Innovations

Being well vs doing well: Parental conflicts, Self-esteem and student scholarly learning outcomes in Social studies Classroom

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Abstract
The article ascertain relationship between parental conflicts and students scholarly learning outcome in social studies and establish relationship statistically between self-esteem and students scholarly learning outcome in social studies. The study was a descriptive. The study sample 1,500 students from six schools. The researchers developed questionnaire and Social Studies Scholarly Outcome Test (SSSOT) were employed as the data gathering tool. Simple mean was utilised to answer the research questions, and the hypothesis were tested using Person's Product Moment Correlation Coefficient. The study findings revealed that parental conflicts correlate with students scholarly learning outcome in social studies and significant statistical relationship existed between self-esteem and students scholarly learning outcome in social studies. The study recommended that family counseling should be emphasized by the stakeholders (government, religious leaders, and counselors) to minimize instability in the family and efforts should be intensified to discourage marital discord; for healthy child rearing, couples should work to keep their marriages and families together in whatever forms and sizes they can manage.

Keywords: Being Well vs Doing Well; Parental Conflicts; Self-Esteem; Student Scholarly Learning Outcomes; Learning Outcomes; Social Studies Classroom.

Introduction

Social Studies is one of the school subjects or curricula by which the Nigerian's National goals could be achieved as spelt out in the national policy on education. Social studies in particular was to be used as a means by which these national goals could be achieved particularly those that have to do with citizenship, raising consciousness and improving self-image of people, tolerance, open mindedness among others. Social Studies was conceived as a problem-solving subject particularly considering the role it had played in many countries of the world. However, in spite of this central and important position of social studies in solving man's diverse environmental problems for better and effective social living, students' performance in the subject has been poor and unimpressive.

The problem of students scholarly learning outcome in Social Studies according to Obro, Ogheneakoke and Akpochafo (2021), Obro (2022) has been a much-discussed educational issue since the early 80's when it became a compulsory subject in Nigeria. The poor students scholarly learning outcome in social studies pose a persistent challenge to educators and researchers who have tried to identify the factors that might be responsible

for the poor results. Many reasons have been given such as lack of qualified and dedicated teachers, lack of instructional materials, some attributed it to teacher's methodology, lack of ability of students to manipulate the English Language and instructional strategies used in teaching the subject (social studies). Yet not enough attention has been paid to parental conflict, and self-esteem as they impact students scholarly learning outcome

Conflict can be defined as the lack of peace in an environment. Parental conflict refers to a circumstance in which the normal flow of communication and interaction that normally exists between members of a family is impeded for one reason or another. It can be between the both parents, between parents and their children (Nwalado, Obro, Eboh & Egwu, 2011). Parental conflict can be as a result of a lack of trust between the parents, drinking to excess, a failure to communicate, a failure to respect one another, not having a job, or being idle. Fights, quarrels, assault of a spouse, child abuse, and child molestation are all examples of this type of behavior. It is possible for there to be a negative atmosphere in the home, for the couple to separate, or even for the marriage to end. Animasahun (2014) noted that parental conflict is a phenomenon that destabilizes the couple, disrupt their joy and mostly felt by women yet, least recognized human right abuse in the world. According to him, it is a significant societal issue that saps the vitality of women, puts their physical health at risk, and undermines their sense of self-worth.

Admittedly, researchers such as Akpotu (2013) and Omoruyi (2014) emphasized the importance of the concept that parents have a primary role in personality development of the child through their love, warmth, care and emotional support. According to them, children social and personality development is a function of love, care and some moderate combination of democratic, authoritative and permissive parental control. Therefore, if there is tension/conflict between the parents in the home, it is likely that the children will be affected as they grow up. It is against this background that this present study investigated impact of parental conflict, self-esteem and students scholarly learning outcome.

Concept of Parental Conflict

Conflict occurs when two people differ on their own values or beliefs. Conflict theories emphasized that conflicts are ubiquitous and inherent especially given the interdependence and emotional involvement of close relationships and families in particular (Furstenberg & Kiernan; Capaldi & Patterson in Animasahun, 2014). According to Animaschun (2014), parental conflict is a phenomenon that destabilizes the marriage, disrupts their joy, and is predominantly felt by women. He said it's a major societal issue because it saps women's strength, endangers their health, and lowers their self-esteem.

