



Influence of Home Variables on Study Motivation of Physically Challenged Students in Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria

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ABSTRACT

This study investigated influence of home variables on study motivation of physically challenged students in Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria. Descriptive survey research design was adopted for the study. The population of the study comprised, degree students at Adeyemi Federal University of Education, Ondo. The sample size was fifty (50) respondents selected through a snowballing sampling technique. A self-structured research instrument by the researchers, titled "Influence of Home Variables on Motivation of Physically Challenged Students", fashioned on a four likert rating scale: o Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD), rated on 4, 3, 2 and 1 points, respectively was used to collect data. The research instrument was validated by the researcher's supervisor and two experts in test and measurement, while its reliability was done through test-retest method at two weeks interval. 0.69 coefficient reliability was obtained for the study. Data collected were analysed using descriptive statistics (simple percentages, frequency counts and mean). Based on the Finding of the study conclusions were made that there was a high level of study motivation of physically challenged students by parental socio-economic background, education, status occupation and host. Recommendations were made families should create a support system for the physically challenged students at home. Also, family should make sure that physically challenged students are encouraged to have a sense of belonging among other members of the family. There should be provision of sufficient financial resources for physically challenged students and hosts

Keywords: Influence, Home variables, Motivation, Physically Challenged, St

Background to the Study

Oyekan (2006) asserted that education is a fundamental right of every child irrespective of whether the child has disability or not. The Federal Government of Nigeria (2013) emphasized that every Nigerian child has the right to equal education irrespective of any real or imagined disability. Sarumi (2001), also, noted that education is a process of developing the capacity and potential of the individual so as to prepare that individual to be successful in life. Education especially quality and functional education, is an important means of developing a person. According to Ayodele (2016), "education is the process by which students acquire the relevant knowledge, skills, values to ensure proper intellectual and character development of individuals for self-reliance and responsible citizenry". The basic function of education is to equip an individual to be useful to himself and to contribute to the development of the society.

There are enough untapped human resources in Nigeria and a great number of them are found amongst the disabled people. There is no society that can evolve politically, economically and socially without positively harnessing the potential of the citizens both able and disabled persons. In 2013, the Federal Ministry of Education in 2013 set up a 17-member committee to develop the national policy on Special Needs Education and Disability (SENI) for Nigeria. Special Education Needs and Disability is a conscious and deliberate plan to include people with disabilities among those to benefit from education.

Disability is a world-wide phenomenon that has no boundary and cut across countries, sex, age, race, social status, economic and political positions. Its prevalence and incidence in the contemporary world are high and worrisome, it is estimated according to Muhammed (2017) that there are more than 2 billion physically challenged people world-wide and majority are from developing countries. The Nigeria National Assembly in 2013 estimated that there are over 20 million people living with disability in the country (Muhammed, 2017). However this Disability and Development Innovations (DDI, 2016), the approximate number of disabled people in the country is 25 million.

The Physically challenged students have some things that do not make them learn as the able students; considering the environmental factor which include the societal belief about their educations, unfavourable school environment, and the need for the utilization of adaptive materials, home variables (environment) among others. This was evidenced by Lydia (2014) who established from her findings in the study of problems faced students physical

disabilities in higher institutions of learning in Tanzania; she was able to establish that eighty-five percent (85%) of the infrastructure was accessible with difficulty to students with physical disabilities whereby 35 percent and 25 percent of all infrastructure conditions were average and poor respectively.

Over a period of time, it has been observed that physically challenged learners who are exposed to the same lesson by the same lecturers are likely to perform differently when they are evaluated. According to Fagbamiye (2017), "Ministry of Education would widely suspect teaching methodology and classroom teachers as being the cause of the problem yet it seems to persist". This shows that outside the school environment, physically challenged students in tertiary institutions are faced with other factors that influence their study motivation which also has an impact on their academic performance. There is also a clear distinction between the gifted children and others, but even at that there are factors that influence the academic of both gifted and non-gifted children which cannot be traced to the school environment.

According to Nwosu (2021), most developing countries of the world are facing the problem of limited data on the influence of the home variables on the study motivation of physically challenged adult learners in tertiary institutions. This is due to a low level of development in technology. It was further stated that, no nation can rise above the level of education provided for its citizens. Erinsakin and Olugbogi (2006) stated that one of the basic goals of education is to train young people to become useful members of the society and this training begins at home in the informal way. The home of the child is the first place he enters as he is born into the world by his or her parents.

The home variables encompass several things, such as; mean that family background of the child, human and material resources present at home that affect the child's living, such as the parent's level of education, occupation, social-economic status and the socializing facilities available in the house. Thus, home is the basic and vital in providing the child's primary socialization and laying the educational foundation for the child upon which the other agents of socialization are built on.

