

ACHIEVEMENT MOTIVATION AND PARENTAL ENCOURAGEMENT AS PREDICTORS OF ACADEMIC SUCCESS OF SECONDARY SCHOOL STUDENTS IN EMU EDO STATE

Okoiye Ojaga Emmanuel Ph.D, Okezie Nkiruka Elizabeth Ph.D,
Anusiem, A. U. Ph.D & Duru Ngozi Evangeline Ph.D

Dept of Educational Psychology/G&C
Alvan Ikoku University of Education Owerri
Imo State Nigeria

Abstract

This study investigated achievement motivation and parental encouragement as predictors of academic success of secondary school students in Emu Edo state Nigeria. Using Correlation survey research design, one research question was answered and two hypotheses were tested. Data were collected using three validated instruments, from three hundred (300) randomly selected senior secondary school (SSII) students from five randomly selected secondary schools in Emu Edo State Nigeria. Data was analysed using the Multiple Regression Analysis and Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The study revealed that the independent variables made a joint predictive impact of 56.6% on students' academic success. Also, there was positive predictive relationship between achievement motivation and academic success of secondary school students, $r(298) = .315, p < .05$. Likewise, there was significant relationship between parental encouragement and academic success of secondary school students, $r(298) = .328, p < .05$. Therefore, it is recommended that teachers should make their teaching more stimulating and meet the needs of students as to motivate them to learn and strive to attain academic success.

Keywords: Academic Success, Achievement Motivation, Parental Encouragement, School, Students and Teacher

Introduction

Competitive nature of globalisation has made nations, parents, significant others and students themselves to be concerned about their academic success in school. This is hinged on the fact that exposure to education and students' attainment of success in their educational pursuit is the bedrock for economic growth, national and sustainable development. In view of this, issues relating to students' academic success occupy a very important place in education as well as in teaching and learning process. It is considered as a key criterion to judge one's total potentialities, capacities, and competence which are frequently measured by examination results. It is used to pass judgment on the quality of education offered by academic institutions and students' ability to succeed in future endeavour. In fact, it is still the most topical debate in learning institutions that caused great concern to educators and researchers

due to the alarming abysmal examination performance of students (Okoiye 2011; Mendezabal, 2013).

Mendezabal (2013) posited that numerous studies have been carried out which focused on cognitive factors as predictors of academic success. However, there has been a growing interest on non-cognitive factors and a number of researchers have examined the role of non-cognitive variables such as study skills (Awang, & Sinnadurai, 2011; Okoiye), study motivation (Tella, 2007; Nonis & Hudson, 2006), study habits (Bashir & Mattoo, 2012; Kurshid, Tanveer & Qasmi, 2012), and attitudes (Yu, 2011) on academic achievement. Some argued that these factors have strong relationship with academic success of students while others concluded that the combination of different factors could also, explain students' academic success. A meta-analytic study by Crede and Kuncel (2008) found that non-cognitive factors like study habit, skill and study motivation, among other attitudinal constructs, accounted for incremental variance in attaining academic success beyond standardized tests and previous grades. This contention underlines the importance of psychosocial functioning and extraneous influences that may account for one's academic success. The question for consideration, in this case, entails a testament to the various factors and personal attributes that may maximize learning and enhance performance outcome. In view of this context, this study investigated achievement motivation and parental encouragement as predictors of academic success of secondary school students in Emu Edo State.

The academic success of a student in secondary school is an important index for future academic aspiration to attaining tertiary education or good employment and salaries. In short, high academic success is important because it promotes success later in life (Areepattamannil & Freeman 2008) and in current life. There are many variables that may have an influence on a student's ability to succeed academically, including non-cognitive factors such as, motivation, family circumstances, background, parental support, previous academic performances, study skills, and many more. Variance in academic success can be related to affective variables, of which achievement motivation and parental encouragement are also important.

