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The Psychological Effects of Parents Utilization of Vacation for Extra Lessons for their Wards and their Consequential Attitude to Learning in Public Primary Schools in Delta State

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Abstract

This study investigates the psychological effects of parents' utilization of vacation for extra lessons for their wards and their consequential attitude to learning in public primary schools in Delta State. The correlational survey design was used. The study population includes 275 parents and primary school teachers from Delta State. A total number of 275 respondents consisting of 100 parents and 175 primary school teachers were selected from 10 primary schools from Delta State. In selecting primary schools, proportional stratified sampling technique was used. The 10 schools were selected from 6 local government areas across the 3 Senatorial Districts in Delta State. A questionnaire self - designed and titled "Psychological Effects of Parents Utilization of Vacation for Extra Lessons Questionnaire (PEPUVELQ)", validated and its reliability equally determined via a pilot study using test re-test reliability technique with a coefficient index of 0.84 was used. Simple percentage, mean scores, standard deviation and coefficient of determination using 2.50 as benchmark to provide answers to the research questions. Pearson Product Moment Correlation Statistic was used to test the hypotheses at 0.05 level of significance. Findings revealed that psychological effects of parents utilizing vacation for extra lessons for their wards and the impact on students' attitude to learning in primary schools in Delta State. In conclusion, the utilization of vacation lessons by parents can have both positive and negative psychological effects on children. While vacation lessons can provide academic benefits, enrichment opportunities, and structure, they can also lead to increased stress and anxiety, pressure to perform and meet expectations, limited downtime and relaxation, impact on mental health and well-being and potential negative impact on parent-child relationships. It therefore recommended that parents should consider individual child needs and boundaries. Set realistic expectations and goals. Parents are to engage other forms of learning that could be fun as well during the holidays. Encourage balance between work and play. Monitor workload and stress levels.

Keywords: Psychological Effects, Parents, Utilization of Vacation, Extra Lessons, Nigeria

Introduction

All education consists of the teacher imparting knowledge or concepts to the student with the main objective being the student's overall development. For better outcomes, teaching and learning have undergone significant transformations. The most significant component of education, as far as it is concerned, is the end product. Researchers are continually looking for more effective teaching and learning strategies despite the introduction of several methods for teaching and learning (Harrison 2023). In an effort to offer their children or wards a competitive edge, many parents in Nigeria who strive for academic achievement have enrolled them in holiday courses. Concerns have been voiced concerning this trend's possible psychological impact on kids, though. While parents may use vacation lessons in an effort to boost their child's academic performance, there may be unanticipated implications for the child as well, such as increased stress, worry, and exhaustion.

In the same vein, "extra" denotes an increase or augmentation in a specific region. Extra is defined by Hornby (2015) as something that is added to something in order to make it more effective, or as more than it should be or is anticipated to be. According to its etymology, the term "extra" comes from the Latin word "Exter," which means "outside." As a result, an extra lesson goes beyond the traditional classroom setting and entails a more focused, in-depth discussion of material covered in the regular classroom. A lesson is an experience that a learner gains from a course of study or from something that uses a medium to impart an experience on them (Harrison 2023).

Extra lessons are taught outside of traditional classroom settings (Sundqvist, 2019). Numerous tasks make reference to the realm of learning that occurs outside of the classroom. Among these are extracurricular, non-formal, informal, naturalistic, self-directed, uninstructed, and autonomous learning, as well as learning that occurs outside of the classroom. Any type of learning that occurs outside of the classroom and incorporates self-instruction, naturalistic learning, or self-directed naturalistic learning is considered an extra lesson, according to Benson (2021). Hence, an extra lesson is any time spent teaching or learning a certain subject, trade, or talent beyond the allotted usual class session. Continuous reinforcement and citations leave a lasting effect on the lesson in teaching and learning.

In order to enhance learning, parents and guardians encourage their kids to attend extra classes in order to raise their academic performance. In this spirit, Kim and Lee (2010) contended that the extra lessons have been determined by the traditional class lessons' ineffectiveness. One of the most talked-about stages of education is academic achievement or performance, particularly among students, instructors, parents, advisors, and the government. If academic performance is declining, this phrase serves as a gauge for the standard or caliber of instruction. Students' degree of instruction mastery serves as a gauge for academic success. Some parents seem to think that kids don't need leisure time; the extra lesson is just meant to keep the kids interested and give the parents some alone time.

