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ADOLESCENTS' APPRAISAL OF THE CONTRIBUTIONS OF PARENTS TOWARD THEIR SOCIAL BEHAVIOUR AND MOTOR SKILL DEVELOPMENT IN SOUTH EASTERN STATES OF NIGERIA

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ABSTRACT

This study investigated the adolescents' appraisal of the contributions of parents towards their social behaviour and motor skill development in South Eastern States of Nigeria. Four research questions and two hypotheses guided the study. The design was evaluation survey. The population of the study was 36240 Senior Secondary (III) students from public schools in south eastern states of Nigeria during the 2022/2023 academic year. The sample size consisted of 3000 students selected through multi stage technique. A standard inventory developed by Enugu State ministry of education to access social behaviour and motor skill development among secondary schools was used. The data collected was analysed using aggregate scores for research questions 1 and 3 and mean scores for research questions 2 and 4. The hypotheses were tested using t- test for mean scores at .05 level of significance. The findings of the study revealed among others the following: that the adolescents were not satisfied with the levels of their social behaviour and motor skill developments. About 63.3% and 62.01% of the study sample stated their social behaviour and motor skill development respectively as compromised hence were not satisfied with it. While the remaining 36.6% and 37.99% were satisfied with their general levels of social behaviour and motor skill development. The study also showed that the adolescents rated the contributions of their parents poorly. Finally the study also observed an urban-rural difference. The following recommendations were made and they include: the need to intensify parental provision, availability and support. There is also the need to provide more non formal learning centres among others.

Keywords: Adolescents, Parents, contributions, social behaviour, motor skill appraisal.

Introduction

The word adolescent is derived from the Latin root "adolescere" meaning to mature. It is a transitional stage of physical and psychological development that generally occurs during the period from puberty to adulthood. Stehlik (2018) defined adolescents biologically as the physical transition marked by the onset of puberty and termination of physical growth, cognitively as changes in the ability to think abstractly and multi-dimensionally or socially as a period of preparation for adult roles. Before these adult roles are assumed, there must by physiological, psychosocial and temporal maturity hence Fletcher (2016) views adolescent as a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. The World Health Organization (WHO) views adolescents as a phase of life between 10 – 19 years of age characterized by physical growth, emotional, psychological and behavioural changes, thus bringing about transformation from childhood to adulthood. In this regard Santruck (2018) opined that it is a period or phase of transition from childhood to adulthood.

It is a phase characterized by identity search, role crises and a quest for autonomy. (Mathieson&Benerjee, 2011) Some of these adolescents within these phases of growth struggle, to extricate themselves from the apparent dominance and control of their parents. The term parent was derived from the latin root "parere" meaning to give birth to, or to produce. Technically from this context it is defined as the father or mother, one who begets or one who gives birth to or nurtures and raises a child, a relative who plays the role of guardian. Walters (2023) defines parents as the mother and father of a person or an animal or someone who looks after a person in the same way that a parent does. This definitions were collaborated by Melgosa (2018) who maintained that parents are fathers and mothers of an offspring who not only raise the child biologically but also otherwise, Bell (2014) equally noted that parents are individuals father, mother or carers via adoption, blood or fictiveness. Summarily therefore, parents could be seen as father or mother who raises, nurture, care and look after their offspring's or words.

The immeasurable roles parents play in care-giving and child socialization in indisputable and cannot be over-emphasized. Through socialization and care giving a child is made adept to norms, skills and values of the society. Perri and Damour (2022) remarked that at every stage, age and skill level, children benefit when parents help them focus or improve their ability. Also Nwilo (2003) remarked that a child is like a yam tendril needing guidance, direction and control. He emphasized on such indispensable roles played by parents to support the integral development of their young adolescents. Such integral roles could take place in the following domains of development namely, social, cognitive, psychological, physical and moral dimensions. However, this study is limited to social and cognitive supports of the parents towards their adolescents' integral development. While the social development aspect focuses on studying their social behaviour, the cognitive dimension is limited to the motor skill development.

