

TITLE PAGE

**INFLUENCE OF PARENTAL OCCUPATION AND FAMILY STATUS ON
STUDENTS' INTEREST IN JUNIOR SECONDARY SOCIAL STUDIES IN
JIGAWA STATE**

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DEDICATION

This project is dedicated to all my family members for their prayers, moral and financial support throughout the period of this research work.

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My greatest thanks go to God Almighty for crowning this study with success. I feel greatly indebted to my project supervisor Dr. Nwagu, E. K. N. for his inspiration, guidance, kindness and encouragement to me in this work. My supervisor devoted his time and effort to reading and commenting on the successive chapters of this work. His advice contributed immensely to improvements in both form and content of this work. I am particularly impressed about his readiness in listening to me any time I visited his office.

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Abstract

The purpose of the study was to determine the influence of parental occupational background and family status on students' interest in junior secondary social studies in Jigawa state. Six research questions and four hypotheses guided the study. Literature was reviewed un four major sub-headings namely conceptual framework, theoretical framework, review of empirical studies, and summary of literature reviewed. The study adopted expo-facto design. The population of the study covers all the five thousand six hundred and eighty-seven (5,687) JS3 students in Jigawa State. Purposive sampling technique was used to sample four hundred and eighty JSS3 students. A structured questionnaire developed by the researcher and validated by research experts which yielded a reliability index of 0.87 was used for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions while Analysis of Variance (ANOVA) was used to test the research hypotheses. The major findings of the study were that parental occupational background and family status have low influence on students' interest in social studies in terms of gender; that parental occupational background and family status have significant influence on students' interest in social studies in terms of location among others. Based on the findings of the study, relevant conclusions were drawn and recommendations were made.

CHAPTER ONE

INTRODUCTION

Background of the Study

Social studies education has been given a prominent place as a core subject in junior secondary schools in Nigeria. The subject was introduced in 1982. The importance of social studies cannot be over-emphasized. This is because the learning of social studies equips learners with functional knowledge, attitudes, skills, and values. The functional knowledge, attitude, skills, and values which social studies offers could have been the reason the Federal Government of Nigeria made the subject compulsory.

Social studies content of instruction is society focused. The curriculum is integrated and the composition of the content is derived from various sources. The sources are: the social sciences, humanities and physical sciences (Nwanyanwu, 2005). The components of social studies curriculum is organized to address the problems of man and to equip the learner with realistic skills, knowledge, values and attitude to be responsive and responsible to environmental problems and challenges. The learners are further equipped with desirable values and attitudes capable of strengthening national unity, co-operation, tolerance, and national consciousness. Through right attitudes and values, learners will appreciate the fact

that Nigeria as a multi-ethnic society requires peace and accommodation of one another (ethnic and religious group notwithstanding) in order to achieve effective nation building (Mezieobi, 2013). These lofty ideals and objectives of social studies cannot be achieved if the social studies learners have no genuine interest in subject.

Ahmed (2009) explains that, the first and crucial step towards effective realization of subject curriculum objectives (social studies inclusive) is the ability of the students to study such subject with interest. This explanation, perhaps, shows why Abdullahi (2010) remarks that the extent to which social studies curriculum objectives are achieved depends on the extent to which social studies students read, study and understand social studies curriculum contents. The above statement was borne out of the fact that social studies curriculum content is organized sequentially, such that effective reading with interest of the initial content of the social studies curriculum will facilitate effective reading of the subsequent contents.

However, the major worry of this study is that research evidence from several scholars such as Suleman (2009), Ahmed (2009), Bello (2011), Mohammed (2011) among other proved that students decline in their general performance in social studies. Interest, according to Adam (2010), means attention to something. In this context, interest means attention to studying of social studies.

Furthermore, Adeleye (2011) views interest as the curiosity to do something. In the context of this study interest means the curiosity to study relevant social studies materials. The application of curiosity in studying social studies by students could enhance their performance in junior secondary school social studies.

Success, in an educational institution, is measured by academic performance of students. Over the years, the importance of students doing well in school has become the common concern of parent, legislators, teachers, counselors, psychologist and other stakeholders. According to Bello (2002), parents devote a lot of resources to their children's education because they believe that students' interest in education and by implication good academic performance will provide a stable future for them. However, students' interest in academic activities both in schools and homes has been on the decline. Wilkins (2001) opined that many educational authorities have sought to find out reasons for the downward trend in interest of secondary school students in educational activities. Uwaifo (2008) attributed the cause of low interest of children in educational activities to a combination of personal and institutional factors. The personal factors include the level of individual's aspiration, intelligence, knowledge and ability, while institutional factors are family or parental influence.

Family, according to Akubue (2006), is defined as a group of persons united by ties of marriage, blood or adoption, constituting a single household, interacting with each other in their respective social roles as husband and wife, father and mother, brother and sister and creating a common culture. Family is also defined as a single social unit in human society which is extricably interwoven with all other system (Agulana, 2009). Whatever the short comings the above definitions may have, family is universally and culturally accepted as a social institution throughout the world. It is also recognized as the bedrock of any society responsible for primary socialization of its members. In support of the above, Robboy (2010) states categorically that everyone knows a great deal about families because all human beings were probably socialized by parents and teachers.

According to Olayinka (2004), family, especially stable family, is the bedrock of any society. Obayan (2004) reported that a stable and well developed childhood can be guaranteed by a stable family. Kilgore, Snyder, & Lentz (2000) claimed that the family environment is the most powerful influence in determining a child's academic achievement. It is obvious that families have substantial influence on a child's academic performance in school subjects including social studies. Could the kind of occupation the parents do as well as the degree of stability of the family be factors in family influence on students' interest in academic activities? Moreover, how do gender and location, as moderator

variables, interact with parental occupation and family stability to influence students' interest in social studies?

Gender, according to Robert (2007), is a social construct which is not biologically determined but a concept equivalent to race or class. Lee (2001) noted that gender is an ascribed attribute that differentiates feminine from masculine in the society. Gender is by this attribute seen as the categorization in the world of matter into sex. Offorma (2004) viewed gender as a learned socially constructed condition ascribed to male and female. Offorma further noted that gender is enforced through cultural practices, as gender identity is the outcome of cultural learning; hence the expectations from male and female are dependent on their cultural milieus. In the context of this study, gender is a cultural construction that assigns roles, attitudes and values considered appropriate for each sex. Indeed, these cultural roles assigned to male and female could have interactive influence on parental occupation and family stability as factors of students' interest in social studies. Usman (2009) found out in a study that the female students are more affected in their academic achievement by family instability. On the contrary, Danladi (2010) found out in a study that family status affects both male and female students' academic performance. Gender is an important variable in this study because male and female children react differently to family instability. In support of this statement, Anderson (2013) explains that while the male children can cope

with family status with minimal stress, the female children find it difficult to move on in an unstable family. Thus, this study seeks to determine among other things the influence of parental occupation and family stability on students' interest in junior secondary social studies in terms of gender.

Location is another variable which the study seeks to determine its place in the influence of parental occupation and family stability on students' interest in social studies. Location is a place where somebody or something resides in the world. Oguniyi (2008) noted that location can also mean a settlement whether a village, town or city usually by human beings. Benton (2000) also described location as a geographical place or an area. Contextually, location in this study implies a geographical place or area where something or somebody is situated, be it rural or urban area. Location is also an important variable in this study because the place of residence of the children, that is urban or rural area, could influence the way reacts to family instability. In support of this statement, Onoja (2014) reported that while the urban children easily adapt to the cases of family instability, the rural children are seriously affected emotionally and psychologically. Therefore, this study seeks to determine if location is a variable of influence in parental occupation and family stability as determinants of students' interest in social studies.

