

PARENTAL ENGAGEMENT AS A CORRELATE OF IN-SCHOOL ADOLESCENTS' INTEREST IN STEM FIELDS IN KWARA STATE

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Abstract

This study investigated parental engagement as correlate of in-school adolescents' interest in STEM fields in Kwara State. This study employed a descriptive research design of a correlational type. The population for this study comprised all junior secondary school students in Kwara State. The target population comprised all junior secondary school in Ilorin. There were 79 public secondary schools in Ilorin. Simple random sampling technique was used to select 10 students in 25 schools bringing the total number of respondents to 250. An adapted questionnaire titled "Questionnaire on Parents Engagement and Adolescent Interest in STEM" (QPEAI STEM) was used to collect the data. The findings showed that the level of parental engagement among In-school Adolescents in Kwara State was relatively low. There was significant high positive relationship between Parental Engagement and Adolescents' Interest in STEM fields in Kwara State. The study recommended that educational psychologist and teachers should raise awareness about the significance of parental involvement in STEM region. The state government should develop comprehensive strategies aimed at enhancing STEM engagement, providing hands-on experiences, and showcasing the relevance and real-world applications of STEM disciplines to inspire and cultivate interest among in-school adolescents in Kwara State.

Keyword: Parental Engagement, STEM, Adolescents' Interest

Introduction

The exploration of parental engagement role in shaping adolescents' interest in Science, Technology, Engineering, and Mathematics (STEM) fields stands as a crucial area for study in the context of Kwara State, Nigeria. This correlation takes on a unique and complex dimension, illustrating the intricate connection between parental psychology and its impact on adolescents' academic pursuits. Unraveling the influence of parental engagement on in-school adolescents' interest in STEM fields holds the potential not only to illuminate teachers and educational psychologist but also to profoundly influence individual achievements of adolescents and societal advancement. This research tries to understand how parental engagement influences the interest of adolescents pursuing STEM disciplines within Kwara State's educational landscape.

Parental engagement refers to the active and positive involvement of parents or caregivers in a child's education, development, and well-being (Goodall & Montgomery, 2014). It encompasses a wide range of actions, behaviors, and interactions that parents undertake to support their child's learning and growth. This involvement can take various forms, including but not limited to, assisting with homework, attending school events, communicating with teachers, participating in school activities, providing emotional support, fostering a conducive home environment for learning, advocating for their child's needs within the educational system, and instilling values that promote education and curiosity (Novianti & Garzia, 2020). Jeynes (2018) stated that parental engagement is considered a crucial factor in a child's academic success, social development, and overall well-rounded growth.

It is an established fact that parental engagement plays a pivotal role in shaping a child's academic success and overall development (Wilder, 2014; ; Novianti & Garzia, 2020). This involvement encompasses a spectrum of activities, from basic interactions at home to active engagement in school-related matters. At its core, Fajoju et al. (2016) highlighted that parental involvement serves as a catalyst for a child's academic motivation and achievement. Studies consistently demonstrate that when parents actively participate in their child's education by providing a supportive home environment, monitoring homework, and engaging in conversations about school, children tend

UNDERSTANDING POSITIVE AND NEGATIVE USES OF SOCIAL MEDIA AMONG UNIVERSITY UNDERGRADUATES: SOCIOLOGICAL PERSPECTIVES

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Abstract

This paper is theoretical in scope as it highlights the positive and negative uses of social media among University Undergraduates in Nigeria. In a bid to understand the dimensional usage of social media, this paper draws from sociological perspectives, asserting that no sociologist would approach the study of social life without making a choice from the pool of perspectives available. Thus, this paper employed an eclectic approach in recognition of the postmodern era of the global society which entails that theoretical analysis using old sociological theories would not suffice but postmodern theories for a postmodern world. The tripartite theories analysed in this paper are to assist in forging understanding on the global phenomenon of social media and its implication on education and also serve as the underpinnings for the literature review on social media studies. This paper concluded that social media are symbols of evolution in university education and society at large, dangling between innovation (transformation of Nigerian education) and stability (preservation of Nigerian education). The implication is that university education and society are walking on a tight rope between system to promote stability and preserve its educational system for integrating values driven by social media which is akin to anarchy if not efficiently channeled.

Key words: Social media, Undergraduates, Sociological perspectives

Introduction

University education was established in Nigeria with the aim of giving any applicant who gains admission a very sound and qualitative education, to be able to function effectively in any environment. However, scholars such as Ajibade (2013), Okebukola (2006), and Nwagwu (2005) have shown that this level of education is struggling to achieve its lofty aim because of numerous problems confronting it. In recent years, social media have been included as part of the problems confronting university education. Social media are concepts which connote digital, interactive, integrative, global, communicative, participatory and collaboration in the sharing of information, knowledge and ideas among users and they are characterized mostly with internet proliferation, particularly, the second version of world wide web (web 2.0) (Onah&Nche, 2014). The qualities highlighted in the definition have endeared social media to millions of users worldwide, including undergraduates in Nigerian universities (Micaiah, 2014).

Negatives of Social Media Usage

The under-listed scenario is a compilation of the dark side of the use of social media among university undergraduates in Nigeria from April 2011 to April 2014:

- **April 2011:** Four undergraduates of the Abia State University raped a female student from another university in which one of them met via social media and invited to his