Concerning social behaviours Whishaw and Kolb (2006) defines it as all behaviours that influence or is influenced by other members of the same species. It covers all behaviours that tend to bring individuals together. Gresham (2001) noted that social behaviour is classified into two groups namely the social competence and anti social competence. While social competence is characterized by multualistic, parental, altruistic and co-operative interactions,

anti social behaviours tilt towards aggressive tendency. Within the context of the study, we are examining social competence, since social behaviour enables social competence.

Generally, the importance of social competence cannot be over-emphasized. This is because the ability of a young child to interact successfully with peers and other significant adults is dependent on the ability to develop social competence which is a factor of social behaviour. The following are the social behaviour factors that enhances social competence, they include punctuality, attendance to class, attentiveness, initiative, perseverance, carrying out assignment, organizational ability, neatness, politeness, honesty, self control, spirit of co-operative obedience, sense of responsibility, care for others e.t.c (Enugu State Continuous Assessment Inventory). It is important to emphasize that these social behaviour variables mentioned above are critical and enabling towards successful interaction with members of one's species (Ratzinger, 2013).

With respect to motor skills, it is referred to as movements our bodies make to perform daily functions. They are skills related to moving and co-ordinating the muscles of the body such as lifting, writing, talking etc.

These are ways we burn off energy and at other times, we use to stay engaged and entertained. Generally, motor skills are classified into two namely, the gross and the fine motor skills. While gross motor skills are full body movement that requires the use and co-ordination of large muscles such as arms and legs, fine motor skills are achieved through the use of smaller muscles.

It is important to highlight that motor skills are used everyday throughout our life. They help us move and do everything from lifting heavy items to typing on a keyboard. The specific examples of motor skills include the following, namely project assignment, hand writing, handling of tools, drawing/pencil skills, painting, sculpture, farming skill, sporting skill, music skill, designing skill, dressing skill, manipulating skill, gaming skill, computing skill, catering skill and dramatic skill.

The importance of motor skill cannot be over emphasized. This is because motor skills help in movement and independent completion of tasks, it supports self reliance by helping the individual involve to master his/her environment and explore the world around them. (Anujeonye, 2018). It promotes cognitive development as well as fosters confidence and independence which promotes skills and execution of functions.

Giving these immense roles and advantages of social behaviour and motor skill in child/adolescent adaptation, it becomes exigent that parents (family) which is the prime anchor of socialization, a stakeholder in socialization process and the direct beneficiary of socialization process should be actively involved in the learning and development of the above mentioned (social behaviour variables and motor skill development). Furthermore literature is replete proffering that location is a strong factor in the extent these parents support the young adolescent adaptations. Children from rural background tend not to have strong confidence and influences as their counter part from urban areas.

Statement of The Problem

What parents are doing and what they are not doing to support adolescents adaptation/development is topical/replete in most literatures (Amadi, 2018, Millika and Radha, 2015, Okudo, 2013). Very often it is discovered that some of these parents are lost in the tides of ignorance and misplacement of priorities. Consequently are not efficiently performing their primary role of socialization by helping their young adults to develop capacities and competences that enable and enhance social behaviour and motor skill.

A gap is found existing in these young adolescents' social competences, cognitive development, inability to explore the environment around them and their world as well as complete task independently. The simply reason being that some of these parents are not aware of some of these basic roles they should execute to support their adolescents development. Therefore the purpose of this study is for the adolescents to appraise the contributions of their parents toward their social behaviours and motor skills development. Specifically, this study sought to examine the opinions of the adolescentswith respect to social behaviour and motors skill development, it also sought to appraise the perceptions of the adolescents with respect to what their parents do to support adolescent social behaviour and motor skill competence. Therefore, the main purpose of this study put in question format is; what are the adolescents' opinions with respect to their social behaviours and motor skill development and what are the parents doing to support the same.

The following research questions guided the study:

1. What are the levels of social behaviour development of adolescents from south eastern states of Nigeria as Judged by them
2. What are the adolescents' assessments of their parents' contributions toward their social behaviour development?
3. What are the levels of motor skill development of adolescents from south eastern states of Nigeria as judged by them?
4. To what extent do the adolescents rate their parents' contribution as a factor in their motor skill development?

