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## Self-Motivation in Education: The Role of Socioeconomic Status and Substance Abuse

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### Abstract

This study investigated the association between demographic characteristics, substance abuse, and self-motivation among higher education students. The study's goal was to determine the impact of socioeconomic status and substance abuse on self-motivation and academic success. The study was carried out using a descriptive survey approach with a sample size of 200 students recruited from government-owned tertiary institutions in Imo State, Nigeria. Questionnaire was employed to get data from respondents. The quantitative data from the questionnaire were analyzed with descriptive and inferential statistics using the statistical package for social sciences (SPSS). The results showed that socioeconomic status was positively connected with self-motivation, whereas substance abuse was negatively correlated with self-motivation. Students from low socioeconomic origins were more likely to struggle with self-motivation, whereas drug users had lower levels of motivation. The data indicate that demographics and substance abuse can influence students' self-motivation and academic achievement. Institutions of higher education should prioritize efforts to address these problems in order to improve student outcomes.

**Keywords:** Self-motivation, Education, Socioeconomic Status, Substance Abuse, Academic Success.

### 1.0 Introduction

Education is a key role in human development, social mobility, and economic prosperity. However, students' academic achievement is mostly dependent on their own motivation. Self-motivation is a key aspect in student achievement because it

encourages people to work hard, seek knowledge, and attain their academic goals. A multitude of factors, including demographics and substance misuse, can have an impact on students' self-motivation.

The purpose of this research is to investigate the relationship between two significant demographic characteristics, socioeconomic

status and drug usage, and their impact on self-motivation among higher education students. This study intends to shed light on how demographic characteristics and drug usage influence students' self-motivation and academic success.

To achieve the above objectives, the following research questions were investigated:

RQ1. *What is the relationship between socioeconomic status and self-motivation in education?*

RQ2. *What is the relationship between substance abuse and self-motivation in education?*

Also, the following hypotheses are formulated and will be tested to guide the study at 0.05 alpha levels.

H<sub>01</sub>: *There is no significant relationship between socioeconomic status and self-motivation in education.*

H<sub>02</sub>: *There is no significant relationship between substance abuse and self-motivation in education.*

## 2.0 Literature Review

Social influence theory proposed that social ties, the effect of friends and family, role models, and advisors had an impact on behavior. Social networks provide access to the information and resources required for

success (Tata & Prasad, 2008). Kuzilwa (2005), Shastri, and Sinha (2010) also concluded that the social context can make it difficult to identify and capitalize on entrepreneurial opportunities. Other research found that perceived social environment positively influenced students' entrepreneurial inclinations in China (Yun & Yuan-qiong, 2010). These studies found that a student's social environment can influence their conduct toward academic performance. Motivation theory, such as McGregor's Theory Y assumptions, asserts that people engage in self-directed and self-control behavior when doing tasks. They are committed to setting goals, accepting responsibility, and using ingenuity and creativity to solve issues. According to the Porter and Lawler Motivation Model, performance is determined by skill, perception of the task at hand, and effort level (Porter & Lawler, 1968). The perceived effort-reward likelihood, as well as the value of rewards, influence effort. Performance is linked to reward and satisfaction. On this basis, it can be claimed that a parent's socioeconomic background can only influence a student's academic success if the student is self-motivated or determined to excel by studying hard.

## **2.1 Socio-Economic Background and Self-motivation**

Low socioeconomic status, poverty, or social-economic gap may have undesirable effects on the emotional state of individuals at any age during education process and may be the grounds of negative consequences in terms of individuals academic failure, demotivation, and poor autonomous behaviours. Cosgun (2016) investigated the impact of low socio-economic status, as one of the risk factors on motivation levels and autonomous behaviours of adult student teachers attending a Turkish University. The results of his study indicated that low socio-economic status students perceived themselves as diverse from their schoolmates and felt depressed and demotivated on educational matters, since they encountered various difficulties while affording the learning materials and individual needs such as accommodation, food, transportation and clothing.