Indeed, studies as the present one is important especially in Jigawa State to enable education stakeholders plan effectively on the ways to reduce the influence which family status could have on students' interest in academic activities. In Jigawa state, research evidence abounds on the increasing rate of family status as a result of dominant polygamous family system (Danladi, 2010). On the other hand, the increasing rate of unemployment in Nigeria which compelled most parents to be under employed could have influence on students' interest in school subjects including social studies. The reason for the concern in social studies is that the subject deals with man in the society. Thus, it contains reasonable contents that discuss the family since she is regarded as the basic unit of the society (Mohammed, 2011). Therefore, students from unstable family may lose interest in social studies once the contents on family issues are taught in the classroom. Furthermore, considering the location of Jigawa State in the core Northern Nigeria where peace and national consciousness is required, effective learning of social studies with interest by the students becomes necessary. However, the major worry is that inspite of the importance of social studies in training responsible citizens, not much has been done to find out the influence of parental occupation and family stability on students' interest in junior secondary school social studies in Jigawa State. It is against this background that the present study seeks to determine the

influence of parental occupation and family stability on students' interest in social studies in junior secondary schools in Jigawa State.

Statement of the Problem

Social studies is an emerging subject of instruction in junior secondary schools in Nigeria. The nature and scope of social studies, particularly at the junior secondary school level, is focused on man's activities in the society. The subject centres on developing individuals who are socially, economically, and politically responsible. Hence, social studies curriculum is described as the embodiment of social, economic, and political needs of the contemporary society. It is important to note that the ability of social studies curriculum, to develop socially, economically, and politically responsible individuals, depends on the interest of students in social studies. However, the major worry of the study is that research evidence shows that there is increasing rate of family status in the Jigawa State and this could affect students' interest in junior secondary school social studies. The reason for the concern in social studies is that the subject deals with man in the society. Thus, it contains reasonable issues that discuss the family since she is regarded as the basic unit of the society. Therefore, students from unstable family may lose interest in social studies once the contents that contain family issues are taught in the classroom.

Therefore, the problem of this study put in question form is. Could the occupation of parents and family stability be influencing students' interest in social studies in Jigawa State? How are gender and location interacting with parents' occupation and family status to influence students' interest in social studies in Jigawa State?

Purpose of the Study

The main purpose of the study is to determine the influence of parental occupation and family status on students' interest in junior secondary school social studies in Jigawa State. Specifically, the study intends to find out the:

- i) influence of parental occupational background on students' interest in junior secondary school social studies in Jigawa State.
- ii) influence of family status on students' interest in junior secondary school social studies in Jigawa State.
- iii) gender-related differences in the influence of parental occupational background on students' interest in junior secondary school studies in Jigawa State.
- iv) gender-related differences in the influence of family status on students' interest in junior secondary school studies in Jigawa State.

v) location-related differences in the influence of parental occupational background on students' interest in junior secondary school studies in Jigawa State.

vi) location-related differences in the influence of family status on students' interest in junior secondary school studies in Jigawa State.

Significance of the Study

The study has both theoretical and practical significance. Theoretically, the study is anchored on Family Systems Theory by Murray Bowen (1968). Family systems theory draws on systems thinking to view the family as an emotional unit. When applied to families, systems thinking (i.e. evaluating the parts of a system in relation to the whole) suggests that an individual's behavior is informed by and inseparable from the functioning of his or her family of origin. In essence, the theory assumes that the condition of the family affects the general activities or actions of individual members of the family. Thus, the findings of this study will either help to support the theory or refute it by showing the extent to which parental occupation and family stability influence students' interest in junior secondary school social studies in Jigawa State.

Practically, the findings of the study will be significant to the students, teachers, curriculum planners, and the government. For the students, the study will

provide them with the opportunity to express their opinion on how the occupation of their parents as well as the stability of their family influenced their interest in social studies. The students will have the opportunity to do this through filling the interest scale developed by the researcher for data collection. Furthermore, the findings of the study will help to show, the education authorities the influence which parents' occupation and family stability has on students' interest. This will help to prompt those concerned to control the influence which parental occupation and family stability has on students' interest in junior secondary school social studies positively. This can be done through formulating and implementing relevant policies that will help reduce the rate of family status in the state.

For the teachers, the findings of the study will help them to ascertain the influence of parental occupation and family stability on students' interest in junior secondary school social studies in Jigawa State. This will enable the teachers to know areas where they can help the students to overcome the influence. This can be done by encouraging and counseling the students in the classroom, application of different but relevant teaching methods to enable students from different family background develop interest in studying and understanding social studies contents.

For the parents, the findings of the study will help them to have knowledge of the influence which their occupation and the stability of their family have on

their children interest in social studies. This knowledge will help the parents to engage in meaningful occupation that will enable them support their children education. Furthermore, it will help the parents to always maintain a stable family to enable their children have peaceful and relaxed mind to study in school.

For the government, the findings of the study will be significant in the sense that the study will help the government to ascertain the influence of parental occupation and family stability on students' interest in social studies. This will enable the government to know the crucial areas where interventions through government policies and actions are needed to control the negative influence of parental occupation and family stability on students' interest in social studies. This intervention could be in form of creating meaningful jobs for parents, promoting and encouraging peaceful co-existence in the family through mass media programmes.

Scope of the Study

This study has content and area scope. The content scope of the study covers: the influence of parental occupation on students' interest in junior secondary school social studies; the influence of family status on students' interest in junior secondary school social studies; gender as a factor on the influence of parental occupation and family status on students' interest in junior secondary

school social studies; and location as a factor on the influence of parental occupation and family status on students' interest in junior secondary school social studies. For parental occupation, the study will limit its scope to few occupation like teaching, civil servant (other than teacher), farmers, and businessmen/women. The area scope of the study covers all the public junior secondary school in all the twenty-seven Local Government Areas in Jigawa State of Nigeria.

Research Questions

The following research questions will guide the study.

- 1) What are the mean interest scores of social studies students from different parental occupational background in junior secondary schools in Jigawa State?
- 2) What are the mean interest scores of social studies students from different family status categories in junior secondary schools in Jigawa State?
- 3) What are the mean interest scores of male and female social studies students of different parental occupational background in junior secondary schools in Jigawa State?
- 4) What are the mean interest scores of male and female social studies students from different family status categories in junior secondary schools in Jigawa State?

- 5) What are the mean interest scores of urban and rural social studies students of different parental occupational background in junior secondary schools in Jigawa State?
- 6) What are the mean interest scores of urban and rural social studies students from different family status categories in junior secondary schools in Jigawa State?

Hypotheses of the Study

The following null hypotheses will be tested at .05 level of significance.

H₀₁: There is no significant difference in the mean interest scores of male and female social studies students of different parental occupational background in junior secondary schools in Jigawa State.

H₀₂: There is no significant difference in the mean interest scores of male and female social studies students from different family status categories in junior secondary schools in Jigawa State.

H₀₃: There is no significant difference in the mean interest scores of urban and rural based social studies students of different parental occupational background in junior secondary schools in Jigawa State.

H0₄: There is no significant difference in the mean interest scores of urban and rural social studies students from different family status categories in junior secondary schools in Jigawa State.

CHAPTER TWO

LITERATURE REVIEW

Literature is reviewed under the following sub-headings;

Conceptual Framework

- Concept of Social Studies
- Concept of Parents, Occupation and Parental Occupation
- Concept of Family and Family Stability
- Concept of Interest
- Concept of Gender
- Concept of Location

Theoretical Framework

- Family Systems Theory (Murray Bowen 1968)

Review of Empirical Studies

- Studies on achievement of students in social studies
- Studies on the Influence of Parental Occupation on Students' Academic Interest
- Studies on the Influence of Family Status on Students' Academic Interest

- Studies on Gender and Students' Academic Interest
- Studies on Location and Students' Academic Interest

Summary of Literature Review

Conceptual Framework

Concept of Social Studies

Social studies is an integrated study of man and the outcome of his interaction with the total environment which enables the learners to acquire necessary values, attitudes, skills and knowledge for solving societal problems. It has been observed by Mezieobi, Fubara and Mezieobi (2008) that social studies concept is devoid of a precise and universally accepted definition.