According to Abubakar (2020), the education which a child receives from his or her parents is most likely to have a highly significant and dominant effect on his behaviour in his later life invariably what the child learns at home and how his family motivates him toward education contributes to the child's success or failure at school. The environment plays a very remarkable role in the life of every individual and the educational aspect.

Observably, past studies focused much on physically challenged issues with little empirical studies on home variables influence on study motivation of the physically challenged students. This observed gap, therefore, motivated the researchers to carry out the study.

Statement of the Problem

It has been observed that there are physically challenged adult learners in tertiary institutions who are experiencing low study motivation due to their health status thus, affecting their academic performance. This implies that the physically challenged students in tertiary institutions who are exposed to some teaching and learning experience perform differently, academically. It has also been proved by some psychologists that difference in intelligence is not the only factor responsible for the difference in study motivation which also affects the performance of physically challenged students in tertiary institutions. As observed by the researchers, attention has not been given to home variables of the physically challenged students like; parental level of education, parental occupation, family size and influence on their study motivation, thus, necessitated the study.

Objectives of the Study

The broad objective of the study was the influence of home variables on the study motivation of physically challenged students in Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria. Specifically, the study intends to:

- i. find out the level of study motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State;
- ii. examine the influence of parental level of education on the study motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State;
- iii. investigate the impact of parental occupation on the study motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State; and
- iv. examine the impact of parental socio-economic background on the study motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State.

Research Questions

The following research questions were raised to guide the study;

- i. What is the level of study motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria?
- ii. What is the influence of parental level of education on the study motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria?

iii. What is the impact of parental occupation on the study motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria s?

iv. What is the impact of parental socio-economic background on the study motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria?

METHODOLOGY

Descriptive survey research design was used for the study. According to Dada (2015), a descriptive survey research is a useful scientific tool to employ when investigation is made into the opinion of representative sample of the population so as to have the rough perception of the entire population .The target population for this study comprised , the physically-challenged students in Adeyemi Federal University of Education, Ondo.

A simple random sampling technique was adopted in selecting the respondents for the study. A sample of fifty (50) physically-challenged students in Adeyemi Federal University of Education, Ondo was randomly selected as respondents for the study.

The instrument that was used for this study is a structured questionnaire self-designed by the researcher. It had two sections. Section A contained the personal information of the respondents while section B contained items that elicit information from the respondents that was used to answer the research questions raised for the study.

The instrument was subjected to face and content validation by the supervisor. The research instrument was confirmed to have face validity if it measures what it is supposed to measure and performs as it is designed. The research instrument was confirmed to have content validity if it measures the appropriateness of the contents of the research instrument.

The researcher distributed the copies of questionnaire to physically-challenged students in Adeyemi Federal University of Education, Ondo and the questionnaires were completed by the respondents by ticking the appropriate option box and were returned to the researcher immediately after completion.

Descriptive statistics (frequency counts, simple percentage and mean) were used to analyse data collected in the research questions.

FINDINGS

Research Questions

Research Question 1: What is the level of motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State?

Table 1: Level of motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State

S/N	Items	SA	A	D	SD	Mean	Remarks
1	I am motivated to improve my academic performance.	28	15	4	3	3.36	Agreed
2	I am motivated to continue with my academic pursuit.	30	16	2	2	3.48	Agreed
3	I am motivated to engage myself in meaningful learning experience.	29	15	2	4	3.38	Agreed
4	I am motivated to go extra mile towards improving the quality of my learning.	27	15	4	4	3.30	Agreed
5	I am motivated to study even outside the school environment.	28	15	4	3	3.36	Agreed
	Weighted Average					3.38	

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Decision Point: 0 – 2.49 = Low, 2.50 – 4.00 = High

Table 1 presents the level of motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State. It reveals that majority of the respondents agreed that they are motivated to improve their academic performance (mean = 3.36), they are motivated to continue with their academic pursuit (mean = 3.48), they are motivated to engage myself in meaningful learning experience (mean = 3.38), they are motivated to go extra mile towards improving the quality of my learning (mean = 3.30), they are motivated to study even outside the school environment (mean = 3.36). Meanwhile, based on the value of the weighted average (3.38 out of 4.00 maximum value that can be obtained), which falls within the decision value for high, it can be inferred that there is a high level of motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State.

Research Question 2: What is the influence of parental level of education on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State?