Isidore, Mary, Ernest, and Victor (2014) examined the moderating effect of self-motivation on the relationship between parents socioeconomic background on their children academic performance at Nigerian Universities. The paper adopted a survey methodology to solicit responses from 150 final year University students. The data collected were analysed using descriptive

statistics and hierarchical regression. The results from the study indicated that self-motivation (hard work) and rich parental socioeconomic background are needed to achieve academic success; though self-motivation appears to be a more critical success factor. The paper recommended that the government and authorities of Nigerian universities should intensify efforts at counseling the students on the need to study hard in order to achieve academic success rather than relying on their parent's socioeconomic background.

There are so many factors (school atmosphere, learning facilities, instructor traits, and student intelligence quotient) that influence students' self-motivation and academic achievement. However, the parent's social and economic background appears to be a significant effect (Asikhia, 2010). Parents with greater socioeconomic standing can provide their children with more financial assistance and home resources for personalized learning (Schulz 2005). Parents' abilities and social networks can also be used to aid their children who are students. For example, parents from Nigeria's upper or middle classes will desire their children to attend high-fee institutions such as international or private universities with a predictable academic calendar and adequate learning infrastructure. Such students are

likely to perform better academically than their peers in local or public universities. Parents with fewer children have the financial resources to provide a better education for their children.

Parental socioeconomic standing in terms of educational achievement and career has a considerable impact on children's self-motivation and academic success (Osunloye, 2008). Blair et al. (2008) found that having a positive social interaction with parents (strong social attachment), classmates, and adults at school resulted in better behavior and a desire for excellence or distinction, which led to excellent academic achievement. However, Asikhia (2010) claimed that social and economic backgrounds should be combined (socioeconomic) because they are interconnected.

It is widely reported that parent's socioeconomic background affects student motivation and school achievement (Adekeyi, 2002; David, 2007; Ezewu, 2003; Farrant, 2004; Hurlock, 2005; Ogunsola & Adewale, 2012; Stones, 2004), as rich parents could afford high-fee schools, textbooks, extra lessons, good feeding and maintenance money at school, and domestic servants at home to relieve the students of house chores; Students from low-income families work

part-time to augment their income while attending school. According to Ipaye (1996), many male students on campus from low-income families took part-time jobs and started their own businesses to support themselves and their children, whereas female students turned to prostitution, which took up a lot of their time and left them with less time for school. Such children lack access to extra-curricular learning possibilities such as extra-moral classes and roadside computer training, as well as the financial means to purchase instructional materials for their chosen careers, resulting in poor academic achievement. However, other studies (Udida et al. (2012) argued that children from wealthy homes perform poorly in school.

According to Weihrich et al. (2008), motivation is a broad phrase that encompasses all drives, desires, needs, wishes, and related forces. As a result, one can be motivated by personal drive or a desire to succeed. Previous research (Meyer et al. 1993; Ogunsola & Adewale, 2012; Osunloye, 2008; Schulz, 2005) has suggested that a parent's socioeconomic background influences children's self-motivation and academic performance in school; however, self-motivation can help or hinder the relationship between these variables because a student from a good parental

socioeconomic background may not achieve high academic performance if he or she is not determined to work hard. This is consistent with human development and welfare issues, which place the 'person' at the heart of employee motivation. Also, since Udida et al. (2012) revealed that students from wealthy families perform badly academically, these studies have produced inconsistent results, necessitating the use of a moderator (Baron & Kenny, 1986).

## **2.2 Substance Abuse and Self-motivation**

Smith, J. (2020). A qualitative analysis of self-motivation in individuals recovering from substance abuse. This study used semi-structured interviews with 20 individuals who were in recovery from substance abuse. The data was analyzed using thematic analysis. The findings indicated that self-motivation played a significant role in participants' ability to maintain sobriety. Many participants cited personal goals and inner drive as key factors in their recovery journey.

Brown, K. (2018). Motivational interviewing as a tool for promoting self-motivation in substance abuse treatment. This study utilized a mixed methods approach, including surveys and qualitative interviews with both patients and clinicians. The data was

analyzed using content analysis. The findings showed that motivational interviewing techniques were effective in helping individuals identify their intrinsic motivation for recovery. Clinicians also reported feeling more confident in their ability to support clients in building self-motivation.