It is observed that some parents are helping their wards who are having difficulty with their normal education. From a psychological perspective, however, children who are unhappy with the practice ultimately suffer from it; they become socially isolated, withdraw, experience mental tension, become frustrated, and behave aggressively. Due to having to live up to their parents' expectations, kids who are at ease with the practice experience anxiety and fatigue (Knight, 2022). Kids who attend elementary and secondary schools essentially dedicate a significant amount of their lives to learning. It wouldn't be just to use the limited free time they have for further instruction. As a result, parents are becoming less aware of the need of helping their children succeed academically at the expense of other aspects of their lives, like character, discipline, relationships, morality, using their freedom, and relaxation.

Statement to the Problem

Despite the increasing trend of parents enrolling their wards/children in vacation lessons, there is a growing concern about the potential psychological effects of such practices on children's emotional and mental well-being. While vacation lessons aim to provide academic support and enrichment, excessive or mandatory participation can lead to increased stress, anxiety and decreased motivation, negatively impacting children's overall psychological health and happiness. It therefore seeks to investigate the psychological effects of parents' utilization of vacation lessons on children, exploring the impact on stress level, motivation, emotional well-being and to inform parents, educators and policymakers on best practices for supporting children's holistic development during school break or holidays.

Research Questions

The following research questions were raised to guide the study:

1. What are the psychological effects of parents utilizing vacation for extra lessons for their wards and their consequential attitude to learning in public primary schools in Delta State?

2. What are the strategies to reduce the psychological effects of parents' utilization of vacation lessons for their wards and their consequential attitude to learning in public primary schools in Delta State?

Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant relationship between the psychological effects of parents utilizing vacation for extra lessons for their wards and their consequential attitude to learning in public primary schools in Delta State
2. There is no significant relationship between strategies to reduce the psychological effects of parents' utilization of vacation lessons for their wards and their consequential attitude to learning in public primary schools in Delta State

Theoretical Framework

The theoretical framework of this study is anchored on Stress and Coping Theory propounded by Lazarus & Folkman (1984) and Self-Determination Theory propounded by Deci & Ryan, (2000). The Stress and Coping Theory examines how children appraise and cope with the stress of vacation lessons. Self-Determination Theory investigates how vacation lessons impact children's autonomy, competence, and relatedness. This framework provides a foundation for understanding the psychological effects of parents' utilization of vacation lessons on children, highlighting the complex interplay between stress, motivation, emotional regulation, and self-determination.

Concept of Vacation Lessons

Vacation lessons refer to academic or enrichment activities that children engage in during school breaks or holiday (Knight, 2022). These lessons can be mandatory or voluntary, formal or informal, online or offline, academic or non-academic (e.g., arts, sports, or life skills). Vacation lessons can serve various purposes, such as preventing summer learning loss, providing additional academic support, fostering skill development (e.g., languages, music, or coding), encouraging exploration and discovery, offering socialization opportunities and preparing students for upcoming academic challenges. According to Sunday (2020) extra lesson is an supplementary time spent in teaching or learning a particular subject, skill after the normal class period assigned for that lesson. In teaching and learning environment, nonstop, certification creates a continuing impression on the lesson.

The Psychological effects of Parents Utilizing Vacation for Extra Lessons

Parents using vacation time to teach their children extra lessons can have both beneficial and bad psychological consequences on Nigerian pupils' attitudes toward learning. In many schools, it is customary for teachers to continue teaching moral lessons to students even after the official school day has ended. Students are required to stay after school for extra tutoring and other activities, which are frequently funded by their parents. Sunday (2020) reports that before their parents go home or leave children to go home alone, this time may extend for three or even more hours.

After class, the students drag themselves home, sometimes with little to no time for recreation, relaxation, or sleep. Some of them are already unconscious when they get home. Occasionally, representatives of state and federal administrations express their subtly expressed disapproval of the practice, implying that it is dangerous and unwholesome (Ovie, 2023).

