

Influence of Social Studies Education on Parenting Approach on Moral Training among Pupils of Lower Basic Education in Kogi State

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Abstract

This study examined the influence of Social Studies Education on parenting approach on moral training among pupils of Lower Basic Education in Kogi East Senatorial Zone, Kogi State. This article reports the responsiveness and involvement dimensions of a larger study. Two research questions and two null hypotheses guided the study. The study adopted a descriptive survey research design. The population comprised all lower basic education teachers in Kogi East Senatorial Zone. A sample of three hundred and thirty teachers was selected using a multistage sampling technique. The instrument for data collection was a questionnaire titled Influence of Social Studies Education on Parenting Approach of Moral Training Questionnaire. Data were analyzed using mean and standard deviation to answer the research questions and analysis of variance to test the hypotheses at 0.05 level of significance. The findings revealed that Social Studies Education has a positive influence on parenting responsiveness and involvement in pupils moral training. The analysis of variance results showed that the influences were statistically significant. The study concluded that Social Studies Education contributes to responsive and involved parenting which in turn strengthens pupils moral training. It was recommended among others that schools should organise regular parent teacher meetings and programmes to encourage greater parental involvement and responsiveness to pupils academic and moral development.

Keywords: Approach, Education, Moral, Parenting, Pupils

Introduction

Social Studies Education is a vital part of the school curriculum that prepares students to live and work in a diverse and interconnected world. It brings together knowledge from history, geography, economics and political science to help students understand human behaviour and social dynamics (Ibrahim & Okwu, 2023). By developing critical thinking, cultural awareness and civic engagement, Social Studies Education plays a key role in the moral and ethical development of learners (Adeola, 2024). It also provides a unique platform for teaching moral values and ethical reasoning.

The impact of Social Studies Education on pupils moral training is wide ranging and important. It gives pupils the tools to analyze and evaluate moral dilemmas in historical and contemporary contexts (Musa & Yusuf, 2023). By examining case studies of moral leaders, social movements and ethical challenges, students learn to navigate complex ethical questions and develop a framework for making sound moral judgments (Chukwuma, 2024; Shaibu *et al.*, 2025). This process also builds empathy and understanding of different viewpoints. In

addition, Social Studies Education promotes civic responsibility and instils a sense of duty and accountability (Eze & Chukwu, 2022). In essence, the integration of moral training within Social Studies Education equips pupils with the knowledge and skills necessary to navigate ethical challenges in their daily lives. In contemporary society, the moral training of pupils has emerged as a cornerstone of their overall development, shaping their character and guiding their social interactions.

Unfortunately, many pupils, particularly those from impoverished backgrounds, often experience inadequate moral instruction (Nnaji, 2024). This lack of moral training can be attributed to a variety of factors, including socioeconomic challenges, limited access to educational resources and unstable family environments (Opara & Okafor, 2024). As a result, these pupils may struggle with essential moral values such as empathy, honesty and respect, leading to potential behaviour problems and difficulties in social integration. The consequences of insufficient moral training are particularly pronounced among pupils, who may find themselves more susceptible to negative influences such as peer pressure, criminal behaviour and societal neglect (Mensah & Nwankwo, 2023).

As moral training is largely influenced by both family and educational contexts, the role that Social Studies Education plays becomes essential in this dialogue. Adeola (2024) and Shaibu and Ogunbiyi (2018) noted that Social Studies, which encompasses the study of social relationships, human behaviour and the functioning of societies, can provide pupils with critical insights into moral values and ethical reasoning. However, the effectiveness of Social Studies Education in fostering moral development is closely linked to the quality of parenting that these pupils receive (Abiola, 2024). Parenting approaches significantly influence pupils development, particularly in the realm of moral training. The way parents interact with their pupils, establish rules and model behaviours sets the foundation for their moral understanding and character development (Taiwo & Adebayo, 2022). Fayomi and Chukwuma (2023) showed that pupils with authoritative parents, who balance high expectations with warmth and support, tend to exhibit stronger moral reasoning and ethical behaviour compared to those from permissive or authoritarian backgrounds.

In contrast, permissive parenting, characterized by a lack of structure and rules, may fail to instill essential moral values. Similarly, authoritarian parenting, which emphasizes obedience and discipline over warmth and dialogue, can result in surface level adherence to moral guidelines without fostering genuine understanding (David, 2020). Parenting responsiveness pertains to the emotional support and engagement parents provide to their pupils. Ibrahim and Okwu (2023) noted that responsive parents tend to be attuned to their pupils needs and emotions, fostering a bond that promotes healthy moral development. The intersection of parenting approaches, Social Studies Education and pupils moral training presents a complex but essential framework for understanding moral development. Given the critical role that parenting approaches and Social Studies Education play in shaping pupils moral training, it is essential to investigate their interconnected impacts.