Different scholars view the concept of social studies from different perspective and this has led to the plethora of varying definitions of social studies. However, the different definitions have provided a base for broader perceptions and understanding of the subject. Akubue (2006) defined social studies as a programme that provides adequate knowledge, skills and attitudes that will enable people understand their physical and human environment in order to act or behave as responsible citizens. In his own words, Mezieobi (2007:6) defined social studies as a formalized, correlated or integrated study of man and his environment, which imbues the learners with cognitive skills, values, attitudes, abilities and

competencies that will enable him to become an informed, rational, analytic, participative and functional citizens in his environment and beyond. Ofuebe (2001) viewed social studies as interdisciplinary curriculum content that attempts to unify knowledge that cut across various disciplines of the social sciences in dealing with societal problems of family relations, civic affairs, community life, health production, consumption, recreation, environmental conservation etc.

The persistent conceptual confusions notwithstanding, social studies has been defined in Nigeria as an integrated field of study that probes man-environmental relationships and imbues man with high level intellectual skills, social skills and competencies germane to solving man's environmental diverse problems for better and effective living (Mezieobi, 2013). Social studies deals with human environmental relations, interrelations and interactions for social effectiveness and efficiency (Mezieobi, 2004). On the other hand, Ukadike and Okobia (2006) expressed that the essence of social studies as a subject in the Junior Secondary School is to provide knowledge and develop in the students, social skills, attitudes and values for the upliftment of the society. They uphold that these skills and attitudes are developed in the learner when teacher's instructional attitudes have injected substantial motivational interests for learner's participation. In clear terms, social studies need to be effectively implemented by teachers with concrete learning experiences, as a resolve of increasing learning and consequent

appreciation of value laden content of social studies instruction by young learners. Okobia (2009) posits that social studies is concerned with the study of man within the context of his environments, his social, physical, economic, cultural and technological environments.

From the foregoing discourse, it can be conceptualized that social studies is established for intellectual development, citizenship education, acquisition of skills for effective social living, environmental management and ultimately how the learner could be reared with positive moral attitudes for political, social, economic, technological and environmental stability in the Nigerian society. The youths are supposed forerunners and custodians of the cherished societal values and culture of their environment. They should be adequately involved in social studies classroom interactive sessions for effective articulation of social studies instruction. Through this, citizens with environmental education knowledge and positive attitudes could be raise in Nigeria.

Describing social studies as an effective instrument for achieving national goals, Amadi (1993) stated that many nations of the world have used social studies education in the achievement of specific national goals. Social studies programme in Nigeria, at all levels is aimed at achieving national integration, national consciousness and national development, through the positive values that learners are exposed to. Social studies in Nigerian secondary schools was meant to socially

reform the learner to progress and solve problems in his immediate, national and international environment. Most importantly, the child is exposed to positive values and attitudes to promote harmonious social relationships and interdependence focused at achieving group cooperation and cohesive spirit for national development. The essential focus of social studies instruction in post primary schools is personal development of the learner as well as providing experiences for intellectual creativity and skills for identifying societal problems, through scientific observation, analyses, conclusion and generalizations drawn from activities of man's positive and negative social relationships in the society.

Social studies education tends to instill the right types of values and attitudes for the effective mutual interaction in the society. Okpala & Adeyemi (2006:4) remarked that:

social studies is an integrated subject which enables human beings to participate effectively and rationally in the affairs of their local, national and international communities in a manner that will make the overall global society a better place than they met it.

Whatever the differences or variation in these definitions of social studies, one believes that the central theme of social studies is the study of man, his past, present and future, and how human environment influences his way of life and vice versa.

In essence, social studies addresses man's problems as a whole without dichotomization. Social studies is highly focused on issues of social living and how the learners can be equipped with values, attitudes, skills, and knowledge that would make him functionally fit as an individual in progressive development of society. It tends to equip the learners with high intellectual power, reflective thinking skills to identify, evaluate, and proffer solutions to societal problems.

The national concern given to the study of social studies education as a programmatic value education implies that it is perceived as a very important subject worthy of being studied by all students. Social studies is one of the innovative elements in the Nigerian educational system. Its inclusion at the basic education levels as a core or compulsory curricula offerings by the Federal Ministry of Education is indication of its perceived intellectual importance (Federal Republic of Nigeria, 2004). According to Nwaubani (2008), the above position of social studies as a compulsory curricula;

was borne out of the psychological view that the child at the basic education level (which is not yet intellectually ready for specialization) requires a subject with integrated philosophy, content and methods such as social studies to prepare for functional and active participation of his or her society(16).

This view is in line with the Nigerian Education Research and Development Council (NERDC, 2008) which remarked that one basic advantage of the junior secondary schools social studies curriculum is the localization of its contents in such a way that different contemporary need and problem of the society such as inculcation of national patriotism are emphasized.

Indeed, it can be deduced from few sampled definitions above that social studies is meant to equip the learners with reflective thinking, values cognitive and skills to identify and address the problem of the society. Social studies is a course of instruction which has programmatic social relevance. In the context of this study, social studies can be defined as a subject that deals with human activities in his physical and social environment. To further appreciate the need for social studies instruction, there is need to consider its aims and objectives.

Stating the aims and objectives of social studies, Nwoji (2006:3) identified the following as what should be achieved for the nation through the study of social studies. They are:

- 1) Development of an understanding of the relationship between human beings and their social and physical environment in the past and present.

- 2) Development of an understanding of the inter-relationships and effects of beliefs, values and behavioral patterns and the application of this knowledge to new situations.
- 3) Development of the ability to examine one's aim, belief, values and behaviours and the relationship between them.
- 4) Development of human relationship, skills and attitudes that enable one to act in the interest of self and others.
- 5) Development of a positive self concept.
- 6) Development of competencies to acquire, organize, assess and present information for the purpose of problem solving and issue classification.
- 7) Creation of an understanding of their social and physical environment, its man-made, natural, cultural and spiritual aspects and the conservation of these resources for development.
- 8) Development of capacity to learn and to acquire certain skills such as those of listening, speaking, reading, writing, calculation, observation, analysis, and inferences which are essential to the forming of sound social, economic and political judgment.
- 9) Development of the awareness of the problems of the country and the world in general and a sympathetic approach of all members of the local community and of the wider national and international communities.

Concept of Parent, Occupation and Parental Occupation

When two persons of the opposite sex, from same (endogamous) or different (exogamous) backgrounds or variant families of orientation, and by their choice or the arrangement of their parents, eventually agree to come together in a marital union to begin a conjugal family, they have automatically acceded to taking the roles of effective parenting in their own family situation. According to Gaji (2006), parent is the state of being a father or mother resulting from a conjugal family and undertaking the responsibilities, sharing the joys, sorrows and contending with challenges which quality parenting entails. On the other hand, occupation is the job, career or work engaged in by an individual to earn a living (Deji, 2011). Parental occupation therefore means the job, career or work engaged in by one's mother or father.

Parental occupation can occur in several ways. The parental occupation could be trading, farming, office work, artisan, religious work, public servant etc. According to Mark (2005), the kind of occupation parents engage in could influence their children interest in school subjects. Mark (2005) further explained that children of a medical doctor or a pharmacist would likely have interest in science related subjects. Other the other hand, children of a legal practitioner or a novelist would likely have interest in arts related subjects in school. It is against

this background that the present study seeks to find out if parental occupation has influence on students' interest in social studies.

Concept of Family and Family Stability

There is no comprehensive definition of the term 'family' despite the fact that sociologists are convinced that family is the basic unit of social organization. Akubue (2006) defined family as a group of persons united by ties of marriage, blood or adoption, constituting a single household, interacting with each other in their respective social role as husband and wife, father and mother, brother and sister creating a common culture. Sociologists refer to this type of family as the 'elementary' primary or nuclear family. According to Robboy (2000), people usually intend to find a suitable mate and form another family, known as the elementary, basic, primary or nuclear family. Family is also defined as a single social unit in human society is inextricably interwoven with all other systems (Agulana, 2009). Whatever the shortcomings the above definitions may have, family is universally and culturally accepted throughout the world. It is also recognized as the bedrock of any society responsible for primary socialization of its members. In support of the above, Robboy (2000) states categorically that everyone knows a great deal about families because all human beings were probably socialized by our parents and teachers.