Parental conflict leads to separation or divorce, or that conflict will escalate and become directed towards children. If marital, parental, and sibling relationships are strained, or even just tense, it can lead to a breakdown of the family unit as a whole. This is especially true when marital discord escalates into domestic violence. (Yara & Tunde, 2010). Parental conflicts refer to difficult relationships experienced by husband and wife in their marriage. It is the failure of husband and wife to perform their role obligations in marriage. Instability can be equated to disorganization and perceived unstable marriage a problem ridden.

Self-Esteem

To Largea, Saani and Dawson-Brew (2014) self-esteem is how a person thinks of and values themselves. It's a key part of maturing into our full selves and figuring out where we belong in the world. Quoting Machergo, Largea, Saani and Dawson-Brew (2014) declared self-esteem as a set of perceptions or reference points that the subject has about himself, a set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the person knows describe him or her and that he or she sees as information about his or her identity. This definition, theory noted, embraces issues including the set of knowledge and attitudes that we have about ourselves; the perception that individual assign to himself or herself and characteristics or attributes that we use to describe ourselves.

Furthermore, Manning, Bear, and Minke (2006) asserted that academic self-esteem has two levels and corresponds to how well we perform in school or how well we learn. While the first level is concerned with one's overall academic self-esteem in all areas, the second level is concerned with a collection of self-esteem-related material unique to Mathematics, Science, Social Studies, and English Language. Self-esteem, like other psychological constructs, is relative and context-dependent. The academic self-esteem of a student will rely on his or her own academic performance and the ability level of other students in the same class, according to the frame

of reference model. When a kid believes he is the best in class, he likely to have a healthy sense of self-worth (Largea, Saani & Dawson-Brew, 2014).

Recent Studies on Parental Conflict

Omoruyi (2014) did a study on the impact of broken homes on teenagers' personality development and scholarly learning outcome. Two hundred youths were selected at random for the study with the use of stratified and simple random sampling technique from four of the secondary schools. A questionnaire that the researcher created was used to collect the information for the study. Data collected for the study were analyzed using t-test statistics and Pearson Moment Correlation Statistical Method. According to the findings, there is a statistically significant connection between parental conflict and students scholarly learning outcome. Omoniyi-Oyafunke, Falola and Salau (2014) carried out a study on effect of marital instability on children. The study sample was 251 respondents using stratified and systematic sampling technique. Descriptive statistics were employed for this study and the instrument for data collection was a questionnaire. Data collected for the study were analyzed using percentages and chi-square. The findings indicated that children of divorced/separated performed poorly.

Egunsola (2014) carried out a study on the influence of parental status on students scholarly learning outcome. A sample of 900 students was utilized for the study. It was clear from the outcomes thatthat parental status highly correlated with students scholarly learning outcome. Onongha (2015) carried a study on influence of parent conflict on adolescent students scholarly learning outcome. The study employed the ex-post facto type. Participants were three hundred high school students purposively drawn from six high schools. The results indicated a significant association between parent conflict and adolescent students scholarly learning outcome

Recent Studies on Self-Esteem and students scholarly learning outcome

Colquhoun and Bourne (2012) conducted a study on self-esteem and students scholarly learning outcome of 4th graders in two elementary schools in Kingston and St. Andrew, Jamaica. The sample for this research was one hundred and twenty (120) respondents. Multiple repression techniques were conducted to identify variables explaining performance, with self-esteem being among the variables. There is a positive correlation between self-esteem and students scholarly learning outcome. Ahmad, Zeb, Ullah and Ali (2013) conducted a study on relationship between self-esteem and students scholarly learning outcome. To collect data, a questionnaire, bases on five-point scale was designed and administered to 200 teachers. The results established that students with positive/high self-esteem have enhanced scholarly learning outcome.

Olanrewaju and Oyadeyi (2014) carried out a study on academic efficacy and self-esteem as predictors of students scholarly learning outcome. The study sampled 300 participants which were selected using the random sampling technique. The study utilized the descriptive research and the instruments for data collection were academic efficacy scale development by students' self-esteem scale and academic achievement of students' scale. Data collected were collected using the Pearson Product Moment Correlation (PPMC) statistical analysis. The findings demonstrated a statistically significant association between self-esteem and and students scholarly learning outcome. Arshed, Zaidi & Mahmood (2015) conducted a study on self-esteem and students scholarly learning outcome among university students in government college University, Faisalabed. A total of 80 (40 male and 40 female) students were used for the study. Having high levels of both self-esteem and optimism were found to have a significant beneficial relationship with students scholarly learning outcome.

RQs

1. What is the relationship between parental conflict and students scholarly learning outcome in social studies?
2. What is the relationship between self-esteem and students scholarly learning outcome in social studies?