Purpose of the Study

The main purpose of this study is to examine the influence of Social Studies Education on parenting approach on moral training among pupils of Lower Basic Education in Kogi East Senatorial Zone, Kogi State. Specifically, the study is to:

1. Determine the influence of Social Studies Education on parenting responsiveness in relation to pupil moral training in Kogi East Senatorial Zone, Kogi State.
2. Determine the influence of Social Studies Education on parenting involvement in relation to pupil moral training in Kogi East Senatorial Zone, Kogi State.

Research Questions

1. What is the influence of Social Studies Education on parenting responsiveness with respect to pupil moral training among Lower Basic Education in Kogi East Senatorial Zone, Kogi State?
2. What is the influence of Social Studies Education on parenting involvement with respect to pupil moral training among Lower Basic Education in Kogi East Senatorial Zone, Kogi State?

Research Hypotheses

- Ho₁** There is no significant influence regarding the influence of Social Studies Education on parenting responsiveness and pupil moral training among Lower Basic Education in Kogi East Senatorial Zone, Kogi State.
- Ho₂** There is no significant influence regarding the influence of Social Studies Education on parenting involvement and pupil moral training among Lower Basic Education in Kogi East Senatorial Zone, Kogi State.

Methodology

The study employed a descriptive survey research design. The population of the study comprised all lower basic education teachers in Kogi State. According to the Kogi State Universal Basic Education Board (2025), the total population was 11,165 teachers from 21 local government areas in Kogi State. A sample of three hundred and thirty (330) lower basic education teachers was selected using a multistage sampling procedure. The instrument for the study was a questionnaire titled Influence of Social Studies Education on Parenting Approach of Moral Training Questionnaire. The instrument was made up of two sections covering demographic information and research questions organized into segments using a 4-point Likert scale from strongly agree (4) to strongly disagree (1). The instrument was validated by three experts and a pilot study was conducted using Cronbach's alpha which yielded a reliability coefficient of 0.78. Data were collected personally by the researcher from the selected schools and analyzed using mean to answer the research questions, while analysis of variance (ANOVA) was used to test the hypotheses at 0.05 level of significance.

Results

Table 1: Demographics of the Respondents

Item	Variable	Frequency	Percentage %
Gender	Male	212	64
	Female	118	36
	Total	330	100
Teacher Experience	1-3 years	90	27
	4-5 years	113	34
	6-8 years	95	29
	9 years and above	32	10
	Total	330	100

Source: Field Survey, 2026

Table 1 shows the demographic distribution of the respondents indicating that 212 (64%) were male, while 118 (36%) were female. In terms of teaching experience, 90 (27%) had 1–3 years of experience, 113 (34%) had 4–5 years, 95 (29%) had 6–8 years and 32 (10%) had 9 years and above. This implies that most of the respondents had between 4 and 8 years of teaching experience, suggesting that they had acquired considerable teaching experience. Overall, the respondents were reasonably experienced and therefore capable of providing useful information relevant to the study.

Research Question 1: What is the influence of Social Studies Education on parenting responsiveness with respect to pupil moral training among Lower Basic Education in Kogi East Senatorial Zone, Kogi State?

Table 2: Mean and standard deviation on the influence of social studies education on parenting responsiveness with respect to pupil moral training among lower basic education

S/N	ITEM	SA	A	D	SD	Mean	St.D
1	Responsive parents are more likely to support Social Studies learning at home.	109	126	57	38	2.93	.98
2	Parental responsiveness enhances the moral lessons learned from Social Studies.	122	97	81	30	2.94	.99
3	Social Studies Education improves parent-child communication about moral issues.	255	31	24	20	3.58	.87
4	Teachers notice improved behaviour in children whose parents respond actively to their learning.	162	101	42	25	3.21	.94
5	Responsive parents influence their children's moral behaviour positively through Social Studies	102	116	54	58	2.79	1.07
Cluster mean						3.09	.97

Sources: Field Survey, 2026

The results in Table 2 indicate that respondents generally agreed that Social Studies Education influences parenting responsiveness with respect to pupils' moral training among Lower Basic Education pupils in Kogi East Senatorial Zone, Kogi State, as shown by the cluster mean of 3.09 and standard deviation of 0.97. The table showed that social studies education improves parent-child communication about moral issues (Mean = 3.58). This was followed by the view that teachers notice improved behaviour in children whose parents respond actively to their learning (Mean = 3.21). Respondents also agreed that parental responsiveness enhances the moral lessons learned from Social Studies (Mean = 2.94) and that responsive parents are more likely to support Social Studies learning at home (Mean = 2.93). Although the statement on responsive parents positively influencing children's moral

behaviour through Social Studies had the lowest mean (2.79), it was still higher than the accepted threshold.