Family is the smallest, closest, warmest existing social institutions. In the context of human society, a family is a group of people affiliated by consanguinity (by recognized birth), affinity (by marriage), or co-residence and/or shared consumption (Nurture kinship). Members of the immediate family may include, singularly or plurally, a spouse, parent, brother, sister, son and/or daughter. Members of the extended family may include grandparents, aunts, uncles, cousins, nephews, nieces and/or siblings-in-law. In most societies, the family is the principal institution for the socialization of children.

As the basic unit for raising children, anthropologists generally classify most family organization as matrifocal (a mother and her children); conjugal (a husband, his wife, and children; also called the nuclear family); avuncular (for example, a grandparent, a brother, his sister, and her children); or extended (parents and children co-reside with other members of one parent's family). Sexual relations among the members are regulated by rules concerning incest such as the incest taboo. The family is generally regarded as a major social institution and a locus of much of a person's social activity. It is a social unit created by blood, marriage, or adoption, and can be described as nuclear (parents and children) or extended (encompassing other relatives).

Children thrive in stable and nurturing environments where they have a routine and know what to expect. Although some changes in children's lives are normal and anticipated, sudden and dramatic disruptions can be extremely stressful and affect children's feeling of security. Within the context of supportive relationships with adults who act as a buffer against any negative effect of instability, children learn how to cope with adversity, adapt to their surroundings, and regulate their emotions (Nadas, 2007). When parents lack choice or control over change, they may be less likely to support their children in adapting to the change.

Functions of the Family

As observed by Mezieobi and Okpara (2007) marriage being an institutionalized relationship within the family system fulfils many functions attributes to the family in general. Obviously these functions are for the benefit of individuals as well as the society.

These functions includes a wide range of consequences such as :

- i. Basic personality formation
- ii. Status ascriptions
- iii. Nurturant socialization
- iv. Tension management

- v. Replacement of members
- vi. Economic co-operations
- vii. Reproduction/procreations
- viii. Stabilization of adults
- ix. Extension of kin and extended family system
- x. Passing on the family name to ensure the continuation of properly ownership.
- xi. Companionship and happiness of the members
- xii. Elimination of loneliness
- xiii. Approved sexual outlet.
- xiv. Ego support
- xv. Avoidance of stigma attached to the unmarried.

Furthermore, Mezieobi and Okpara (2007) explained that the family plays significant functions concerning the education, socialization and upbringing of the children traditionally. These include:

- i. Intellectual education: Learning of peoples local and family history, myths oral literatures, proverbs and riddles and the geography of the neighbourhood.

- ii. Vocational education: Farming, fishing, animals and crafts such as leather working and rearing trade, palm wine tapping.
- iii. Physical education: Wrestling, dancing, swimming, games such as running and moonlight games.
- iv. Science education: Soap making, wine distillation, pottery making, meat and fish dehydration in the sun and over fire.
- v. Technological education: Manufacture of implements, baskets, household or family utensils, musical instruments, local beds, stools and chairs.
- vi. Architectural education: the art of creating different types of traditional buildings, various designs of decorating the building walls, designs of indigo on the body of girls during ceremonies and various designs of hair dressing.
- vii. Religious and moral education: Respect for elders, honesty and truthfulness, fear of the gods/goddesses, character development was fostered through religious education.
- viii. Mathematics education_ Ability of the children to count numbers and numerations.
- ix. Home economics education: Preparing the females in their sex role through teaching them to cook, take care of their husband, housekeeping and child rearing.

- x. Citizenship education: Instruction on loyalty to the community, recognition of seniority, hospitality to people, co-operation in common tasks, respect for other.
- xi. Special education: Special education training as diviners, herbalist, medicine men, fortune tellers, and psychiatrists priests (Mezieobi and Opera, 2007:73).

In essence, family is the basic unit of the society and as the basic unit of the society, it plays important role in the training of every individual. Therefore, any breakdown in family pattern in the form of stability could have significant effect on students' academic activities. Thus, the focus of this study is to find out, among others, if family stability has influence on students' interest in social studies.

Concept of Interest

Interest, according to Adam (2010), means attention to something. In this context, interest means attention to reading/studying of social studies. Furthermore, Adeleye (2011) views interest as the curiosity to do something. In the context of this study interest means the curiosity to study relevant social studies materials. The application of curiosity in studying social studies by students could enhance their performance in junior secondary school social studies.

Interest, according to Agbo (2002), increases students' success in the learning tasks. Interest is an important variable in learning because when one becomes interested in an activity; one is likely to be more deeply involved in the activity (Imoko & Agwagah, 2006). According to Harbor-Peters (2001), interest is a subjective feeling of concentration or curiosity over something. Adedeji (2007) stated that interest is activity which tends to increase the likelihood that individuals formulate goals relating to that activity and invest more time and effort to achieve them. In the context of study, interest is a motivational drive to action, towards a person, or anything. The main purpose of this study is to find out the influence of parental occupation on students' interest in social studies.

Concept of Gender

Gender is not biologically but culturally based. It is the cultural role expected of people which helps in the classification of individuals into male and female. According to Lee (2001), gender is an ascribed attribute that differentiates feminine from masculine socially. Gender is seen as the categorization in the world of matter into sex. Similarly, Kalusi (2000) viewed gender as a cultural construction that assigns roles, attitude and values considered appropriate for each sex. Ekeh (2000) equally noted that gender implies that Character of being male or female, man or women, boy or girl. According to Offoma (2004) and Robert (2007) gender is a learned socially constructed condition ascribed to male and

female. Offoma noted further that gender is enforced through cultural practices as gender identity is the outcome of cultural learning, thus the expectations from male and female are depended on their cultural milieus.

Some authors like Kalusi (2000) used gender and sex interchangeably, while others like Robert (2007) differentiated between the two. According to Robert (2007), sex is an inborn physiological condition that makes individuals to be either male or female. Oraifo (2000) noted that sex is based on biological and physical differences between male and female while gender refers to cultural understanding about what constitutes masculinity and femininity in a society. Hence, while sex is biologically defined, gender is socially defined. In the same vein, Akubuokwu (2004) stated that being a male or female is a matter of sex, but to be masculine or feminine is a matter of gender. It is noteworthy that masculinity refers to attributes considered appropriate for male such as being aggressive, athletic, physically, active, logical and dominant in social relation with female. On the other hand, femininity refers to attributes traditionally with appropriate behaviour for female such as docility, fragility, emotionality and subordination to man. According to Udegbe (2003) gender differences are created and sustained by society through its traditions, customs, conventions, mores and regulations. The above assertion is in support of the argument of Western Feminists, as reported by Thompson and

Hickney (2004), that the differences between women and men lie in the culture and not in nature.

Gender is nurtured and therefore, subject to cultural influence and interpretation as well as limitations. It refers to a person's subjective feeling as 'masculine' or 'feminine', irrespective of the person's sex. It is generally concerned with attitude, behaviour, values, and roles among others that describe the role model individuals play in the social and cultural context. It explains the peculiar genetic traits exhibited by or assigned to men and women that are established in the families, societies and cultures. Generally, apart from procreation which nature assigns specific roles to male and female respectively, other personality traits, attitudes, behaviours, values, relative power, influence, roles and expectations are greatly influenced by social and cultural milieu of the society. For instance, depending on the social and cultural milieu of the society, a biologically dictated female can perform the masculine functions, and male carrying out the role of feminine irrespective of their biological sexes (e.g Nigerian culture allows only men to climb palm trees to tap the palm wine and harvest the fruits, while in the western culture, the equivalence of palm tree-climbing is the electrical engineering field work, where women use belts to climb poles for wiring). The present study intends to determine if, the above diverse role model and

expectations of males and females in the society have any influence on students' interest in social studies in Jigawa State.

