

Influence of Parental Motivation on the Academic Performance of Senior Secondary School Students in Rogo Local Government Area of Kano State

¹Idris Salisu Rogo, Ph.D
isrogo.sce@buk.edu.ng

¹Abdulkadir Adamu
aadamu.sce@buk.edu.ng
¹Department of Education
School of Continuing Education
Bayero University, Kano, Nigeria

Abstract

The study adopted ex post facto design to investigate the influence of parental involvement on the academic performance of senior secondary school students. The study had two objectives. Proportionate random sampling technique was used to select three hundred and thirty-three (333) students from four senior secondary schools as sample. The population of the study consists of two thousand, seven hundred and twenty seven (2,727) senior secondary school students. The instruments used for data collection are adopted Parental Motivation Questionnaire (PMQ) and third term promotional examination of the senior secondary schools of Rogo LGA. The adopted PMQ instrument possesses good construct validity and a cronbach alpha reliability of 0.80. Data collected for the study was statistically analysed using descriptive statistics and independent sample t-test. The study found that there is low level of parental motivation among senior secondary school students in Rogo LGA and that there is a significant difference in academic performance between senior secondary school students with high parental motivation and those with low parental motivation. Based on the findings, the study recommends, among others, that parents should be motivating their children by providing them with adequate learning materials and getting involved in their children's academic activities.

Keywords: parental, motivation, academic, performance, students

Introduction

Parental motivation is one of the critical areas that are regarded as paramount areas in teaching and learning processes. Many scholars have attempted to define parental motivation depending on their understanding of the concept. Parental motivational practices can be looked at from two different perspectives namely: intrinsic parental motivation and extrinsic parental motivation (Gottfried, Marcoulides, Gottfried & Oliver, 2009). The scholars who focused on intrinsic parental motivation defined

parental motivation as any set of task or activity carried out by parents in order to encourage their children to willingly derive pleasure in school activity or learning; they engage their children, arouse their interest towards learning with pleasure and willingness (Niu, 2016). While scholars who focused on extrinsic parental motivation viewed parental motivation as a situation where parents provides external rewards or punishment contingent on their children's academic performance (Nokali, Bachman & Votruba-Drzal, 2010).

But the definition given by Selart, Nordstrom, Kuvaas and Takemura (2008) is more encompassing, because it covers both intrinsic and extrinsic motivation. They defined parental motivation as any activity carried out by the parents that makes their children to willingly develop positive perception towards education, and also discourages academic laxity through forces of reward and punishment. The activities that are regarded as parental motivation includes: elimination of cognitive distortions such as education is boring or I hate this subject, rewarding good grades such as buying gift to any child that took first position, punishment when their children performs poorly, guiding their children to write assignment, encouraging their children to learn at home, provision of learning materials, provision of social amenities, understanding their children's areas of strength and weaknesses, academic advices, career guidance, visit to their children's school regularly, provision of healthcare services, discussing academic issues with their children, frequently attending Parents Teachers Association meetings, paying their children's school fees on time, among others (Deplanty, Coulter-Kern & Duchane, 2007).

In Nigeria, education is considered the most important instrument for change and national development. However, of all the challenges facing Nigeria's educational system, none is more agonizing and persistent as the poor academic performance of students, especially of senior secondary schools. At the external examinations conducted by the West African Examination Council (WAEC), the percentage of students that passed in 2012 is 38.81%, 38.57% in 2013, 46.75% in 2014, 47.62% in 2015, 52.97 % in 2016 and 59.22% in 2017. In National Examination Council (NECO) conducted examination, the percentage of students that passed in 2014 is 52.29%, 49.50% in 2015, 53.92% in 2016 and 70.85% 2017. It is evident that there were massive failure in many of these examinations conducted, and this has resulted in frustration, high drop-out rates and inability to gain admission into tertiary institutions. In spite of the numerous efforts made by researchers, educators and policymakers to tackle these problems, academic performance of students does not seem to have improved.

Many studies, over the years, indicate that parental motivation can help to increase academic performance of students because it has positive correlation with academic

performance of the students. Majority of the studies conducted in other parts of Nigeria and Europe indicate a positive correlation between parental motivation and academic performance of senior secondary school students. Some of the studies are reviewed here.