According to Jayden (2021) the positive effects of vacation lessons could be:

1. Increased motivation: Extra lessons during vacation can motivate students to learn and achieve academic success.
2. Improved self-esteem: Achieving academic success through extra lessons can boost students' self-esteem and confidence.
3. Enhanced discipline: Extra lessons can instill discipline and a strong work ethic in students.

In the same vein, Jayden (2021) the negative effects of vacation lessons could be:

1. Burnout and stress: Excessive extra lessons can lead to burnout, stress, and a negative attitude towards learning.
2. Lack of relaxation and recreation: Overemphasizing academic work during vacation can deprive students of necessary relaxation and recreation time.
3. Narrow focus on academics: Overemphasizing extra lessons can lead to a narrow focus on academics, neglecting other important aspects of life.
4. Pressure and anxiety: Parents' high expectations and pressure to perform well can create anxiety and a fear of failure in students.
5. Decreased interest in learning: Forcing students to attend extra lessons during vacation can lead to a decreased interest in learning and a negative attitude towards education.
6. It denies the children their childhood play experience that will impact significantly on the adulthood as they may exhibit childish tendencies.
7. When a child is already doing well academically, it could be a waste of time. If the child is struggling, it could put too much pressure and anxiety.

Strategies to reduce the Negative Psychological effects of Parents' Utilization of Vacation Lessons

According to Lopez. (2017); Patrick (2021) & Oluwatosin (2024) who pointed out some strategies to reduce the psychological effects of parents' utilization of vacation lessons on students. Implementing these strategies, parents and caregivers can help lessen the potential negative psychological effects of vacation lessons on children, they are as follows:

1. Open Communication: Encourage parents to discuss their reasons for enrolling their children in vacation lessons with their kids.
2. Setting Realistic Expectations: Help parents set achievable goals and expectations from vacation lessons to avoid undue pressure.
3. Balancing Work and Play: Ensure a balance between academic work and leisure activities during vacations.
4. Involving Children in Decision-Making: Encourage parents to involve their children in deciding whether to attend vacation lessons.
5. Monitoring Workload: Monitor the workload and stress levels of children during vacation lessons.
6. Providing Emotional Support: Offer emotional support and reassurance to children who may feel anxious or stressed.
7. Encouraging Relaxation Techniques: Teach children relaxation techniques, such as deep breathing, meditation, or yoga.
8. Fostering a Growth Mindset: Encourage a growth mindset in children, focusing on learning and progress rather than achievement.
9. Parent-Child Bonding: Encourage parents to spend quality time with their children during vacations.
10. Professional Help: Seek professional help if children exhibit extreme stress or anxiety related to vacation lessons.
11. Balancing academics and recreation: Ensure students have time for relaxation, recreation, and exploration.
12. Encouraging autonomy: Allow students to take ownership of their learning and make choices about their academic pursuits.

Methodology

The correlational survey design was used. The study population includes 275 parents and primary school teachers from Delta State. A total number of 275 respondents consisting of 100 parents and 175 primary school teachers were selected from 10 primary schools from Delta State. In selecting primary schools, proportional stratified sampling technique was used. The 10 schools were selected from 6 local government areas across the 3 Senatorial Districts in Delta State. A questionnaire self - designed and titled "Psychological Effects of Parents Utilization of Vacation for Extra Lessons Questionnaire (PEPUVELQ)", validated and its reliability equally

determined via a pilot study using test re-test reliability technique with a coefficient index of 0.84 was used. Simple percentage, mean scores, standard deviation and coefficient of determination using 2.50 as benchmark to provide answers to the research questions. Pearson Product Moment Correlation Statistic was used to test the hypotheses at 0.05 level of significance.