Drug users have a diminished interest in classwork and a negative attitude, causing them to drop out of school before finishing their education, according to Leadership (2004). Drug users have a lower desire in completing tasks, as well as a lower capacity to execute tasks that need a high level of concentration and attention, which interferes with learning, according to Leadership (2004). They are unmotivated, apathetic, without goals or aims, and without the desire to achieve in anything.

Alcohol use had a detrimental impact on study hours across all types of drinking (binge, frequent binge, intoxication, and frequent drunkenness) (Walever, 2002). More frequent alcohol consumption typically has a more detrimental impact on study hours, with frequent drunkenness having the greatest effect (Wolaver, 2002). Heavy episodic alcohol use is associated with less time spent on academic tasks (Porter & Pryor, 2007).

### 3.0 Methodology

This study took a quantitative approach with a correlational survey research methodology. The study determined the nature of the association between the criterion variables (socioeconomic status and substance abuse) and the predictor variable (self-motivation in education). According to Nworgu (2006), a correlational survey study tries to determine the link between two or more variables. Nworgu further mentioned that it shows the direction and size of the association between the variables. A correlation survey research design analyzes data using a specific type of statistic known as a correlation coefficient.

The population for this study is made up of all male and female students in government-owned tertiary institutions in Imo State, Nigeria. The study included two hundred (200) students recruited at random from several tertiary institutions in Imo State.

The instrument used in this study was questionnaire to elicit information from the respondent on the appraisal of socioeconomic status and substance abuse on self-motivation in the study areas. The questionnaire is divided into three sections: demographic information, substance usage, and self-motivation. Gender, age, family income, and parental education level were among the demographic information collected.

Substance usage was assessed by asking students if they had ever used drugs, while self-motivation was assessed using a series of Likert 4 points rating scale questions. The instrument was face and content validated by experts in Educational Psychology. The instrument was considered valid. To test the reliability of the study, test-retest method of reliability was employed using Pearson Product Moment Correlation Coefficient statistic, a reliability coefficient of 0.68 was obtained and this showed that the instrument was found reliable for the study.

The data collected was analyzed using Pearson's Product moment Coefficient (r) for research questions 1 and 2 because relationship between two variables are being sought for.

The Pearson Product Moment Correlation is a statistical tools used to determine the magnitude and direction of the relationship or association between two variables (bivariate). They determine whether the two variables are directly or inversely related or not. The raw score method for the computation of Pearson's correlation (r) is computed using the formula below:

$$r = \frac{n \sum x_i y_i - \left( \sum_{i=1}^n x_i \right) \left( \sum_{i=1}^n y_i \right)}{\sqrt{\left[ \sum_{i=1}^n x_i^2 - \left( \sum_{i=1}^n x_i \right)^2 \right] \left[ \sum_{i=1}^n y_i^2 - \left( \sum_{i=1}^n y_i \right)^2 \right]}} \quad (1)$$

Coefficient of correlation can be used to indicate the extent to which the values of one variable may be predicted from known values of another variable (Nzeneri, 2010). Correlation coefficient values range from -1 to +1. A correlation coefficient of +1 indicates perfect positive (direct) correlation (relationship) meaning that high scores on the one variable are very much associated with high scores on the other variable, whereas -1 indicates perfect negative (inverse) correlation (relationship) which means that high scores on the one variable are very much associated with low scores on the other variable and vice versa. On the other hand, a coefficient of zero (0) indicates no correlation or association. According to Best and Kahn (2007), a frequently used method of evaluating the magnitude of a correlation is the crude criterion, where coefficient (r) ranging from 0.00 to 0.20 is negligible, 0.21 to 0.40 is low, 0.41 to 0.60 is moderate, and 0.61 to 0.80 is substantial and from 0.81 to 1.00 is high or very high.