Concept of Location

Location refers to a site, situation or position. Geographically, location refers to a place or an area having compass bearing and distinct boundaries. It could also mean a place where something or person resides in the world. In the same vein, Benton (2000) defined location as a geographical place or an area. It can also mean a settlement whether a village, town or city usually inhabited by human beings. The status of a location whether rural or urban depends on the size, infrastructures, population distribution among other things usually, considerable human population, infrastructures such as school, good roads, and hospital characterizes urban location than rural location.

Several Places especially villages, towns and cities in Nigeria are still grossly underdeveloped. Under development in Nigeria is as a result of socio-economic factors among other factors. This has resulted to poor academic standard and low standard of living especially in the rural areas. For example, a survey conducted by Ogunniyi (2008) revealed that there are problems of lack of instructional facilities, poor attitude to teaching and inadequate teachers in rural areas. This has resulted to lack of motivation among teachers and poor academic

achievement of students in school. This problem of poor attitude to teaching and inadequate teachers in the rural areas could influence interest in academic activities.

As opposed to the above worry of disparity between urban and rural areas, Chinedu (2008) carried out a study on environmental education awareness and attitude of senior secondary school students in Owerri Education Zone in Imo State. The study among other things found out that location has no significant influence on students awareness and attitude towards environmental problems. Again Agiande (2006) found out that location have no significant influence on students awareness and attitude towards environmental problems in Ogoja Education Zone in Cross River State. The present study intends to determine if location has influence on students interest in social studies in Jigawa State.

Theoretical Framework

Family Systems Theory (Murray Bowen 1968)

Family systems theory draws on systems thinking to view the family as an emotional unit. When applied to families, systems thinking evaluating the parts of a system in relation to the whole suggests that an individual's behavior (including interest) is informed by and inseparable from the functioning of his or her family of origin. Like other psychoanalysts of his time, Murray Bowen was

interested in creating more scientific and objective treatment processes as an alternative to conventional diagnostic frameworks and pathological language. Bowen believed that all therapists experienced challenges within their family of origin and that this awareness could help therapists normalize human behavior for their clients. Bowen introduced family systems theory in the late 1960s after years of research into the family patterns of schizophrenic patients and the patterns of his own family of origin. The theory concludes that the state of any individual family influences the individual's attitude, disposition and perception. This theory related to the present study in the sense that the theory holds that the stability or instability of a family influences individual's behaviour. Thus, this study seeks to find out among other things if family stability has influence on student's interest in social studies.

Review of Empirical Studies

Studies on the Influence of Parental Occupation on Students' Academic Interest

Ude (2003) conducted a study on the influence of parental occupation on student's interest in mathematics. The study was carried out in Afikpo Education Zone of Ebonyi State. The study sampled two hundred mathematics students from different parental occupation background. Structured questionnaire titled

mathematics interest scale (MIS) which was developed by the researcher was validated by research experts in the area. The questionnaire was used for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the research hypotheses. The major finding of the study is that parental occupation has no significant influence on students' interest in mathematics.

Mark (2005) carried out a study on the influence of parental occupation on students' interest in physics. The study was conducted in Oturkpo Education Zone of Benue State. The study sampled two hundred and fifty physics students of different parental occupation. Questionnaire titled physics interest scale (PIS) which was developed by the researcher and validated by research experts was used for data collection. The data collected were analyzed using mean and standard deviation while t-test was used to test the research hypotheses. The major finding of the study is that parental occupation has significant influence on students' interest in physics.

Gaji (2006) conducted a study on the influence of parental occupation on students' interest in chemistry. The study was carried out in Nasarawa State. The study sampled one hundred and fifty chemistry students of different parental occupation. Questionnaire titled chemistry interest scale (CIS) which was developed by the researcher and validated by research experts was used for data

collection. The data collected were analyzed using mean and standard deviation while t-test was used to test the research hypotheses. The major finding of the study is that parental occupation has significant influence on students' interest in chemistry.

Deji (2011) conducted a study on the influence of parental occupation on students' interest in Health and Physical Education. The study was carried in Osogbo Education Zone of Osun State. The study sampled two hundred health and physical education students of different parental occupation. Questionnaire titled health and physical education interest scale (HPEIS) which was developed by the researcher and validated by research experts was used for data collection. The data collected were analyzed using mean and standard deviation while t-test was used to test the research hypotheses. The major finding of the study is that parental occupation has no significant influence on students' interest in health and physical education.

The above studies have shown that while parental occupation has significant influence on students' interest in some school subjects, parental occupation has no significant influence on students' interest in some school subjects. Therefore, the issue of the influence of parental occupation on students' interest in school subjects has not been settled. Thus, the present study seeks among other things to find out the influence of parental occupation on students' interest in social studies.

Studies on the Influence of Family Status on Students' Academic Interest

Williams (2004) conducted a study on the influence of family status on students' interest in science related disciplines. The study was carried out in Rivers State. The study sampled three hundred senior secondary two (SS2) students of different family status. Questionnaire titled science interest scale (SIS) which was developed by the researcher and validated by research experts in the area was used for data collection. The data collected were analyzed using mean and standard deviation while t-test was used to test the research hypotheses. The major finding of the study is that family status has no significant influence on students' interest in science related disciplines.

Mohammed (2007) conducted a study on the influence of family stability on students' interest in mathematics. The study was carried out in Zaria Kaduna State. The study sampled two hundred and fifty senior secondary school students of different family status. Questionnaire titled mathematics interest scale (MIS) which was developed by the researcher and validated by research experts was used for data collection. The data collected were analyzed using mean and standard deviation while t-test was used to test the research hypotheses. The major finding of the study is that family stability has significant influence on students' interest in mathematics.

Ahmed (2010) conducted a study on the influence of family stability on students' interest in fine and applied arts. The study was carried out in Kano State of Nigeria. The study sampled two hundred senior secondary school students of different stable and unstable family background. Questionnaire titled fine and applied arts interest scale (FAIS) which was developed by the researcher and validated by research experts was used for data collection. The data collected were analyzed using mean and standard deviation while t-test was used to test the research hypotheses. The major finding of the study is that family stability has no significant influence on students' interest in fine and applied arts.

Gani (2012) conducted a study on the influence of family stability on students' interest in higher education studies. The study was carried out in Lagos State. The study sampled three hundred higher education students of different stable and unstable family background. Questionnaire titled higher education interest scale (HEIS) which was developed by the researcher and validated by research experts was used for data collection. The data collected were analyzed using mean and standard deviation while t-test was used to test the research hypotheses. The major finding of the study is that family stability has significant influence on students' interest in higher education studies.

The above studies have shown that while family stability has significant influence on students' interest in some school subjects, family stability has no

significant influence on students' interest in some school subjects. Therefore, the issue of the influence of family stability on students' interest in school subjects has not been settled. Thus, the present study seeks among other things to find out the influence of family stability on students' interest in social studies.

Studies on Gender and Students' Academic Interest

Baji (2002) conducted a study on the influence of gender on students' interest in Chemistry. The study was conducted in Ankpa education zone of Kogi State. The study sampled one hundred and eighty (180) senior secondary school Chemistry students. Chemistry Interest Scale (CIS) was used as instrument for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the research hypotheses. The major finding of the study was that gender has no significant influence on students' interest in Chemistry.

Febian (2005) conducted a study on the influence of gender on students' interest in Biology. The study was conducted in Uzo-Uwani Local Government Area of Enugu State. The study sampled two hundred (200) senior secondary school Biology students. Biology Interest Scale (BIS) was used as instrument for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the research

hypotheses. The major finding of the study was that gender has no significant influence on students' interest in Biology.

Suji (2007) conducted a study on the influence of gender on students' interest in mathematics. The study was conducted in Nasarawa State. The study sampled two hundred and fifty (250) senior secondary school mathematics students. Mathematics Interest Scale (MIS) was used as instrument for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the research hypotheses. The major finding of the study was that gender has no significant influence on students' interest in Mathematics.

The above studies have shown that while gender has significant influence on students' interest in some school subjects, gender has no significant influence on students' interest in some school subjects. Therefore, the issue of the influence of gender on students' interest in school subjects has not been settled. Thus, the present study seeks among other things to find out the influence of gender on students' interest in social studies.