Hypotheses

1. There is no significant relationship statistically between parental conflict and students scholarly learning outcome in social studies
2. There is no significant relationship statistically between self-esteem and students scholarly learning outcome in social studies

Methods

The study was a descriptive survey using ex-post facto. A total of 1,500 students from public upper basic 8 classes were selected for the study. The multi-stage sampling technique was employed. First stratified random sampling was utilized to select 3 senatorial districts while two (2) local government areas were selected through simple random sampling using the balloting technique from each of the senatorial district. The six (6) local government areas were later classified into urban and rural and 250 students were randomly selected from each of the local governments areas which made up the 1,500 students that was used for the study. Therefore, a total of 250 students were randomly selected from the six (6) local government areas giving a total of 1,500 students that was sampled for the study. Participants' ages ranged from 11 and 15 years and the mean age was 13 years.

The study instrument were researchers developed questionnaire and the Social Studies Scholarly Outcome Test (SSSOT). the questionnaire is titled "Parental Conflict, Self-esteem and Students Scholarly Learning Outcome Questionnaire (P.C.S.S.S.L.O.Q). The questionnaire contained two sections, A and B. Section A elicited personal data from the respondents. While section B was designed to gather information on the relationship among parental conflict, self-esteem and students scholarly learning outcome. The questionnaire instruments were based on the four-point scale of measurement. Weighed as Strongly Agreed (SA) (4 point) Agree (A) (3 Point), Disagree (D) (2 Point) and Strongly Disagree (SD) (1 Point). The questionnaire contained thirty (3) items, which is built on three clusters in which respondents were required to indicate their opinion.

The second instrument for data collection was the SSSOT developed by the researcher. The SSSOT is a fifty (50) item test based on the school syllabus covered during the period of the study. The SSSOT items were spread to cover the scheme content of Family, Marriage, Human Trafficking, Role of Extended Family and Conflict and Content of social studies. The research questions were analyzed using mean and standard deviation. The mean bench mark was 2.50. The decision was that any item that scored a mean of 2.50 and above was regarded as agreed while any item that scored below 2.50 was regarded as disagreed. While the hypotheses were tested using the Person's Product Moment Correlation Coefficient at 0.05 significance level.

Results

RQ 1: What is the correlation between parental conflicts and students scholarly learning outcome in social studies?

Table 1: Mean Score on Parental Conflicts and Students Scholarly Learning Outcome

S/N	Item Statement	Score total	$\bar{X}$	Remark
1.	Parental conflict results in students' poor social development	5188	3.45	Agree
2.	Parental conflict results in students' inability to concentrate during lesson in classroom	4942	3.29	Agree
3.	Due to trauma of parental conflict students drop in their rate of interaction in school work	4783	3.18	Agree
4.	Parental conflict results in low participation of students in school work	5065	3.37	Agree
5.	Parental conflict results in delinquent behaviour in students	5170	3.44	Agree
6.	Parental conflict makes students to be mentally unstable in classroom	5165	3.44	Agree
7.	Due to parental conflict students' experiences neglect	4783	3.18	Agree
8.	Parental conflict results in students mal-adjusted behaviour	4783	3.18	Agree
9.	Parental conflict results in unconducive learning home	5065	3.37	Agree
10.	Due to parental conflict students hardly get academic assistance from parents.	5170	3.44	Agree

Given a 2.50 mid-point in the 4-point scale, data analysis in Table 1 above showed that all the items had mean ratings above the mid-point. This indicated that all the items show association between parental conflicts and students scholarly learning outcome. The results however, indicated that the major items that show high correlation between parental conflicts and students scholarly learning outcome are parental conflicts results in

students poor social development (3.45), parental conflicts results in delinquent behaviour in students (3.44), parental conflicts makes students to be mentally unstable in classroom (3.44), due to parental conflicts students hardly get scholarly assistance from parents (3.44) and parental conflict results in unconducive learning home (3.37).

Hypothesis 1: There is significant statistical relationship between parental conflicts and students scholarly learning outcome in social studies.

Table 2: Pearson's r on relationship between parental conflicts and students scholarly learning outcome

Variables	Mean	SD	N	df	R	P	Significance
Parental Conflict	6.57	1.63	1500				
Academic Performance	3.45	1.64	1500	1498	0.023	0.00	0.05

Table 2 shows a calculated r value of .023 and a P value of 0.00. Testing at a significant level of 0.05, the P value is less than the r value, so, the null hypothesis is rejected. Therefore, there is a significant statistical relationship between parental conflicts and students scholarly learning outcome in social studies.