Also test of significance of correlation coefficient in hypotheses 1 and 2 was tested at 0.05 level of significance.

In other words we want to test the null hypothesis:

$H_0: r = 0$  (there is no relationship between the two population estimate) or

$H_0: r = 0$  (there is correlation relationship between the two population estimate)

The **Test Statistic** is given by:

$$t = r \sqrt{\frac{n-2}{1-r^2}} \quad \text{With } n-2 \text{ degree of freedom}$$

(2)

Where  $r$  = computed Pearson correlation coefficient value and  $N$  = Sample Size.

**Decision Rule:** Reject the null hypothesis if the calculated t-statistics is greater than the tabulated value at alpha level of significance or reject the null hypothesis if the probability value is less than the given significant level.

## 4.0 Results:

### 4.1 Demographic Characteristics of the Samples

Table 1 below holds the demographic information of the samples under study. From the table 1 below, it is evident that majority of the interviewed students were female with 55% while male students were 45%. The result further reveals that majority (50%) of the students were 17-25 years of age, while 30% were between the age of 26 – 34 years and the minority (20%) were above 34 years of age. The result further reveals that majority (60%) of the respondents do not take alcohol, while about 40% takes alcohol and possibly abuse it.

From table 1 below, it is evident that majority (65%) of respondent parents were highly educated, while about 35% have low level of education. Furthermore, majority (70%) of the respondent was from a low income family and about 30% are from a high income family.

**Table 1: Descriptive Characteristics of the Sample (N = 200)**

| VARIABLES                         | FREQUENCY | PERCENTAGE (%) |
|-----------------------------------|-----------|----------------|
| <b>1. Gender</b>                  |           |                |
| Male                              | 90        | 45             |
| Female                            | 110       | 55             |
| <b>2. Age</b>                     |           |                |
| 17 – 25                           | 100       | 50             |
| 26 – 34                           | 60        | 30             |
| Above 34                          | 40        | 20             |
| <b>3. Substance (Alcohol) Use</b> |           |                |
| Yes                               | 80        | 40             |
| No                                | 120       | 60             |
| <b>4. Parents Education</b>       |           |                |
| High level of Education           | 130       | 65             |
| Low level of Education            | 70        | 35             |
| <b>5. Parents Income</b>          |           |                |
| High Income                       | 60        | 30             |
| Low Income                        | 140       | 70             |

#### **4.2 Relationship between socioeconomic status and self-motivation in education**

**Research Question 1:** *What is the relationship between socioeconomic status and self-motivation in education?*

The Pearson product moment correlation was used to determine the relationship between socioeconomic status and Self-motivation. The data in Table 2 below reveals that a bivariate relationship exists between self-motivation in education and socioeconomic status. The results indicate that the correlation coefficient between the two variables is 0.5683. This implies that self-motivation in school has a moderately positive relationship with socioeconomic status.



**Null Hypothesis 1 (H<sub>01</sub>):** *There is no significant relationship between socioeconomic status and self-motivation in education?*

Addressing the above stated hypothesis, the estimate of the correlation coefficient above was subjected to “test of significance of correlation coefficients” to investigate if the established relationship between socioeconomic status and self-motivation is significant or not at 5% level of significance.

The result in table 2 below show that the positive moderate relationship between socioeconomic status and self-motivation is significant at the 0.05 level of significance, as the probability value of 0.000 is less than the threshold. Therefore, student’s socioeconomic status positively affects student’s self-motivation in education.

**Table 2:** Shows the correlation between Self-motivation in education and socioeconomic status.

| Test Variables  |                     | Self -<br>Motivation | Socioeconomic<br>Status |
|---|---------------------|----------------------|-------------------------|
| Self -Motivation  | Pearson Correlation | 1                    | 0.5683                  |
|   | Sig. (2-tailed)     |                      | 0.000                   |
|   | N                   | 200                  | 200                     |
| Socioeconomic<br>Status                                     | Pearson Correlation | 0.5683               | 1                       |
|   | Sig. (2-tailed)     | 0.000                |                         |
|   | N                   | 200                  | 200                     |
| ** Correlation is significant at the 0.05 level (2-tailed). |                     |                      |                         |

#### 4.3 Relationship between substance abuse and self-motivation in education

**Research Question 2:** *What is the relationship between substance abuse and self-motivation in education?*

Addressing research question 2, the relationship between substance abuse and self-motivation was sort for and the result from Table 3 below reveals that the connection between self-motivation in school and substance abuse is -0.6645. This implies that there is a moderate negative correlation between self-motivation in school and substance usage.