Table 2: Influence of parental level of education on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State

S/N	Items	SA	A	D	SD	Mean	Remarks
1	My parents are well-educated and this makes me have so much value in education which motivates me to study well.	31	15	2	2	3.50	Agreed
2	My parental level of education positively influences their beliefs towards motivating me to study.	27	18	3	2	3.40	Agreed
3	My parental level of education gives me the privilege to have learning materials at home and this motivates me towards learning.	30	15	3	2	3.46	Agreed
4	My parents' educational qualifications facilitate my learning process.	29	14	4	3	3.38	Agreed
5	My parental level of education makes me have enhanced regards for education and this motivates me towards learning.	25	15	6	4	3.22	Agreed
	Weighted Average					3.39	

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Decision Point: 0 – 2.49 = Negative, 2.50 – 4.00 = Positive

Table 2 presents the influence of parental level of education on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State. It reveals that majority of the respondents agreed that their parents are well-educated and this makes them have so much value in education which motivates them to study well (mean = 3.50), their parental level of education positively influences their beliefs towards motivating them to study (mean = 3.40), their parental level of education gives them the privilege to have learning materials at home and this motivates them towards learning (mean = 3.46), their parents' educational qualifications facilitate their learning process (mean = 3.38), their parental level of education makes them have enhanced regards for education and this motivates them towards learning (mean = 3.22). Meanwhile, based on the value of the weighted average (3.39 out of 4.00 maximum value that can be obtained), which falls within the decision value for positive, it can be inferred that there is a positive influence of parental level of education on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State.

Research Question 3: Showing simple percentages, frequencies counts and mean on what is the impact of parental occupation on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State?

Table 3: Showing simple percentages and mean on impact of parental occupation on study motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State

S/N	Items	SA	A	D	SD	Mean	Remarks
1	My parents have a regular job and this motivates me towards studying.	28	17	3	2	3.42	Agreed
2	I am motivated towards study because my parents are government workers.	26	18	4	2	3.36	Agreed
3	I am motivated towards learning because my parents work in offices and school settings.	32	14	3	1	3.54	Agreed
4	The occupation of my parents motivates me towards learning.	30	15	2	3	3.44	Agreed
5	My parents' occupational engagements positively influence me towards learning.	29	15	4	2	3.42	Agreed
	Weighted Average					3.44	

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Decision Point: 0 – 2.49 = Negative, 2.50 – 4.00 = Positive

Table 3 above, presents the impact of parental occupation on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State. It reveals that majority of the respondents agreed that their parents have a regular job and this motivates them towards studying (mean = 3.42), they are motivated towards study because my parents are government workers (mean = 3.36), they are motivated towards learning because their parents work in offices and school settings (mean = 3.54), the occupation of their parents motivates them towards learning (mean = 3.44), their parents' occupational engagements positively influence them towards learning (mean = 3.42). Meanwhile, based on the value of the weighted average (3.44 out of 4.00 maximum value that can be obtained), which falls within the decision value for positive, it can be inferred that there is a positive impact of parental occupation on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State.

Research Question 4: What is the impact of parental socio-economic background on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State?

Table 4: Showing simple percentages ,frequencies counts and mean on impact of parental socio-economic background on study motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State

S/N	Items	SA	A	D	SD	Mean	Remarks
1	I am motivated towards study because my parents earn regular salary.	24	17	2	7	3.16	Agreed
2	I am more interested in studying because of the status of my parents in the society.	18	16	3	13	2.78	Agreed
3	My parents' academic qualifications have positive influence on my academic pursuit.	16	23	4	8	2.98	Agreed
4	The financial resources my parents always provide motivate me to study.	14	20	6	10	2.76	Agreed
5	I am motivated towards learning because my parents cater for my basic needs.	26	12	8	4	3.20	Agreed
	Weighted Average					2.98	

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Decision Point: 0 – 2.49 = Negative, 2.50 – 4.00 = Positive

Table 4 presents the impact of parental socio-economic background on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State. It reveals that majority of the respondents agreed that they are motivated towards study because their parents earn regular salary (mean = 3.16), they are more interested in studying because of the status of their parents in the society (mean = 2.78), their parents' academic qualifications have positive influence on their academic pursuit (mean = 2.98), the financial resources their parents always provide motivate them to study (mean = 2.76), they are motivated towards learning because their parents cater for their basic needs (mean = 3.20). Meanwhile, based on the value of the weighted average (2.98 out of 4.00 maximum value that can be obtained), which falls within the decision value for positive, it can be inferred that there is a positive impact of parental socio-economic background on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State.

4.2 Discussion of Results

Findings of the study revealed that there is a high level of study motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State. It was revealed that physically challenged students are motivated to improve their academic performance, continue with their academic pursuit, engage myself in meaningful learning experience, go extra mile towards improving the quality of my learning, and study even outside the school environment. The results aligns with the view of Oyekan (2006) that students motivation towards their studies would help them to achieve success and performance, academically.

