ogun State?

Table 1: Relationship between Home Environment and Students' Learning Outcome in Social Studies

Variables	Home Environment	Students' Learning Outcome in Social Studies
Home Environment		
Pearson Correlation	1	.124 Sig.(2tailed)
	.015	
Students' Achievement in Social Studies		
Pearson Correlation	.124	1
Sig. (2-tailed)	.015	

Significant at 0.05

Table 1 presents the Pearson product moment correlation result of the relationships between home environment and students' learning outcome in Social Studies. The table reveals positive low significant relationship between the variables at ($r = .124$, $p < 0.05$). This is an indication that home environment determines students' learning outcome in Social Studies. In other words, there is a significant relationship between home environment and students' learning outcome in Social Studies.

Research Question Two: What is the Relationship between Students' Attitude and Students' Learning Outcome in Social studies in Ogun State?

Table 2: Relationship between Students' Attitude and Students' Learning Outcome in Social Studies

Variables	Students' Attitude	Students' Learning Outcome
Students' Attitude		
Pearson Correlation	1	.108 Sig.(2tailed)
	.036	
Students' Achievement in Social Studies		
Pearson Correlation	.108	1
Sig. (2-tailed)	.036	

Significant at 0.05

Table 2 presents the Pearson product moment correlation result of the relationships between students' attitude and students' learning outcome in Social Studies. The table reveals positive low significant relationship between the variables at ($R = .108$, $p < 0.05$). This is an indication that students' attitude determines students' learning outcome in Social Studies. In other words, there is a significant relationship between students' attitude and students' learning outcome in Social Studies.

Research Question Three: To What Extents do Home Environment, Students' Attitude and Instructional Materials Variables Combine to Correlate Students' learning outcome in Social Studies in Ogun State?

Table 3: Model summary and ANOVA of the Association between Home Environment, Students' Attitude, Instructional Materials and Students' Learning Outcome in Social Studies

R = .508^a					
R square = .258					
Adjusted R square = .224					
Standard error of the estimate = 5.084					
Model	Sum of squares	df	Mean Square	F	Sig.
Regression	788.968	2	197.242	7.632	.000 ^a
Residual	2274.215	418	25.843		
Total	3063.183	420			

Significant at 0.05

From table 3, the combination of the two components of instructional materials, that is: home environment, students' attitude, instructional materials jointly related with students' learning outcome in social studies, with positive moderate correlation at $R = .508$, a multiple R square of .258 with Adjusted R square of .224. The multiple correlation of .508 indicates a moderate relationship among independent variables and students' learning outcome in social studies. Moreover, as shown in table 3 the combination of the three independent variables explains 22% of the variance observed in students' learning outcome in social studies. The observed R value was statistically significant at $F (df = 2, 418) = 7.632$, $P < 0.05$. This implies that the three variables actually predict students' learning outcome in social studies.

Research Question Four: What are the Relative Contributions of the Components of Home Environment, Students' Attitude and Instructional Materials on students' Learning Outcome in Social Studies in Ogun State?

Table 4 : Relative Contribution of Home Environment, Students' Attitude and Instructional Materials to Students' Learning Outcome in Social Studies

Model	Unstandardized Coefficients		Standardized Coefficients	T	Rank	Sig
	B	Std. Error	Beta			
(Constant)	60.857	5.889		10.333		.000
Home Environment	1.222	.604	.204	2.023	3 rd	.046
Students' Attitude	2.524	.705	.339	3.581	1 st	.001
Instructional Availability	1.676	.621	.268	2.700	2 nd	.008
Instructional Usability	.653	.332	.187	1.965	4 th	.053

Significant at 0.05

From the above table, it is evident that these variables contributed significantly in the prediction of students' learning outcome. Home Environment with this feature ($\beta=.204$, $t = 2.023$, $p < 0.05$). Students' Attitude with this feature ($\beta=.339$, $t = 3.581$, $p < 0.05$), Instructional Availability with this feature ($\beta=.268$, $t = 2.700$, $p < 0.05$) and Instructional Usability with this feature ($\beta=.187$, $t = 1.965$, $p < 0.05$). The result implies that students' attitude is the most influential in the prediction follow by instructional availability, home environment and instructional usability respectively.