Studies on Location and Students' Academic Interest

Ademola (2005) conducted a study on the influence of location on students' interest in Agriculture. The study was conducted in Kwara State. The study

sampled two hundred (200) senior secondary school students offering Agriculture. Agriculture Interest Scale (AIS) was used as instrument for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the research hypotheses. The major finding of the study was that location has significant influence on students' interest in Agriculture.

Edward (2009) conducted a study on the influence of location on students' interest in Chemistry. The study was conducted in Delta State. The study sampled three hundred (300) senior secondary school Chemistry students. Chemistry Interest Scale (CIS) was used as instrument for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the research hypotheses. The major finding of the study was that location has no significant influence on students' interest in Chemistry.

Sani (2011) conducted a study on the influence of location on students' interest in climate change contents of Geography. The study was conducted in Kogi State. The study sampled two hundred and twenty (220) senior secondary school Geography students. Geography Interest Scale (GIS) was used as instrument for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the

research hypotheses. The major finding of the study was that location has significant influence on students' interest in Geography.

The afore mentioned studies have shown that while location has significant influence on students' interest in some school subjects, location has no significant influence on students' interest in some school subjects. Therefore, the issue of the influence of location on students' interest in school subjects has not been settled. Thus, the present study seeks among other things to find out the influence of location on students' interest in social studies.

Summary of Literature Review

Literature was reviewed under conceptual framework, theoretical framework, and review of empirical studies. Conceptually, social studies was seen as the subject that deals with the inculcation of societal approved values, attitudes, skills and knowledge to the learners. Furthermore, the concept of parents, occupation and parental occupation was reviewed. In addition, the concept of family and family stability; the concept of interest; the concept of gender; and concept of location were all reviewed. Theoretically, the family systems theory by Murray Bowen (1968) was reviewed and adopted for the study.

Literature was also reviewed in line with the related empirical studies. The review of empirical studies was organized under the following sub-headings:

studies on the influence of parental occupation on students' academic interest; studies on the influence of family stability on students' academic interest; studies on gender and students' academic interest; studies on location and students' academic interest. The reviewed studies show that related studies have been carried out in other states of the federation and that such study has not been done in social studies of the junior secondary school in Jigawa State. This gap of lack of information on the influence of parental occupation and family status on students' interest in junior secondary social studies in Jigawa state is what the present study seeks to fill by investigating the influence of parental occupation and family stability on students' interest in social studies especially in Jigawa State

CHAPTER THREE

RESEARCH METHOD

This chapter discusses the design of the study under the following sub-headings; Design of the study, Area of the study, Population of the study, Sample and sampling technique, Instrument for data collection, Validation of the instrument, Reliability of the instrument, Method of data collection, and Method of data analysis.

Design of the Study

The study adopted Expo-factor design. According to Nworgu (2006), this design enables the researcher to collect data from part of the population which is considered the representative of the entire population, of which the data collected would be analyze and the finding could be generalized to the entire population of the study. Therefore, this design is considered more appropriate to this study that sought to assess the influence of parental occupation and family stability on students' interest in junior secondary social studies in Jigawa State.

Area of the Study

The study was carried out in public junior secondary schools in Jigawa State. Jigawa State is made up of twenty-seven (27) local government areas. The choice

of Jigawa State as the area of the study lies in the fact that there is research evidence of dominant polygamous family system which contribute to increasing rate of family instability. Thus, the state was found suitable for this study which seeks to find out the influence of parental occupation and family status on students' interest in junior secondary social studies in Jigawa State.

Population of the Study

The population of the study is made up of all the public junior secondary three (JS3) students in all the 27 local government areas in Jigawa State. There are one hundred and eighty-six (186) public junior secondary schools in Jigawa State with a total number of five thousand six hundred and eighty-seven (5,687) JS3 students (PPSMB Dutse, 2015). The choice of the JS3 students anchored on the fact that they have studied social studies in JS1 and JS2 and are currently studying social studies in JS3. Thus, they must have developed interest or lack of interest in studying social studies.

Sample and Sampling Technique

The sample size of four hundred and eighty (480) respondents were be involved in the study. Multi stage sampling technique will be used to draw the sample. First, purposive sampling technique was used to select eight (8) Local

Government Areas (4 rural LGAs and 4 urban LGAs) out the twenty-seven (27) Local Government Areas in the state. Again, purposive sampling technique was used to select four mixed public junior secondary schools in each of the eight (8) selected local government areas. Furthermore, stratified random sampling technique was used to group students into three major parental occupational background strata namely civil servants, traders, and artisans. After the strata of students based on their parental occupational background, purposive sampling technique was used to select only students from stable (intact home and under full parental care) and unstable (broken, divorce and single parent home) family within the three major parental occupational background strata. Simple random sampling technique was used to sample fifteen (15) JS3 students from each of the sampled public junior secondary schools. This gives a total number of four hundred and eighty (480) JS3 students.

Instrument for Data Collection

Social Studies Interest Scale (SIS) was used for data collection. The social studies interest scale was constructed by the researcher. The interest scale contained two sections: A and B. Section A took care of the respondents personal data while section B contain the items developed by the researcher for the purpose of data collection. The interest scale was structured in a modified Likert four point

scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validation of the Instrument

The instrument was validated by three experts. Two of the experts are from the Department of Social Science Education and one expert from Measurement and Evaluation in the Department of Science Education, all in the University of Nigeria Nsukka. The experts were requested to check the suitability of the items of the instrument with respect to choice of words and clarity of items. The experts made useful correction that helped the researcher in the final production of the instrument.

Reliability of the Instrument

The instrument was trial tested to establish its reliability. To do this, the instrument was administered to twenty (20) junior secondary three (JS3) students from different family status and parental occupation background. The 20 JS3 students were selected from the schools not used for the study in same Jigawa State who share the same characteristics with respondents of the study. Their responses were analyzed using Cronbach Alpha reliability method. The interest scale yielded a reliability co-efficient of 0.87 which was considered appropriate for the study.

Method of Data Collection

The researcher, with the help of three research assistants administered the instrument to the targeted respondents. The researcher intends to coach three research assistants on how to approach and administer the social studies interest scale to the respondents as well as the need to give explanation to the respondents where necessary. The administered social studies interest scale was collected as soon as the respondents finish filling the instrument. This method is to ensure 100% retrieval of the instrument from the respondents.

Method of Data Analysis

The data collected was analyzed in line with the research questions and hypotheses that guided the study. Mean and standard deviation was used to answer the research questions. Analysis of variance (ANOVA) was used to test the null hypotheses. The level of the significance adopted for the testing of hypotheses was $p < .05$.

CHAPTER FOUR

PRESENTATION OF RESULTS

The results of the study are presented in line with the research questions that guided the study.

Research Question One: What are the mean interest scores of social studies students from different parental occupational background in junior secondary schools in Jigawa State?

Table 1: Mean interest scores of social studies students from different parental occupational background in junior secondary schools in Jigawa State.

Parental Occupational Background	Mean	Std. Deviation	N
Civil Servants	2.4239	.25725	160
Traders	2.4517	.18550	160
Artisans	2.4221	.20211	160
Total	2.4378	.25143	480

Result in table 1 shows the social studies interest mean score of students from different parental occupational background. The result shows that students from civil servants parents' social studies interest mean score is 2.4239 with a standard deviation of .25725; students from traders' parents' social studies interest mean score is 2.4517 with a standard deviation of .18550; while students from civil servants parents' social studies interest mean score is 2.4221 with a standard deviation of .20211. The result indicates a total mean score of 2.4378 with a

standard deviation of .25143. This result indicates that parental occupational background has low influence on students' interest in social studies.

Research Question Two: What are the mean interest scores of social studies students from different family status categories in junior secondary schools in Jigawa State?

Table 2: Mean interest scores of social studies students from different family status categories in junior secondary schools in Jigawa State.