Spinath and Steinmayr (2007) declared that perhaps more than anything else, to be well-equipped for life-long learning, individuals need a high, sustainable achievement motivation to learn. There exists a general consensus that achievement motivation enhances students' attainment of high academic performance (Schick & Phillipson 2009). Therefore, it seems that achievement motivation is an important contributor to variance in individuals' academic success. Students who are motivated are enthusiastic to learn, and they are willing to get involved in the activities required to learn. In contrast, students who are unmotivated to learn are not as systematic in their learning efforts. They may be inattentive during the lesson, and not monitor their level of understanding, or ask for help when they do not understand what is being taught (Sikhwari 2004). Furthermore, Sikhwari (2004) found a high correlation between students' attained academic success and their level of achievement motivation. Similarly, in a study done by Ahmed and Bruinsma (2006), they found that academic achievement motivation was positively related to their academic

success. In their study students who reported higher self determination or an intrinsic form of motivation also reported higher academic success (Ahmed & Bruinsma 2006).

School attainment has been demonstrated, in turn, as a robust indicator of subsequent work and economic success (Crissey, 2009). Thus, school academic success reflect both current academic standing as well as future educational prospects of students'. Academic aspirations are associated with positive perception of parental aspirations, encouragement (Tynkkynen, Tolvanen, & Salmela-Aro, 2012), educational attainment (Heckhausen, Chang, Greenberger, & Chen, 2013), and adult income (Sabates, Harris, & Staff, 2011). The ability of a young person to succeed academically is influenced by factors constituting ecological contexts, including perceived parental encouragement, social supports at home and in school, as well as student background characteristics such as race, ethnicity, socioeconomic status, and gender. From a young age, parents' encouragement enhances children's academic success in school, evident as early as the kindergarten years (Froiland, Peterson, & Davidson, 2013) with effects continuing into young adulthood (Faas, Benson, & Kaestle, 2013). Parental factors including involvement and academic encouragement (Witkow & Fuligni, 2011), acceptance (Pallock & Lamborn, 2007), educational aspirations/expectations (Vitoroulis, Schneider, Vasquez, Soteras de Toro, & Gonzáles, 2012), and familial assets (Kim & Sherraden, 2011) are all associated with a range of indicators of academic success, with continuing effects evident in young adulthood achievement (Gordon & Cui, 2012).

Statement of the Problem

Students' who are ill-motivated and lack parental guidance, support or encouragement could express low academic achievement motivation drive and record poor academic success in their educational pursuit. When students experience poor academic success they could express high levels of examination anxiety, exhibit poor confidence, antisocial behaviour and be ill motivated to achieve academically. This academic developmental experience when consistent could serve as a barrier in challenged students' ability to overcome their challenges except necessary measures are put in place; this makes this study a necessity.

Theoretical Framework for the Study

The study is anchored on Deci and Ryan (2000) Self Determination Theory (SDT). Self Determination Theory is a motivation theory based on the premise that people actively seek opportunities to make themselves happy, explore their environment, be relevant, committed to a cause and develop their fullest potential. As they seek such opportunities, this enhances individual's wellbeing (Deci & Ryan, 2000). SDT maintains that development is via autonomous striving to broaden knowledge, connect with people, seek challenges, and to integrate these experiences into an authentic sense of self, and crucially, this motivation is regulated by the self (Deci & Ryan, 2000). Specifically, with SDT, a critical issue in the effects of goal pursuit, motivation and goal attainment, concerns the degree to which people are able

to satisfy their psychological needs of autonomy, competence and relatedness, as these are considered necessary for optimal functioning (Deci & Ryan, 2000). Therefore, postulation of Self Determination Theory (SDT) makes its application germane for this study.

Research Question

The following research questions guided the study:

1. What joint impact do the independent variables (Achievement Motivation and Parental Encouragement) have on the dependent variable (Academic Success of Secondary School Students)?

Research Hypotheses

The following hypotheses are tested at 0.05 margin of error.

1. There is no significant relationship between achievement motivation and academic success of secondary school students?
2. There is no significant relationship between parental encouragement and academic success of secondary school students?