The findings imply that social studies education has a positive influence on parenting responsiveness and pupils' moral training. This suggests that when parents actively respond to their children's learning, particularly by communicating with them about moral issues and supporting their Social Studies activities, the moral values taught in school are more likely to be reinforced at home.

Research Question 2: What is the influence of Social Studies Education on parenting involvement with respect to pupil moral training among Lower Basic Education in Kogi East Senatorial Zone, Kogi State?

Table 3: Mean and standard deviation on the influence of social studies education on parenting involvement with respect to pupil moral training among lower basic education

S/N	ITEM	SA	A	D	SD	Mean	SD
1	Active parental involvement in Social Studies supports moral discipline in children.	95	103	64	68	2.68	1.09
2	When parents participate in school activities, children behave more responsibly.	225	81	21	3	3.60	.65
3	Parents who discuss Social Studies topics at home enhance their child's moral development.	122	80	119	9	2.95	.92
4	Parental involvement increases the value children place on moral education.	145	129	52	4	3.26	.76
5	Lack of parental involvement negatively affects the moral lessons from Social Studies.	83	89	94	64	2.58	1.07
	Cluster mean					3.01	.90

Sources: Field Survey, 2026

The results in Table 3 indicate that respondents generally agreed that Social Studies Education influences parenting involvement with respect to pupils' moral training among Lower Basic Education pupils in Kogi East Senatorial Zone, Kogi State ($M = 3.01$, $StD = 0.90$). Results indicated that when parents participate in school activities, children behave more responsibly (Mean = 3.60). It also indicated that parental involvement increases the value children place on moral education (Mean = 3.26), parents who discuss Social Studies topics at home enhance their children's moral development (Mean = 2.95) and active parental involvement supports moral discipline (Mean = 2.68).

The findings suggest that parents' active participation in school activities and engagement with Social Studies learning at home can strengthen the moral values pupils acquire in school. It further implies that meaningful collaboration between parents and schools is important for promoting responsible behaviour, moral discipline and positive character development among Lower Basic Education pupils in Kogi East Senatorial Zone, Kogi State.

Ho₁: There is no significant influences regarding the influence of Social Studies Education on parenting responsiveness and pupil moral training among Lower Basic Education in Kogi East Senatorial Zone, Kogi State.

Table 4: ANOVA result showing influence of social studies education on parenting responsiveness and pupil moral training

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	95.004	9	10.556	16.594	.000
Within Groups	203.569	320	.636		
Total	298.573	329			

Sources: Field Survey, 2026

The ANOVA result in Table 4 indicates that there is a statistically significant influence of Social Studies Education on parenting responsiveness and pupils' moral training among Lower Basic Education pupils in Kogi East Senatorial Zone, Kogi State ($F_{(9, 320)} = 16.594$, $p < .000$), which is less than the 0.05 level of significance. Therefore, the null hypothesis (H_{01}), which states that there is no significant influence of Social Studies Education on parenting responsiveness and pupils' moral training, is rejected. This implies that effective parental response to pupils' learning and moral development can strengthen the moral values and behaviours acquired through Social Studies.

Ho₂: There is no significant influence of Social Studies Education on parenting involvement and pupil moral training among Lower Basic Education in Kogi East Senatorial Zone, Kogi State.

Table 5: ANOVA result showing the significant influences regarding the influence of social studies education on parenting involvement and pupil moral training among lower basic education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.923	9	3.990	4.804	.000
Within Groups	266.650	320	.831		
Total	298.573	329			

Sources: Field Survey, 2026

The ANOVA result in Table 5 indicates that there is a statistically significant influence of Social Studies Education on parenting involvement and pupils' moral training among Lower Basic Education pupils in Kogi East Senatorial Zone, Kogi State ($F_{(9,320)} = 4.804$, $p < .000$), which is less than the 0.05 level of significance. Therefore, the null hypothesis (H_{02}) is rejected. This implies that Social Studies Education significantly influences parenting involvement, suggesting that parents' active participation in pupils' learning and school activities contributes significantly to the development of positive moral values, responsible behaviour and sound character among Lower Basic Education pupils in Kogi East Senatorial Zone, Kogi State.