Family status Categories	Mean	Std. Deviation	N
Stable Family	2.3619	.19553	240
Unstable family	2.3396	.08715	240
Total	2.3508	.15166	480

Result in table 2 shows that the students from stable family social studies interest mean score is 2.36619 with a standard deviation of .19553 while the students from unstable family social studies interest mean score is 2.3396 with a standard deviation of .08715. The result shows that the total mean score of students from different family status is 2.3508 with a standard deviation of .15166. This result indicates that family status has low influence on students' interest in social studies.

Research Question Three: What are the mean interest scores of male and female social studies students of different parental occupational background in junior secondary schools in Jigawa State?

Table 3: Mean interest scores of male and female social studies students of different parental occupational background in junior secondary schools in Jigawa State.

Gender	Mean	Std. Deviation	N
Male	2.4974	.26150	240
Female	2.2586	.20661	240
Total	2.3378	.25143	480

Result in table 3 shows that the male students from different parental occupation background mean score is 2.4974 with a standard deviation of .26150 while the female students from different parental occupation background mean score is 2.2586 with a standard deviation of .020661. The result shows that the total mean score for male and female students from different parental occupation background is 2.3378 with a standard deviation of .25143. This result indicates that gender has low influence on students from different parental occupational background interest in social studies.

Research Question Four: What are the mean interest scores of male and female social studies students from different family status categories in junior secondary schools in Jigawa State?

Table 4: Mean interest scores of male and female social studies students from different family status categories in junior secondary schools in Jigawa State.

Gender	Mean	Std. Deviation	N
Male	2.4439	.24320	240
Female	2.4417	.21011	240

Total	2.4121	.23315	480
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Result in table 4 shows that the male students from different family status categories mean score is 2.4439 with a standard deviation of .24320 while the female students from different family status categories mean score is 2.4417 with a standard deviation of .21011. The result shows that the total mean score for male and female students from different family status categories is 2.4121 with a standard deviation of .23315. This result indicates that gender has low influence on students from different family status categories interest in social studies.

Research Question Five: What are the mean interest scores of urban and rural social studies students of different parental occupational background in junior secondary schools in Jigawa State?

Table 5: Mean interest scores of urban and rural social studies students of different parental occupational background in junior secondary schools in Jigawa State.

Location	Mean	Std. Deviation	N
Urban	2.8002	.17404	240
Rural	2.3214	.11852	240
Total	2.5708	.15166	480

Result in table 5 shows that the urban students from different parental occupation background mean score is 2.8002 with a standard deviation of .17404 while the rural students from different parental occupation background mean score is 2.3214 with a standard deviation of .11852. The result shows that the total mean score for

urban and rural students from different parental occupation background is 2.5708 with a standard deviation of .15166. This result indicates that location has influence on students from different parental occupational background interest in social studies.

Research Question Six: What are the mean interest scores of urban and rural social studies students from different family status categories in junior secondary schools in Jigawa State?

Table 6: Mean interest scores of urban and rural social studies students from different family status categories in junior secondary schools in Jigawa State.

Location	Mean	Std. Deviation	N
Urban	2.7731	.23740	240
Rural	2.3470	.19521	240
Total	2.5378	.25543	480

Result in table 6 shows that the urban students from different family status categories mean score is 2.7731 with a standard deviation of .23740 while the rural students from different family status categories mean score is 2.3470 with a standard deviation of .19521. The result shows that the total mean score for urban and rural students from different family status categories is 2.5378 with a standard deviation of .25543. This result indicates that location has influence on students from different family status categories interest in social studies.

H0₁: There is no significant difference in the mean interest scores of male and female social studies students of different parental occupational background in junior secondary schools in Jigawa State.

Table 7: Summary of ANOVA test for significance between male and female social studies students of different parental occupational background in junior secondary schools in Jigawa State.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	8.307(a)	1	8.307	165.168	.000
Intercept	3497.798	1	3497.798	69546.596	.000
GENDER	8.307	1	8.307	165.168	.061
Error	32.088	638	.050		
Total	3538.193	640			
Corrected Total	40.395	639			

Table 7 shows the result of the research hypothesis one. The result shows a significant value of .061 which is greater than the 0.05 level of significant for the study. This shows that there is no significant different between male and female social studies students of different parental occupational background in junior secondary schools in Jigawa State.

H0₂: There is no significant difference in the mean interest scores of male and female social studies students from different family status categories in junior secondary schools in Jigawa State.

Table 8: Summary of ANOVA test for significance between male and female social studies students from different family status categories in junior secondary schools in Jigawa State

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	.079(a)	1	.079	3.464	.063
Intercept	3536.760	1	3536.760	154359.467	.000
GENDER	.079	1	.079	3.464	.063
Error	14.618	638	.023		
Total	3551.457	640			
Corrected Total	14.698	639			

Table 8 shows the result of the research hypothesis two. The result shows a significant value of .063 which is greater than the 0.05 level of significant for the study. This shows that there is no significant different between male and female social studies students from different family status categories in junior secondary schools in Jigawa State

H₀₃: There is no significant difference in the mean interest scores of urban and rural based social studies students of different parental occupational background in junior secondary schools in Jigawa State.

Table 9: Summary of ANOVA test for significance between urban and rural based social studies students of different parental occupational background in junior secondary schools in Jigawa State

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	4.963(a)	1	4.963	89.365	.000
Intercept	3497.798	1	3497.798	62982.813	.000
LOCATION	4.963	1	4.963	89.365	.000
Error	35.432	638	.056		
Total	3538.193	640			
Corrected Total	40.395	639			

Table 9 shows the result of the research hypothesis three. The result shows a significant value of .000 which is less than the 0.05 level of significant for the study. This shows that there is a significant different between urban and rural based social studies students of different parental occupational background in junior secondary schools in Jigawa State.

H0₄: There is no significant difference in the mean interest scores of urban and rural social studies students from different family status categories in junior secondary schools in Jigawa State.

Table 10: Summary of ANOVA test for significance between urban and rural social studies students from different family status categories in junior secondary schools in Jigawa State

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	.554(a)	1	.554	24.984	.000
Intercept	3536.760	1	3536.760	159537.909	.000
LOCATIO N	.554	1	.554	24.984	.000
Error	14.144	638	.022		
Total	3551.457	640			
Corrected Total	14.698	639			

Table 10 shows the result of the research hypothesis four. The result shows a significant value of .000 which is less than the 0.05 level of significant for the study. This shows that there is a significant different between urban and rural social studies students from different family status categories in junior secondary schools in Jigawa State.

Summary of the Findings

The following are the summary of the findings.

- 1) That parental occupational background has low influence on students' interest in social studies.
- 2) That family status has low influence on students' interest in social studies.
- 3) That gender has low influence on students from different parental occupational background interest in social studies.
- 4) That gender has low influence on students from different family status categories interest in social studies.
- 5) That location has influence on students from different parental occupational background interest in social studies.
- 6) That location has influence on students from different family status categories interest in social studies.
- 7) That there is no significant difference between male and female social studies students of different parental occupational background in junior secondary schools in Jigawa State.
- 8) That there is no significant difference between male and female social studies students from different family status categories in junior secondary schools in Jigawa State
- 9) That there is a significant difference between urban and rural based social studies students of different parental occupational background in junior secondary schools in Jigawa State.

- 10) That there is a significant difference between urban and rural social studies students from different family status categories in junior secondary schools in Jigawa State.

CHAPTER FIVE

DISCUSSION, CONCLUSION, RECOMMENDATIONS AND SUMMARY

This chapter is presented under the following sub-headings; Discussion of the findings; conclusion of the study, education implication of the study, recommendations of the study, suggestions for further studies and summary of the study.

Discussion of the Findings

The discussion of the findings was organized in line with the research questions and hypotheses guided the study. The finding of the study with respect to research question one showed that parental occupational background has low influence on students' interest in social studies. The above finding supported the earlier findings of Udo (2003) that parental occupational background has no strong influence on students' interest in academic activities.

The finding of the study with respect to research question two showed that family status has low influence on students' interest in social studies. The above finding was in line with the earlier findings of Williams (2004) that family status has low influence on students' interest in academic activities.