Discussion of Findings

The positive significant relationship finding of home environment and students' learning outcome in social studies is in consonance with the assertion of Ajila and Olutola (2000) which states that the condition of the home affects individual student since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child affect his reaction to life situations and his level of performance. Family structure in terms of single and two parent families has been noted in the literature to have a significant influence on students' learning outcome and mental development.

Moreover, the assertion from OECD/UNESCO (2003) that family characteristics are a major source of disparity in students' educational achievement, support this present finding. More family financial resources, which are associated with parents' occupation and educational attainment, often imply increased learning opportunities both at home and in school. Better-educated parents can contribute to their children's learning through their day-to-day interactions with their children and involving themselves in their children's school work. Parents with higher occupational status and educational attainment may also have higher aspirations and expectations for their children's occupation and education, which in turn can influence their commitment to learning.

In like manner, (Ushie, Onongha, Owolabi and Emeka, 2012) buttresses the assertion of other researchers and this present result where they submitted that various aspects of the family economic, social and cultural conditions have a consistent impact on the literacy performance of students in all countries. Students whose parents have better jobs and higher levels of educational attainment and who are exposed to more educational and cultural resources at home tend to have higher levels of literacy performance.

The significant relationship between students' attitude and students' achievement from this study buttresses the submission of Olaoye, (2005) who stated that considerable evidence demonstrates that attitudes play an important role in determining behaviour which is a potent tool for the determination of teaching effectiveness and the extent of student learning in school subject. In addition, the finding support Olaoye, (2005) who asserted that teacher's attitudes influence student's attitude, which has a powerful influence on learning. This means that the influence of the teacher attitude, which can be regarded as part of the motivational factors for learner influence the direction of student attitude either positively or negatively. The attitude of social studies students whether positive or negative will to a large extent determine the level of their learning outcome at all levels of examinations. This is supported by Oke, (2008) in his description of attitude as a learned predisposition to react consistently in a given manner to certain persons, objects or concepts. This can either be positive or negative. To put it succinctly, negative attitude inhibits learning, while positive attitude promotes learning in all disciplines including social studies.

The significant joint relationship of home environment, students' attitude, instructional materials and students' achievement in social studies support the finding of many researchers for instance, Barnard, (2004), asserted that "the home plays a significant role in the early development year of a child. Also.

Akinwunmi, (2004) believes that the first in the sequence of a child's extra school experience is the home into which he is born. It is desirable to discover as much as possible about the family background from which a student comes from. Likewise, Bauch, (2001) believes that education should begin from birth and in the home. To him education was in fact growth and that the early years were all important. This he feels that the environment of the child influences his character and that all true education involves balance, harmony and provision of materials that will motivate the children to learn comfortably in the house. Adeyemi, (2008) sees home background as the basis for children's development. If the home is secured, in peace and harmony, children are most likely to be at peace with everything they do. Once the home is broken, and the child is with either parent, there is always a vacuum. So, a parent who keeps custody of the child must play a dual role. It can therefore be expected that the home conditions will exercise considerable influence on a child's background. The kind of mental challenge to which a child is exposed to at various periods is likely to determine the kind of mental abilities which he or she possesses.

In addition, the finding support Moronfola (2002) carried out a research in Ilorin Local Government Area of Kwara State. She used questionnaires to collect data on the material resources available for the teaching of some selected subjects in ten secondary schools and related these to students' achievements in each of the selected subjects and to the amount of resources available for the teaching of the subjects. Finding showed a significant effect of material resources on the students' academic performance in these subjects.

Conclusion

From the findings of the study, it was observed that there are positive relationships among home environment, students' attitude, instructional materials and students' learning outcome in social studies. Therefore, when parents provide enabling environment for the students at home and the students put in the right attitude toward their learning it will improve their learning outcome as more knowledge will be gained in the process. Moreover, since the finding of the study reveals that there was significant relationship between instructional materials; Government should increase the supply of learning materials in various schools to enhance smooth teaching-learning process and improvement in performance of students in junior secondary school social studies.

Recommendations

- Parents should provide enabling environment for their children to motivate them to learn.

- Students should put on the right attitude toward learning.
- Government should improve on the provision of adequate infrastructural facilities and learning materials in order to enhance maximum students' learning outcome in social studies.
- Government should improve in the supply of social studies teachers in various junior secondary schools.

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