Research Hypotheses

The follow hypotheses were formulated to guide the study and were tested at .05 level of significance.

a. There is no significant difference between the urban and rural adolescents mean score rating based on their social behaviour.
b. There is no significant difference between the urban and rural adolescents mean score rating based on their motor skills development.

Method

The design was evaluation survey. The area of study was the south eastern states of Nigeria made up of the following states namely, Abia, Anambra, Ebonyi, Enugu and Imo States. The population of the study was all the Senior Secondary School (SS III) students in South Eastern States of Nigeria during the 2022/2023 academic year totalling 36,240 students. The sample size consisted of 3000 students selected through multi-stage sampling techniques. The reliability of the instrument was established using split half method and the result obtained was analysed using Parsons Product Moment of Correlation and the reliability (α) was found

to be 0.78. A total of 15 assistants were briefed and were used to administer the questionnaires and 3000 questionnaires were administered and all returned. The questionnaire was a standard inventory developed by Enugu State school management board. It consists of two sections made up of 32 questions that measure the social behaviour and motor skills of adolescents. The data collected were analyzed using aggregate scores for research question 1 and 3 while mean scores were used to answer research question 2 and 4. The hypotheses were tested using -t-test for mean scores.

Concerning the analysis of research question 1 and 3, using aggregate scores, the maximum obtainable score from the items measuring the social behaviour and motor skills levels of the adolescents is an aggregate score of 80 points. The aggregate scores were further grouped into a range of scores at 8 interval scales to obtain 10 aggregate score intervals. Ranges of scores from the first to the second point on the interval scale were considered as very poor social behaviour and skill development, ranges of scores between the third and fourth points were considered as poor social behaviour and motor skill development, ranges of scores between the fifth and sixth point on the interval scale were considered fairly well developed, ranges of scores between the seventh and eight point were considered good social behaviour and motor skills while ranges of scores above the eight on the interval point scale were considered as very good social behaviour and motor skills.

RESULTS

The data collected from the field of study were analysed and summaries presented in tables to highlight the findings. The presentations were systematically arranged beginning with the answers to the research questions then the testing of the hypotheses.

Table 1: Aggregate scores on adolescents ratings of their levels of social behaviours.

Aggregate Scores at interval range	**Points at Interval Scale**	**No of Students**	**Remarks**
1 - 8	1	-	VP
9 – 16	2	-	VP
17 – 24	3	124	P
25 – 32	4	276	P
33 – 40	5	804	FG
41 – 48	6	696	FG
49 – 56	7	251	G
57 – 64	8	249	G
65 – 72	9	190	VG
73 – 80	10	210	VG

n = 3000

Key VP = very poor
P = poor
FG = fairly good
G = Good
VG = Very Good

The table above revealed the adolescents appraisals of their social behaviours. Based on the above, the data collected indicated that no-scores were recorded for aggregate scores below

16, point on the interval range, 124 students scored their social behaviour development at the third point on the interval scale, 276 students scored at the fourth (4^{th}) point on the interval scale, 804 students scored at the fifth point on the interval scale,696 students scored at the sixth point on the interval scale,351 students scored at the seventh point on the interval scale,399 students scored at the eight point on the interval scale,190 students scored at the ninth point on the interval scale,210 students scored at the tenth point on the interval scale.

Implying that 400 students which constitute 13.3% of the adolescent population scored their social behaviour as poor, 1500 students constituting 50% of the adolescents population scored theirs as fairly good, 700 students constituting 23.3% scored theirs as good while 400 students consisting another 13.3% of the study population scored theirs as very good.

Consequently implying that a total of 36.3% students assessed their social behaviour as good and were satisfied with it while a total of 63.3% assessed their social behaviour as compromised (poor and fairly good) hence were not satisfied with their social behaviour

Table Two: Mean and standard deviation table on the adolescents appraisal of the contribution of their parents toward their social behaviours.