RQ2: What is the relationship between self-esteem and students scholarly learning outcome in social studies?

Table 3: Mean Score on Self-Esteem and students scholarly learning outcome

S/N	Item Statement	Score total	$\bar{X}$	Remark
1.	Positive self-image enables students to tackle various academic tasks in school	3012	3.18	Agree
2.	Self-esteem enhances the desire to succeed in school tasks	3013	3.18	Agree
3.	Self- esteem enhances students feeling of competence	5170	3.44	Agree
4.	Self-esteem helps students to feel good in school	5065	3.37	Agree
5.	Self-esteem enhances students study habits in school	5170	3.44	Agree
6.	Self – esteem entrances students' interest to work hard in school works	5165	3.44	Agree
7.	Self – esteem help students to strive high in school tasks	4783	3.18	Agree
8.	Self – esteem encourage students to learn better	4783	3.18	Agree
9.	Self – esteem encourage students to take part in class activities during lesson	4942	3.29	Agree
10.	Self – esteem encourage students to collaborate with classmate during teaching	4783	3.18	Agree

Given a 2.50 mid-point in the 4-point scale, data analysis in Table 3 above showed that all the items had mean ratings above the mid-point. This indicated that all the items show association between self-esteem and students scholarly learning outcome. The results however, indicated that the major items that show high relationship between self-esteem and students scholarly learning outcome are self- esteem enhances students feeling of competence (3.44), self-esteem enhances students study habits in school (3.44), self-esteem entrances students' interest to work hard in school works (3.44), Self-esteem helps students to feel good in school (3.37) and self-esteem encourage students to take part in class activities during lesson (3.29).

Hypothesis 2: There is no significant statistical relationship between self-esteem and students scholarly learning outcome

Table 4: Pearson's r on relationship between self–esteem and students scholarly learning outcome

Variables	Mean	SD	N	Df	R	P	Significance
Self – Esteem	8.32	2.22	1500	1498	.103	0.00	0.05
Academic Performance	5.75	4.23	1500				

Table 4 shows a calculated r value of .103 and a P value of 0.00. Testing at 0.05 significant level, the P value is less or lower than the r value, therefore, the null hypothesis is rejected. Thus, there is a significant statistical relationship between self-esteem and students scholarly learning outcome.

Discussion of Findings

On the relationship or association between parental conflicts and students scholarly learning outcome in social studies, the result indicated that parental conflicts result in students' poor social development and delinquent behaviour in students. This finding is in agreement with that of Wachikwu (2010), Omoruyi (2014) Omoniyi-Oyafunke, Falola and Salau (2014) Onongha (2015) who established association between parental conflicts and students scholarly learning outcome. Children who display irregular school attendance, suspended or expelled students, delinquents, the chronically ill, pregnant teenagers, runaways are children from broken homes. Also, due to parental conflict, poor attendance, declines in students scholarly learning outcome, and inability to focus is a common warning signals that may be seen in the classroom. This is because when students experience the trauma of parental conflict (divorce among others) their emotional state may seems to impact interactions with their classmates.

The result of hypotheses 2 revealed that there is a significant relationship between self-esteem and students scholarly learning outcome. This finding confirmed that of Colquhoun and Bourne (2012), Ahmad, Zeb, Ullah and Ali (2013), and Olanrewaju and Oyadeyi (2014) who established that that as the level of self-esteem increases, so does the level of students scholarly learning outcome but as the level of self-esteem decreases, scholarly learning outcome declines. And that self-esteem can be modified through direct instructions which can lead to students scholarly learning outcome gains. self-esteem is one of the most important factors in determining scholarly learning outcome, as students with higher self-esteem were more able to improve their scholarly learning outcome compared to those with lower self-esteem. Arshed, Zaidi and Mahmood (2015) who had found earlier, that direct relationship exist between self-esteem and students scholarly learning outcome. Self-esteem enhances students feeling of competence and students study habits in school.

Conclusion

The study conclusion is that parental conflicts correlate with students scholarly learning outcome in social studies. Self-esteem enhanced or increases students scholarly learning outcome. Thus, it significantly boosts learning outcome. The results proved that parental conflicts negatively influence students scholarly learning outcome.

Recommendations

1. Family counseling should be emphasized by the stakeholders (government, religious leaders, and counselors) to minimize instability in the family and efforts should be intensified to discourage marital discord.
2. For healthy child rearing, couples should work to keep their marriages and families together in whatever forms and sizes they can manage.
3. Teachers of social studies must adapt their methods to accommodate students' varying levels of knowledge, experiences, and perspectives.

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