Design

The participants of this study were senior secondary school students in Emu, Edo State Nigeria. The study adopted a correlation survey research design and utilized the simple random sampling technique to select 300 hundred senior secondary school students (SSII) from a total of five hundred and sixty eight (SSII) students' in five randomly selected secondary schools in Emu, Edo State Nigeria.

The following instruments were used in gathering data:

Academic Success was measured using Academic-Success Barrier Battery by (Animasahun, 2007). The battery has thirty (30) item with a likert response format from 1= strongly agree to 5= strongly disagree. It has items such as: "I do not like my school", "Nobody motivates me to go to school"; "I always copy notes from my friends"; "I go out of school sometimes to enjoy myself"; "Classroom activities are always boring" etc. The scale has a Crumbash alpha of 0.83

Students' Achievement Motivation was measured using Students' Academic Achievement Motivation Inventory by (Aremu & Hammed, 2002). It is the 2nd inventory in Ibadan Multi-dynamic inventories of Achievement Motivation. It consists of 20 items, developed on 4 point Likert scale and revalidated through a pilot study by the researcher, with the Crombach (α) = 0.74 and the reliability coefficient using Guttman split half $r = 0.86$.

Parental Encouragement was measured using Parental Involvement Scale (PIS) by Hicks (2006). The scale is a ten (10) item likert format scale with options from 1= strongly agree to 5= strongly disagree. It has items such as: "my parents feel that I can achieve good grades in school", "my parents tell me if I want to be successful in

life I must study hard in school”, “my parents always ask me to do my home work on time”, etc. The scale has a Crumbash alpha of 0.89

Procedure

The researchers obtained permission from principals of selected secondary schools and also sought the consent of the class teachers and students. The essence of the study was explained to them and thereafter the questionnaires were administered to them and collected back after completion.

Data Analysis

Data were analysed with Pearson Product Moment Correlation and Multiple regression statistical tools at 0.05 level of significance

Results

The extent to which achievement motivation and parental encouragement predicts academic success of secondary school students in Emu Edo State Nigeria is presented as thus:

Research Question 1: What joint impact do the independent variables (achievement motivation and parental encouragement) have on the dependent variable (academic success of secondary school students)?

Table 1: Regression summary table showing the joint predictive impact of the independent variables (achievement motivation and parental encouragement) on the dependent variable (academic success of secondary school students)

R= .675					
R ² = .642					
Adj R ² = .566					
Std Error= 1.182					
Source	Df	Sum squares (ss)	Mean square	F-Ratio	Sig
Regression	3	21146.18	7048.73	64.77	.000
Residual	296	32214.11	108.83		
Total	299	53360.29			

The result on Table 1 revealed that the two independent variables made a joint predictive impact of 56.6% on students’ academic success. The composite effect of the independent variables as jointly contributive to students’ academic success are revealed as thus, R= .675, R² = .642, Adj. R² = .566 and Std. error of estimate 1.182. The result of the multiple regression analysis produced an F-Ratio (3/296) = 64.77 which was significant at p<0.01 alpha level. This implies that these factors when combined together could impact positively on the academic success of students.

Hypothesis 1: There is no significant relationship between achievement motivation and academic success of secondary school students?

Table 2: PPMC summary table showing significant relationship achievement motivation and academic success of secondary school students

Variables	N	Mean	SD	r	Df	P
Academic Success	300	40.15	6.41	.315	298	Sig
Achievement Motivation	300	28.61	4.63			

Table 2 shows that there is positive predictive relationship between achievement motivation and academic success of secondary school students, $r(298) = .315$, $p < .05$. With this result the H_0 : is thus rejected. This indicates that students achievement motivation drive have positive predictive impact on their academic success.

Hypothesis 2: There is no significant relationship between parental encouragement and academic success of secondary school students?

Table 3: PPMC summary table showing significant relationship between parental encouragement and academic success of secondary school students

Variables	N	Mean	SD	r	Df	P
Academic Success	300	40.15	6.36	.328	298	Sig
Parental Encouragement	300	31.22	4.98			

Table 3 shows that there is significant relationship between parental encouragement and academic success of secondary school students, $r(298) = .328$, $p < .05$. With this result the H_0 : is thus rejected. This implies that positive parental encouragement could stimulate the academic success of secondary school students.