S/N	Items Description on Contribution of Parent to Social Behaviour	$\bar{X}$	SD	Decision
1	Makes sure you are punctual	2.68	0.79	Accepted
2	Ensures that you go to school regularly	2.92	0.61	Accepted
3	Encourages attentiveness	2.40	0.72	Below
4	Encourages initiative	2.41	0.80	Below
5	Encourages perseverance	2.01	0.76	Below
6	Assists you in carrying out assignment	2.61	0.72	Accepted
7	Attaches importance to organizational ability	2.32	0.69	Below
8	Insists on neatness	2.40	0.74	Below
9	Encourages politeness	2.17	0.69	Below
10	Insists on honesty and fairly deal	2.09	0.69	Below
11	Encourages self control	2.30	0.73	Below
12	Encourages spirit of co-operation	2.42	0.60	Below
13	Encourages obedience	2.59	0.62	Below
14	Insists that you take responsibility of your actions	2.02	0.63	Below
15	Insists that you care for others	2.41	0.71	Below
16	Insists that you respect others	2.32	0.78	Below

The data collected above shows that among the sixteen items appraising the contributions of parents toward the social behaviour development of the adolescents, only four were rated above the acceptable mean scores of 2.50 and they include the following namely "makes sure you are punctual (2.68),assists you in carrying assignment (2.61), ensures you go to school regularly (2.92) and encourages obedience (2.59) the rest items were scored below the acceptable mean score of 2.50.

TABLE 3: Aggregate scores on adolescents rating of their motor skill behaviour

Aggregate Scores at interval range	Points at Interval Scale	No of Students	Remarks
1 – 8	1	–	VP
9 – 16	2	–	VP
17 – 24	3	–	P
25 – 32	4	322	P
33 – 40	5	828	FG
41 – 48	6	710	FG
49 – 56	7	371	G
57 – 64	8	351	G
65 – 72	9	186	VG
73 – 80	10	232	VG

n = 3000

Key VP = Very poor
P = Poor
FG = Fairly good
G = Good
VG = Very Good

Table three above revealed the adolescent rating of the levels of their motor skill development. The data collected indicated that no scores were recorded for the aggregate scores below 25 at the interval ranges, 322, students scored at the fourth point on the interval scale, 828 students scored at the fifth point on the interval scale, 710 students scored at the sixth point on the interval scale, 371 scored at the seventh point at the interval scale, 351 students at eight point on the interval scale, 186 students scored at the ninth point on the interval scale while 232 students scored their motor skill development on the tenth point at the interval scale indicating that 10.73% of the adolescents rated their motor skill development as poor, 51.26%scored their motor skill development as fairly good, 24.06 scored theirs as good while 14.93 rated theirs as very good.

The results above therefore revealed that a total of 37.99% of young adolescents in southern eastern part of Nigeria assessed their motor skill as good and were satisfied with it, while the remaining 62.01% of the adolescents were not satisfied with their motor skill development.

TABLE 4: Mean and standard deviation table on adolescents appraisal of the contribution of their parents towards their motor skill development.

S/N	Item Descriptions on Contribution of their parents towards their adolescents motor skill development	$\bar{X}$	SD	Remark
1	Helps in completion of project assignment	2.68	0.72	
2	Monitors Hand writing	2.72	0.61	
3	Teaches handling of tools	2.56	0.69	
4	Monitors my drawing and pencil skills	2.32	0.72	
5	Directs my painting work	2.16	0.69	
6	Observes and directs my sculpture works	2.06	0.67	

7	Teaches use of farm skills	2.19	0.68
8	Encourages learning of music	2.12	0.65
9	Encourages and provides sports facilities	2.39	0.74
10	Sponsors learning of designing skills	2.18	0.72
11	Sponsors learning of dressing skills	2.39	0.71
12	Directs on how to manipulate works	2.18	0.69
13	Provides gaming facilities	2.14	0.73
14	Sponsors learning of computing skills	2.52	0.79
15	Encourages learning of Catering skills	2.26	0.81
16	Encourages learning of dramatic skills	2.40	0.63

The result from the data collected above indicated that the adolescents rated their parents contribution towards their motor skill development to be above the mean score of 2.50 in the following areas namely, Helping complete assignment (2.68), monitoring hand writing (2.72), teaching handling of tools (2.52) and sponsoring learning of computing skills as (2.52). while appraising the other variables as having fallen short of the acceptable mean score of (2.50).