Results

Table 1: Psychological effects of parents utilizing vacation for extra lessons

S/N	ITEMS	SA	A	SD	D	Mean	Std	Remark
1	Extra lessons during vacation can motivate students to learn and achieve academic success	116(42.2%)	42(15.3%)	88(32%)	29(10.5%)	3.11	.77	Agreed
2	Achieving academic success through extra lessons can boost students' self-esteem and confidence.	156(56.7%)	61(22.2%)	34(12.4%)	24(8.7%)	3.50	.79	Agreed
3	Extra lessons can instill discipline and a strong work ethic in students.	120(43.6%)	77(28%)	50(18.2%)	28(10.2%)	3.83	.74	Agreed
4	Excessive extra lessons can lead to burnout, stress, and a negative attitude towards learning	118(42.9%)	78(28.4%)	59(21.5%)	20(7.3%)	2.82	.78	Agreed
5	Parents' high expectations and pressure to perform well can create anxiety and a fear of failure in students.	66(24%)	71(25.8%)	83(30.2%)	55(20%)	3.67	.74	Agreed

From table 1, out of 275 respondents, 116(42.2%) and 42(15.3%) respondents agreed that extra lessons during vacation can motivate students to learn and achieve academic success while 88(32%) and 29(10.5%) respondents opposed the statement. Also, 156(56.7%) and 61(22.2%) respondents agreed that achieving academic success through extra lessons can boost students' self-esteem and confidence while 34(12.4%) and 24(8.7%) respondents disagreed. More so, 120(43.6%) and 77(28%) respondents agreed that extra lessons can instill discipline and a strong work ethic in students while 50(18.2%) and 28(10.2%) respondents think otherwise. In addition, 118(42.9%) and 78(28.4%) respondents agreed that excessive extra lessons can lead to burnout, stress, and a negative attitude towards learning while 59(21.5%) and 20(7.3%) respondents disagreed. Also, 66(24%) and 71(25.8%) respondents agreed that parents' high expectations and pressure to perform well can create anxiety and a fear of failure in students while 83(30.2%) and 55(20%) respondents think otherwise.

Table 2: Strategies reduce the psychological effects of parents' utilization of vacation lessons

S/N	ITEMS	SA	A	SD	D	Mean	Std	Remark
1	Encourage parents to discuss their reasons for enrolling their children in vacation lessons with their kids	120(43.6%)	77(28%)	50(18.2%)	28(10.2%)	2.76	.77	Agreed
2	Help parents set achievable goals and expectations from vacation lessons to avoid undue pressure	156(56.7%)	61(22.2%)	34(12.4%)	24(8.7%)	3.05	.91	Agreed
3	Ensure a balance between academic work and leisure activities during vacations	71(25.8%)	66(24%)	83(30.2%)	55(20%)	3.20	.85	Agreed
4	Encourage parents to involve their children in deciding whether to attend vacation lessons	118(42.9%)	78(28.4%)	59(21.5%)	20(7.3%)	2.90	.81	Agreed
5	Monitor the workload and stress levels of children during vacation lessons.	42(15.3%)	116(42.2%)	88(32%)	29(10.5%)	2.88	.82	Agreed

From table 2, out of 275 respondents, 120(43.6%) and 77(28%) respondents agreed that they encourage parents to discuss their reasons for enrolling their children in vacation lessons with their kids while 50(18.2%) and 28(10.2%) respondents disagreed with the claim. Also, 156(56.7%) and 61(22.2%) respondents agreed that parents should set achievable goals and expectations from vacation lessons to avoid undue pressure while 34(12.4%) and 24(8.7%) respondents think otherwise. In addition, 71(25.8%) and 66(24%) respondents agreed that parents should ensure a balance between academic work and leisure activities during vacations while 83(30.2%) and 55(20%) respondents disagreed. More so, 118(42.9%) and 78(28.4%) respondents agreed that they encourage parents to involve their children in deciding whether to attend vacation lessons while 59(21.5%) and 20(7.3%) respondents think otherwise. In the same vein, 42(15.3%) and 116(42.2%) respondents agreed that parents should monitor the workload and stress levels of children during vacation lessons while 88(32%) and 29(10.5%) respondents opposed the statement.