The finding of the study with respect to research question three showed that gender has low influence on students from different parental occupational background interest in social studies. The above finding supported the earlier findings of Mark (2005) that parental occupational background has low influence on students' interest in academic activities in terms of gender.

The finding of the study with respect to research question four showed that gender has low influence on students from different family status categories interest in social studies. The above finding agreed with the earlier findings of Ahmed (2010) that family status has low influence on students' interest in academic activities in terms of gender.

The finding of the study with respect to research question five showed that location has influence on students from different parental occupational background interest in social studies. The above finding supported the earlier findings of Gaji (2006) and Deji (2011) that parental occupational background has strong influence on students' interest in academic activities in terms of location.

The finding of the study with respect to research question six showed that location has influence on students from different family status categories interest in social studies. The above finding supported the earlier findings of Mohammed

(2007) and Gani (2012) that family status has influence on students' interest in academic activities in terms of location.

The result of hypothesis one showed that there is no significant difference between male and female social studies students of different parental occupational background in junior secondary schools in Jigawa State. The above finding supported the earlier findings of Fabian (2010) that parental occupational background has no significant influence on male and female students' interest in academic activities.

The result of hypothesis two showed that there is no significant difference between male and female social studies students from different family status categories in junior secondary schools in Jigawa State. The above finding supported the earlier findings of Suji (2007) that family status has no significant influence on male and female students' interest in academic activities.

The result of the hypothesis three showed that there is a significant difference between urban and rural based social studies students of different parental occupational background in junior secondary schools in Jigawa State. The above finding supported the earlier findings of Edward (2009) that parental occupational background has a significant influence on urban and rural students' interest in academic activities.

The result of the hypothesis four showed that there is a significant different between urban and rural social studies students from different family status categories in junior secondary schools in Jigawa State. The above finding supported the earlier findings of Sani (2011) that family status has a significant influence on students' interest in academic activities.

Conclusion of the Studies

Based on the findings of the study, it was concluded that

- 1) Parental occupational background has low influence on students' interest in social studies.
- 2) Family status has low influence on students' interest in social studies.
- 3) Gender has low influence on students from different parental occupational background interest in social studies.
- 4) Gender has low influence on students from different family status categories interest in social studies.
- 5) Location has influence on students from different parental occupational background interest in social studies.
- 6) Location has influence on students from different family status categories interest in social studies.

- 7) There is no significant different between male and female social studies students of different parental occupational background in junior secondary schools in Jigawa State.
- 8) There is no significant different between male and female social studies students from different family status categories in junior secondary schools in Jigawa State
- 9) There is a significant different between urban and rural based social studies students of different parental occupational background in junior secondary schools in Jigawa State.
- 10) There is a significant different between urban and rural social studies students from different family status categories in junior secondary schools in Jigawa State.

Educational Implication of the Study

The study in general found out that while the parental occupational background and family status has no significant influence on students' interest in social studies in terms of gender, the parental occupational background and family status has significant influence on students' interest in social studies in terms location. The implication of the above general finding of the study is that if the students in rural and urban areas not taught social studies bearing in mind the influence of location on students' interest in social studies, parental occupational

background and family status will continue to influence students interest in social studies.

Recommendations of the Study

Based on the findings of the study, the following recommendations were made;

- 1) Since parental occupational background has significant influence on students interest in social studies in terms of students' location, social studies teachers should endeavour to use different relevant teaching methods like field trip in teaching social studies to arise the interest of students irrespective of their parental occupational background.
- 2) Again, since the study found out that family status has significant influence on students interest in social studies in terms of students' location, social studies teachers should endeavour to use different relevant teaching methods like story telling in teaching social studies to arise the interest of students irrespective of their family status.

Suggestion for Further Studies

Further studies in the following areas are suggested.

- 1) The present study should be replicated in other education zones and states of the federation.

- 2) Strategies for controlling the influence of parental occupational background and family status on students' interest in social studies
- 3) Assessment of the extent of the influence of parental occupational background and family status on students' interest in social studies.

Summary of the Study

The purpose of the study was to determine the influence of parental occupational background and family status on students' interest in junior secondary social studies in Jigawa state. Six research questions and four hypotheses guided the study. Literature was reviewed under four major sub-headings namely conceptual framework, theoretical framework, review of empirical studies, and summary of literature reviewed. The study adopted ex-post-facto design. The population of the study covers all the five thousand six hundred and eighty-seven (5,687) JS3 students in Jigawa State. Purposive sampling technique was used to sample four hundred and eighty JSS3 students. A structured questionnaire developed by the researcher and validated by research experts was used for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions while Analysis of Variance (ANOVA) was used to test the research hypotheses. The major findings of the study were that parental occupational background and family status have low influence on students' interest in social studies in terms of gender; that parental occupational background and

family status have significant influence on students' interest in social studies in terms of location among others. Based on the findings of the study, relevant conclusions were drawn and recommendations were made.

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Appendix A: QUESTIONNAIRE

Department of Social Science Education,
Faculty of Education,
University of Nigeria, Nsukka.

Dear Respondent,

APPEAL FOR FILLING OF QUESTIONNAIRE

I am a postgraduate student of the above named Department conducting a study titled "Influence of Parental Occupation and Family Stability on Students' Interest in Junior Secondary Social Studies in Jigawa State".

Please, I solicit for your sincere response to the under listed items of the questionnaire. Please, be assured that your opinion will be strictly used for the purpose of the study and will be handled with up-most level of confidentiality.

Thank you in anticipation of your cooperation.

Yours faithfully,

Yusuf, Maigari M.

PG/M.ED/13/67216

Social Studies Interest Scale

Section A: Personal Data of respondents

Instruction: Please fill in the gaps or tick [ç] where appropriate.

Name of school: í

Class: JS1 [], JS2 [], JS3 []

Gender: Male [], Female []

Location of School: Urban [], Rural []

Parental Occupation Group: Civil Servants [], Traders [], Artisan []

Family Stability Category:

- a) My parents are living together []
- b) My parents are divorced []
- c) My parents are always fighting []

Section B: Items of the instrument.

Instruction: Please tick [ç] in the box most appropriate to your opinion. Where;

SA means Strongly Agree (4)

A means Agree (3)

D means Disagree (2)

SD means Strongly Disagree (1)

S/N	Item	SA	A	D	SD
1	I like doing social studies assignments.				
2	I like writing social studies examination.				
3	I like reading social studies textbooks.				
4	I always feel bored reading social studies materials.				
5	I encourage other students to read social studies textbook.				
6	I like writing social studies class test.				
7	I encourage my classmates to attend social studies class.				
8	I encourage my classmates to form social studies discussion class.				
9	I put social studies on my personal reading timetable.				
10	I will to be a social studies teacher.				
11	I read new topics in social studies before my teacher introduce them in the class.				
12	I like social studies quiz competition.				
13	I enjoy solving social studies problems in the class.				
14	I like discussing social studies with my social studies teacher.				
15	I like doing the subject social studies.				

16	I like attending social studies revision class.				
17	I do not like being in the class during social studies.				
18	I like discussing social studies with students from other school.				
19	I enjoy taking part in the discussion of social studies.				
20	I would like to study social studies to the university level.				
21	I like telling people what I learnt in social studies class.				
22	I feel happy copying social studies note in the class.				
23	I feel bad whenever our social studies teacher misses class.				
24	I like discussing social studies with my parents at home.				
25	Am good in social studies				
26	I volunteer to call my social studies teacher when it is time for the subject.				
27	I like watching television shows that relates to social studies.				
28	I like to answer questions during social studies class.				
29	I like reading social studies materials through internet.				
30	I like teaching my younger ones social studies.				

Appendix B

Reliability of Instrument

[DataSet0]

Scale: Social Studies Interest Scale Case Processing Summary

		N	%
Case	Valid	20	100.0
	Exclud ed(a)	0	0
	Total	20	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach' s Alpha	N of Items
.872	30

DATASET ACTIVATE DataSet1.

DATASET CLOSE DataSet0.