Findings of the study showed that there is a positive influence of parental level of education on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State. The result agrees with the position of Abosede (2009), that if parents are well-educated and this makes them have so much value in education which motivates them to study well, their parental level of education positively influences their beliefs towards motivating them to study, gives them the privilege to have learning materials at home and this motivates them towards learning, facilitate their learning process, makes them have enhanced regards for education and this motivates them towards learning. The result is also ,buttressed by the view of Kingly (2015), parental socio-economic background of motivated learners towards their education.

Findings of the study revealed that there is a positive impact of parental occupation on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State. It was disclosed that their parents have a regular job and this motivates them towards studying, physically challenged students are motivated towards study because their parents are government workers and work in offices and school

settings, the occupation of their parents motivates them towards learning, and their parents' occupational engagements positively influence them towards learning.

Findings of the study revealed that there is a positive impact of parental socio-economic background on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State. It was discovered that physically challenged students are motivated towards study because their parents earn regular salary, they are more interested in studying because of the status of their parents in the society, their parents' academic qualifications have positive influence on their academic pursuit, the financial resources their parents always provide motivate them to study, they are motivated towards learning because their parents cater for their basic needs.

Conclusions

Based on the results of the study conclusions were made that home variables, such as; parental social-economics, occupational status, education could enhance study motivation of physically challenged students

Recommendations

Based on the conclusions of the study and the conclusion thereof, the following recommendations are made.

1. The family should create a support system for physically challenged students at home. A supportive and understanding family can significantly contribute to a physically challenged student's motivation. Emotional support, encouragement, and involvement in the student's education can boost confidence and determination.
2. The family should make sure that physically challenged students are encouraged to have a sense of belonging among other members of the family. A home environment that is designed to be accessible for individuals with physical challenges can promote independence and a sense of belonging. This includes features such as ramps, wider doorways, and adapted bathrooms.
3. There should be provision of sufficient financial resources for physically challenged students. Sufficient financial resources can provide access to assistive technologies, specialized equipment, and additional support services, which can positively impact a physically challenged student's motivation and academic success.
4. Setting realistic and supportive expectations can motivate physically challenged students to strive for success. Parents who believe in their child's potential and set achievable goals can contribute to a positive motivational climate.
5. Parents should actively involve in the education of the physically challenged students. Parents actively involved in their child's education, assisting with homework, and advocating for their needs, can positively impact motivation.
6. There should be a supportive and inclusive social environment for physically challenged students at home. A supportive and inclusive social environment at home, including positive relationships with siblings and extended family, can contribute to a physically challenged student's motivation.

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APPENDIX

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,

SCHOOL OF EDUCATION,

ADEYEMI COLLEGE OF EDUCATION, ONDO

Dear Respondent,

This questionnaire is designed to investigate the influence of home variables on motivation of physically challenged students in Adeyemi Federal University of Education, Ondo, Ondo State. This questionnaire is strictly for research purpose, please feel free to tick what you think is correct and do not put your name in order to protect your identity. Your sincere response will be highly appreciated and you are assured that your responses will be treated with utmost confidentiality.

SECTION A

Personal Information

1. **Gender:** Male () Female ()
2. **Level:** Degree 1 () Degree 2 () Degree 3 ()
Degree 4 ()

SECTION B

INSTRUCTION: Kindly tick the options that best represent your views/opinions.

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

I. Level of motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State

S/N	Items	SA	A	D	SD
1	I am motivated to improve my academic performance.				
2	I am motivated to continue with my academic pursuit.				
3	I am motivated to engage myself in meaningful learning experience.				
4	I am motivated to go extra mile towards improving the quality of my learning.				
5	I am motivated to study even outside the school environment.				

II. Influence of parental level of education on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State

S/N	Items	SA	A	D	SD
1	My parents are well-educated and this makes me have so much value in education which motivates me to study well.				
2	My parental level of education positively influences their beliefs towards motivating me to study.				
3	My parental level of education gives me the privilege to have learning materials at home and this motivates me towards learning.				
4	My parents' educational qualifications facilitate my learning process.				
5	My parental level of education makes me have enhanced regards for education and this motivates me towards learning.				

III. Impact of parental occupation on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State

S/N	Items	SA	A	D	SD
1	My parents have a regular job and this motivates me towards studying.				
2	I am motivated towards study because my parents are government workers.				
3	I am motivated towards learning because my parents work in offices and school settings.				
4	The occupation of my parents motivates me towards learning.				
5	My parents' occupational engagements positively influence me towards learning.				

IV. Impact of parental socio-economic background on the motivation of physically challenged students at Adeyemi Federal University of Education, Ondo, Ondo State

S/N	Items	SA	A	D	SD
1	I am motivated towards study because my parents earn regular salary.				
2	I am more interested in studying because of the status of my parents in the society.				
3	My parents' academic qualifications have positive influence on my academic pursuit.				
4	The financial resources my parents always provide motivate me to study.				
5	I am motivated towards learning because my parents cater for my basic needs.				