Discussion of Findings

Findings from the study indicated that parenting responsiveness emerged as a positive influence of Social Studies Education on pupils moral training ($M = 3.09$). The most notable

result was that Social Studies Education improves parent and child communication about moral issues ($M = 3.58$). This suggests that responsive parenting creates a bridge between school moral lessons and home practice. The finding is consistent with Ibrahim and Okwu (2023), who explained that responsive parents are attuned to their pupils needs and emotions and thereby promote healthy moral development. It also supports Adeola (2024), who noted that the effectiveness of Social Studies in fostering moral development is closely linked to the quality of parenting pupils receive. Furthermore, Taiwo and Adebayo (2022) maintained that parental interaction, rules and modelling set the foundation for moral understanding. Equally, Fayomi and Chukwuma (2023) added that authoritative parenting, which balances high expectations with warmth, tends to produce stronger moral reasoning. The present result therefore indicates that responsiveness helps pupils connect moral lessons from Social Studies to real life situations.

Similarly, parenting involvement emerged as a positive influence on student's moral instruction ($M = 3.01$). The strongest items were that when parents participate in school activities, children behave more responsibly ($M = 3.60$) and parental involvement also increased the value children place on moral education ($M = 3.26$). This finding aligns with Abiola (2024) and Shaibu et al. (2025), who observed that the effectiveness of Social Studies Education in fostering moral development is closely linked to the quality of parenting that pupils receive. It also supports Eze and Chukwu (2022), who stated that Social Studies Education promotes civic responsibility and instils a sense of duty and accountability. In the same light, Musa and Yusuf (2023) noted that Social Studies gives pupils tools to analyse and evaluate moral dilemmas. When parents are involved, these tools are discussed and practised at home. This result contrasts with the situation described by Opara and Okafor (2024), who reported that socioeconomic challenges, limited educational resources and unstable family environments can weaken moral instruction. It also speaks to the warning of Mensah and Nwankwo (2023) that insufficient moral training can expose pupils to negative influences such as peer pressure and criminal behaviour. The present result therefore suggests that involvement acts as a protective factor in pupils moral training.

In testing the hypothesis, parenting responsiveness the analysis of variance result was statistically significant ($F_{(9, 320)} = 16.594, p < 0.05$). The null hypothesis was therefore rejected. This means that the positive influence observed in the responses was unlikely to have occurred by chance. The result agrees with Adeola (2024) and Taiwo and Adebayo (2022), who argued that parenting quality shapes whether moral lessons are internalised. It also supports Ibrahim and Okwu (2023), who linked responsive parenting to healthy moral development. In practical terms, when parents listen to their children, respond to their learning needs and discuss moral issues arising from Social Studies, pupils are more likely to internalise respect, honesty, empathy and responsibility.

For parenting involvement, the analysis was also statistically significant ($F_{(9, 320)} = 4.804, p < 0.05$). The null hypothesis was therefore rejected. This means that parental involvement contributes significantly to the moral training of pupils through Social Studies Education. The result supports Abiola (2024), who linked the effectiveness of Social Studies to the quality of parenting pupils receive. It also agrees with Eze and Chukwu (2022), who stated that Social Studies promotes civic responsibility and accountability. Fayomi and Chukwuma (2023) added that authoritative parenting produces stronger moral reasoning.

When parents participate in school activities, monitor learning and discuss Social Studies topics at home, pupils are more likely to value moral education and behave responsibly.

Conclusion

The study concludes that social studies education significantly influences parenting responsiveness and involvement in pupils moral training. When parents respond actively to their children's learning, participate in school activities and discuss Social Studies topics at home, pupils are more likely to develop responsible behaviour and positive moral values. Therefore, effective cooperation between parents, teachers and schools is essential for strengthening the moral lessons pupils receive through Social Studies.

Recommendations

Based on the findings the study therefore recommends that:

1. Parents should actively participate in their children's Social Studies learning by discussing moral values and lessons taught in school at home.
2. Schools should organise regular parent teacher meetings and programmes to encourage greater parental involvement and responsiveness to pupils academic and moral development.
3. Teachers should use Social Studies lessons to strengthen pupils understanding of respect, responsibility, discipline, cooperation and other positive moral values.

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