TABLE 5: t- test table of comparison between urban and rural adolescents students mean score rating based on their social behaviour development.

Variables	**N**	$\bar{X}$	**Sd**	**-t-cal**	**t-crit**	$p \geq 0.05$
Urban	1920	1.967	0.64	1.79	1.32	S
Rural	1080	1.216	0.59			

The table 5 above shows that at .05 level of significance and 2998df. The calculated -t- 1.79 is greater than the critical -t- 1.32. Therefore there is a significant difference in the mean scores of urban and rural adolescents with respect to the extents their parents contributed towards their social behaviour development.

TABLE 6: -t- test table of comparison between urban and rural adolescents mean score rating based on their motor skills development.

Variables	**N**	$\bar{X}$	**Sd**	**-t-cal**	**t-crit**	$p \geq 0.05$
Urban	1920	1.867	0.74	1.82	1.40	S
Rural	1080	1.3216	0.63			

The data above indicates that at .05 level of significance and 2998df, the calculated -t- 1.82 is greater than the critical -t- 1.40. Therefore there is a significant difference in the mean scores of urban and rural adolescents with respect to the extent their parents contributed towards their motor skill development.

Discussion of Findings

The findings of this study which sought to determine the adolescents appraisal of the contributions of their parents towards their social behaviour and motor skill development were discussed under the theme in line with the purpose of study. The discussion was carried out under the following sub themes.

1. What are the opinions of the adolescents with respect to their social behaviour development and what are the contributions of the parents with respect to the same.

2. What are the views of the adolescents as regards their motor skill development and what are the contributions of their parents towards, the same.

Concerning adolescents appraisal of their social behaviour development, it was observed that out of the 3000 students that made up the sample population 400 of them constituting about 13.3% of the study population rated their social behaviour to be poor, 1500 students constituting 50% of the study population scored their social behaviour development as fairly good, 700 students constituting 23.3% scored theirs as good while 400 students constituting 13.3% scored their social behaviour development as very good. Consequently the study indicated that a total of 36.3% of the study population accessed their social behaviour as good and were satisfied with it while the remaining 63.71% of the sample population assessed their social behaviour development as compromised and were not satisfied with it.

Furthermore, the study also revealed that sixteen items were used to assess the contributions of the parents towards the social behaviour development of the adolescents. Among these items only four were scored above the acceptable mean score of 2.50, and such include; encourages obedience (2.59) ensure that you go to school regularly (2.92), makes sure that you are punctual (2.62) assist you in carrying out assignment (2.61) while the remaining items were scored below the acceptable mean score of (2.50) and they include; encourages attentiveness (2.40), encourages initiative (2.41), encourages perseverance (2.01), encourages politeness (2.17) encourages self control (2.30), encourages spirit of co-operation (2.42) insists on neatness (2.40), insists on honesty (2.02) insists you take responsibility of your action (2.42), insists you care for others (2.41), insist you respect others (2.32), attaches importance to organizational ability (2.32).

Again, the study also revealed that the hypothesis that tested for significance of difference between the urban and rural adolescents rating of their social behaviour development indicated that -t- crit (1.32) was less than -t-cal, therefore indicating that a significant difference exists between the social behaviour opinion rating of both urban and rural adolescent.

Based on the opinion rating of the adolescents on their social behaviour and contribution of their parents with respect to the same, it is observed that majority (63.3%) of these adolescents were not satisfied with the state of their social behaviour and they see their parents doing little with respect to these.