Discussion of Findings

What joint impact do the independent variables (achievement motivation and parental encouragement) have on the dependent variable (academic success of secondary school students)? The result of the study revealed that the two independent variables made a joint predictive impact of 56.6% on students' academic success. This implies that when students have high academic achievement motivation drive and experience positive parental encouragement, it could impact positively on their academic success. In support of this result, a meta-analytic study by Crede and Kuncel (2008) found that non-cognitive factors like study habit, skill and study motivation, among other attitudinal constructs, accounted for incremental variance in attaining academic success beyond standardized tests and previous grades. Thus, a number of researchers have examined the role of non-cognitive variables such as study skills (Awang, & Sinnadurai, 2011; Okoiye), study motivation (Tella, 2007; Nonis & Hudson, 2006), study habits (Bashir & Mattoo, 2012; Kurshid, Tanveer & Qasmi, 2012), and attitudes (Yu, 2011) on academic achievement. Some argued that

these factors have strong relationship with academic success of students while others concluded that the combination of different factors could also, explain students' academic success.

There is no significant relationship between achievement motivation and academic success of secondary school students? The finding shows that there is significant predictive relationship between achievement motivation and academic success of secondary school students, $r(298) = .315, p < .05$. With this result the H_0 : is thus rejected. This indicates that students achievement motivation drive have significant predictive impact on their academic success. In congruence,

Spinath and Steinmayr (2007) declared that perhaps more than anything else, to be well-equipped for life-long learning, individuals need a high, sustainable achievement motivation to learn. There exists a general consensus that achievement motivation enhances students' attainment of high academic performance (Schick & Phillipson 2009). Furthermore, Sikhwari (2004) found a high correlation between students' attained academic success and their level of achievement motivation. Similarly, in a study done by Ahmed and Bruinsma (2006), they found that academic achievement motivation was positively related to students' academic success. Students who are motivated are enthusiastic to learn, and they are willing to get involved in the activities required to learn. In contrast, students who are unmotivated to learn are not as systematic in their learning efforts, they may be inattentive during the lesson, and not monitor their level of understanding, or ask for help when they do not understand what is being taught (Sikhwari 2004).

There is no significant relationship between parental encouragement and academic success of secondary school students? The result of the study shows that there is significant relationship between parental encouragement and academic success of secondary school students, $r(298) = .328, p < .05$. With this result the H_0 : is thus rejected. This indicates that positive parental encouragement could stimulate the academic success of secondary school students. Giving credence to this finding, researchers found that parental factors including involvement and academic encouragement (Witkow & Fuligni, 2011), acceptance (Pallock & Lamborn, 2007), educational aspirations/expectations (Vitoroulis, Schneider, Vasquez, Soteras de Toro, & Gonzáles, 2012), and familial assets (Kim & Sherraden, 2011) are all associated with a range of indicators of academic success, with continuing effects evident in young adulthood achievement (Gordon & Cui, 2012). Also, Tynkkynen, Tolvanen and Salmela-Aro (2012) reported that academic aspirations and attainment are associated with positive perception of parental aspirations and encouragement (Tynkkynen, Tolvanen, & Salmela-Aro, 2012).

Recommendation

Based on the findings of this study, the researchers wishes to make the following recommendations:

- Teachers should make their teaching more stimulating and meet the needs of students as to motivate them to learn and strive to attain academic success.

- Parents should endeavour to give positive encouragement to their children as to make them appreciate the value of hard-work, be focused in their academics and be goal oriented.
- Teachers should ensure they put their experience to bear in teaching and effectively apply the principles of individual differences as to stimulate students' interest to learn.

Conclusion

Students should be given the necessary support and encouragement to learn, acquire knowledge, be goal oriented so as to attain academic success and contribute positively to societal and national development.

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