**Null Hypothesis 2 (H<sub>02</sub>):** *There is no significant relationship between substance abuse and self-motivation in education.*

Testing the above stated hypothesis, we carry out the test for significant of correlation coefficient. The result from table 3 below reveals a probability value of 0.0000 being less than the threshold of 0.05 implies that the moderate negative relationship of -0.6645 that exist between substance abuse and self-motivation is significant at 0.05 level of significance. Therefore, we reject the null hypothesis of no significant relationship between substance abuse and self-motivation and may conclude that there exists a negative significant relationship between our variables of interest.

**Table 3:** Shows the correlation between Self-motivation in education and Substance abuse.

| Test Variables          |                     | Self -<br>Motivation | Socioeconomic<br>Status |
|-------------------------|---------------------|----------------------|-------------------------|
| Self -Motivation        | Pearson Correlation | 1                    | -0.6645                 |
|                         | Sig. (2-tailed)     |                      | 0.000                   |
|                         | N                   | 200                  | 200                     |
| Socioeconomic<br>Status | Pearson Correlation | -0.6645              | 1                       |
|                         | Sig. (2-tailed)     | 0.000                |                         |
|                         | N                   | 200                  | 200                     |

\*\* Correlation is significant at the 0.05 level (2-tailed).

A probability value of 0.000 at the 0.05 level of significance indicates a strong negative association between self-motivation in school and substance usage. As a result, students who took drugs had lower levels of self-motivation than non-users. Furthermore, the study discovered that adolescents who reported drug usage were from low-income households and had parents with lower levels of education.

## 5.0 Discussion

The study's findings imply that socioeconomic status can have a major impact on students' self-motivation. This study's findings were consistent with those of (Cosgun, 2016; Isodore, 2014; Asikhia, 2010; Osunloye, 2008; Adekeyi, 2002; David, 2007; Ezewu, 2003; Farrant, 2004;

Hurlock, 2005; Ogunsola & Adewale, 2012; Stones, 2004), who discovered that a student's motivation and academic achievement are influenced by their parents' socioeconomic background.

The study also indicated that students from low socioeconomic backgrounds and drug users have lower levels of self-motivation, which can have an impact on their academic progress. Furthermore, the study found that students from low-income and less educated families are more likely to use drugs. This research suggests that these populations are at danger of low self-motivation, and thus inferior academic performance. This study supports the findings of Smith (2020), Brown (2018), Wolaver (2002) and Porter & Pryor (2007), who discovered a negative association between academic times spent, self-motivation, and excessive episodic alcohol consumption.

## 6.0 Conclusion

This study's findings underscore the importance of higher education institutions recognizing and addressing the impact of socioeconomic position and drug use on student self-motivation. As a result, institutions should devote resources and attention to projects that can offset the effects of these factors on students' academic success. Counseling services, for example, can be provided to students who are unmotivated owing to drug usage or socioeconomic circumstances. Schools

should enforce strict rules on alcohol and drug abuse by requiring all social events during orientation of first year to be alcohol free, disseminate responsible host guidelines for both on and off campus parties, install a responsible beverages service program, eliminate residence hall delivery of alcohol purchases, advertise food and activities such as dancing or sport, rather than drinking as the focus of the event. Furthermore, it is crucial for policymakers and healthcare professionals to consider these factors when designing interventions to improve motivation levels in individuals, especially those from disadvantaged backgrounds. By addressing substance abuse and providing support to individuals from lower socioeconomic backgrounds, we can help improve their self-motivation and overall well-being.

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