Table 3: Pearson “r” on psychological effects of parents utilizing vacation for extra lessons

Variables	N	X	DF	r-Cal.	r-Crit.	Level of Sign	Decision
Psychological effects of parents utilizing vacation for extra lessons	275	0.81	0	0.82	0.74	0.05	Significant
Students' attitude to learning		0.84					

Data in table 3 revealed Pearson product moment correlation coefficient analysis on psychological effects of parents utilizing vacation for extra lessons. The mean was 0.81 and 0.84 for psychological effects of parents utilizing vacation for extra lessons and students' attitude to learning respectively. The calculated r - value was 0.82 while the critical r-table value was 0.74 with no DF at 0.05 level of significance. Since the calculated r - value was greater than the critical r-table value, the null hypothesis is rejected. Thus, there is a significant relationship between psychological effects of parents utilizing vacation for extra lessons for their wards and the impact on students' attitude to learning in primary schools in Delta State

Table 4: Pearson “r” on strategies reduce the psychological effects of parents' utilization of vacation lessons

Variables	N	X	DF	r-Cal.	r-Crit.	Level of Sign	Decision
Strategies reduce the psychological effects of parents' utilization of vacation lessons	275	1.93	0	0.82	0.65	0.05	Significant
Students' attitude to learning		1.85					

Data in Table 5 revealed Pearson product moment correlation coefficient analysis on strategies reduce the psychological effects of parents' utilization of vacation lessons. The mean was 1.93 and 1.85 for strategies reduce the psychological effects of parents' utilization of vacation lessons and students' attitude to learning respectively. The calculated r - value was 0.82 while the critical r-table value was 0.65 with no DF at 0.05 level of significance. Since the calculated r - value was greater than the critical r-table value, the null hypothesis is rejected. Thus, there is a significant relationship between strategies to reduce the psychological effects of parents' utilization of vacation lessons for their wards and the impact on students' attitude to learning in primary schools in Delta State.

Discussion of Findings

Findings revealed that psychological effects of parents utilizing vacation for extra lessons for their wards and the impact on students' attitude to learning in primary schools in Delta State. This is in line with (Knight, 2022) who pointed out that from the psychological stand point, for children who are not pleased with the practice, it causes social disconnection, withdrawal, mental stress, frustration and aggressive behavior. For children who are comfortable with the practice, it causes anxiety and burnout due to meeting parents' expectations. Thus, there is a significant relationship between psychological effects of parents utilizing vacation for extra lessons

for their wards and the impact on students' attitude to learning in primary schools in Delta State. The study shows that from teachers' observation, there was decreased enthusiasm of pupils who were engaged with vacation lessons when school resumed. There was low concentration, distraction, disinterestedness, tiredness, aggressiveness towards others, withdrawal from such pupils, etc. Such pupils were eager for breaks to engage in playful activities.

The findings also showed strategies to reduce the psychological effects of parents' utilization of vacation lessons for their wards and the impact on students' attitude to learning in primary schools in Delta State. This is in line with Patrick (2021) who pointed out some strategies to reduce the psychological effects of parents' utilization of vocational lessons on students and implementing these strategies parents and caregivers can help mitigate the potential negative psychological effects of vacation lessons on children. Thus, there is a significant relationship between the strategies to reduce the psychological effects of parents' utilization of vacation lessons for their wards and the impact on students' attitude to learning in primary schools in Delta State. The study shows from the responses of parents that they were not even aware of the psychological effects of holiday lessons for their wards. Parents felt the vacation lessons engaged their wards and prevented excessive playfulness.

Conclusion and Recommendations

In conclusion, it was obvious that several parents lacked awareness of the psychological effects of vacation lessons for their children/wards. It is depriving the children of their proper childhood development and social connectivity with others; creating stress, anxiety and narrow mindedness. Parents must note that relaxation aids learning. The utilization of vacation lessons by parents can have both positive and negative psychological effects on children. While vacation lessons can provide academic benefits, enrichment opportunities, and structure, they can also lead to increased stress and anxiety, pressure to perform and meet expectations, limited downtime and relaxation, impact on mental health and well-being and potential negative impact on parent-child relationships. It therefore recommended that parents should consider individual child needs and boundaries. Set realistic expectations and goals. Parents are to engage other forms of learning that could be fun as well during the holidays. Encourage balance between work and play. Monitor workload and stress levels. Foster open communication and emotional support. Prioritize relaxation, leisure, and family time. Parents being aware of these psychological effects and taking steps to address them, can help ensure that vacation lessons support their child's overall well-being and development.

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