This confirms and lends loud voices to the behavioural problems replete and rampant in our society. Njoku (2015) stated that the society has been grossly contaminated with poor social behaviour. This view was collaborated by Anzene (2014) and Bassey (2015) who noted that the adolescents of the contemporary time have been largely deviant, lacking respect, sense of initiative, they are not honest, they are rude, easily distracted and lacks motivations.

These apparently results from the inability of parents to occupy these adolescents with the necessary values that enhances good social behaviour Perri and Damour (2022), Nwilo (2003) all noted that when parents perform their parental duty at every stage in a Childs life, the consequences are obvious because the child ends up conforming to good standard and good social behaviour.

Secondly, concerning the views of the adolescents on their motor skill development and what their parents contributed towards the same.

The study revealed that the adolescents in rating the levels of their motor skill development indicated that 10.73% scored poorly, 51.26% scored fairly good, 24.06% scored their motor skill development as good while 14.93% scored theirs as very good implying that about 62.01% saw their motor skill development as compromised while 37.99% of the same sample population were satisfied with their motor skill development.

Similarly among the items that appraised the contribution of the parents toward their motor skill development, only four were rated above the accepted mean score of 2.50 and they include, completion of project assignment (2.68), monitoring hand writing (2.72), teaches handling of tools (2.56) and sponsoring learning of computer (2.52). conversely, the following were rated below the accepted mean score of 2.50 and they include, monitoring of drawing and pencil skills, (2.32) directing of painting work, (2.16) observes and direct sculptor work, (2.06) teaches use of farm skills, (2.19) encourages learning of music (2.12), encourages and provides sports facilities (2.39), sponsoring learning of dressing skills (2.18), directs on how to manipulate works (2.16), provides gaming facilities (2.14), encourages learning of catering skill (2.26), encourages learning of drama skills (2.40) etc. Interestingly up to about 75% percent of these items scored below the acceptable mean score of 2.50 implying that the adolescents were not satisfied with their motor skill development.

The consequence of these are lack of self reliance, poor cognitive development and academic achievement and lack of confidence as was noted by Anujeonye (2018) who stated that acquisition of skills supports adolescents academic achievements, building of self reliance and confidence, where these are not properly acquired, it leads to poor development in the same regard. And when these adolescents do not develop properly in the expected manner, the parents are often seen as causal to their poor developmental difficulties. According to Emeka and Ezebube (2019) it has been increasingly recognised in the field of education and psychology that parents have significant impact in students learning and development process.

Consequently because the role expectations of the parents were found wanting the adolescents appraised their contribution as not satisfactory. Furthermore the rate of impact of parents on the motor skill and social behaviour development of their adolescents were also found to be greatly influenced by location. This is because a significant difference exists between the motor skill and social behaviour of both urban and rural adolescents. This is because urban environment possess some factors that supports such advantages. Hence Agu and Ozor (2021) stated that urban environment has healthy, interesting environment, buoyant economy and provision of essential services.

These supports the significance of difference visibly notice in the urban-rural parents contribution over their adolescents motor skill and social behaviour development

Conclusion

What parents are doing and what they are not doing has become topical in most literatures. This is because of the indispensible roles these parents play to support their adolescents

integral development. The adolescents from the south eastern state of Nigeria through this study have set out to examine their social behaviour and motor skill development and to see what their parents have contributed towards the same.

Interestingly, in rating their social, behaviour and motor skill development, majority of these adolescents see their social behaviour and motor skill development as comprised and were not satisfied with the same. About one third of the sample population were satisfied with the general overview of their social behaviour and motor skill development.

These adolescents further revealed that their parents play very insignificant roles towards enhancing their social behaviour and motor skill development consequently resulting to deviance, lack of respect and initiative, poor academic achievement and cognitive development, lack of self reliance and confidence e.t.c.

Recommendations

In view of the findings of this study, the following recommendations were proffered.

1. There is the need to intensify and strengthen parental provisions, availability and support
2. There is also the need to create/make available non-formal learning centres for motor skill development.
3. Stakeholders are to organize seminars for parents and adolescents on the need for self development.
4. The Govt and social workers should endeavour to reduce the apparent gap in amenities and other social provisions existing between the urban and rural areas.

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