In a study conducted by Mante, Awereh and Kumea (2015), it examined the extent to which the involvement of parents influences the academic performance of pupils. This study was conducted at the Basic Six class of Adukrom Methodist Primary School, Ghana. The research focused on twenty six students comprising eleven boys and fifteen girls out of the entire 50 students in the class. Four main instruments were used to collect data for this research work. These instruments were: Questionnaire, Interview, Teacher Observation, Surveys. At the end of the study, the class average in terms of performance increased from 68.9% to 79.6% with 69.23% showing an increase in their average score after the parents had been involved. Also the study revealed that 26.9% had their average decreasing despite the involvement of their parents. 69% of pupils asserted that upon the involvement of their parents in their academic activities, they tried harder to improve their academic performance, while 19% claim the involvement of their parent does not affect their performance. 11 parents (79%) indicated they felt they were involved in their child's education, with 5 of these 11 parents (43%) indicated that they felt they were very involved. Only one parent (7%) indicated that he or she was not very involved in his or her child's education. In conclusion, it was established that the involvement of parents in the academic activities of the pupils of Adukrom Methodist Primary School affects their academic performance.

In another study conducted by Shafa (2020) titled "Influence of emotional intelligence and parental motivation on the academic achievement of senior secondary school students in Dawakin Kudu Education Directorate, Kano State, Nigeria" using the population of 817 SSS 3 students and the sample size of 260 students. The study used ex post facto design. Two sets of instruments namely: Emotional Intelligence Scale (EIS) with cronbach alpha of 0.90 and Parental Motivation Scale (PMS) were used for data collection. A pro-forma data sheet was used to collect data concerning academic achievement in English Language. The finding from the study reveals that there is a significant difference in academic performance between senior secondary school students with high parental motivation and those with low parental motivation in Dawakin Kudu Education Directorate, Kano State, Nigeria. Based on the above finding, the study recommends that the school and parents should create an avenue where the students can focus more on their study by coming up with motivational programmes with the aim of improving their academic achievement.

In a study conducted by Vijaya, Kumar and Vijaya (2014), an attempt was made to explore the relationship between academic achievement and parental motivation among high school students. The study also analyzed the differences in gender and living place among high school students in India. A sample of 300 high school students was drawn using proportionate sampling; four research questions and hypotheses were formulated to guide the study. T-test was used to analyze the data. Among the findings of the study was that there is no significant difference in parental motivation of high school students with regards to their academic achievement.

McNeal (2014) conducted a meta-analysis of various studies conducted between 2000 and 2013 in Connecticut, Storrs. The study critically evaluates studies that show inconsistent relationships between parental motivation and academic achievement and often asks why such inconsistencies occur. The research proposes a theoretical model that separates parents' involvement into those practices linking parents to children and those practices linking parents to other adults in the school environment. The researcher hypothesizes that parent-child (i.e. discussion and monitoring) and parent-school (i.e. educational support strategies and Parent Teacher Organization involvement) practices will differentially affect student's attitudes (educational expectations), behaviours (absenteeism, homework, truancy), and achievement (math and science). Using a national survey of schools and students conducted in the United States by the National Education Longitudinal Study (NELS, 2009), the research estimates a series of hierarchical models to test the direct and indirect effects of parents' involvement on student attitudinal, behavioural and academic outcomes. Findings confirm that parent-child and parent-school involvement practices differentially influence students' attitudes and behaviours, thereby indirectly affecting students' achievement in varying degree.

The problem here is that not much have been done in the study area to find out whether relationship exists between parental motivation and academic performance in Kano State in general and Rogo Local Government Area (LGA) in particular. In view of the foregoing, the present research attempts to investigate the influence of parental motivation on academic performance among Senior Secondary School Students in Rogo LGA, Kano State, Nigeria.

Objectives of the study

The following are the objectives of the study:

- i. To determine the level of parental motivation among senior secondary school students in Rogo Local Government Area of Kano State.
- ii. To determine the influence of parental motivation on academic performance among senior secondary school students in Rogo Local Government Area of Kano State.

Research Question

To achieve above objectives the following question was formulated and asked:

- i. What are the levels of parental motivation among senior secondary school students in Rogo, LGA of Kano State?

Hypothesis

Ho1: There is no significant difference in academic performance between students with high parental motivation and students with low parental motivation among senior secondary school students in Rogo Local Government Area of Kano State.

Methodology

Ex post-facto design was adopted in this research work. Cohen, Manion and Morrison (2007) defined ex post facto design as a research design that investigate possible cause and effect between two or more variables by observing an existing situation or state of affairs and searching back in time for possible causal factor. In effect, researchers tend to ask themselves what factors seem to influence certain condition or behaviour? The justification for the use of ex post facto design is because the research strives to investigate the cause of academic failure and effect of parental motivation on the students' academic performance in Rogo Local Government Area of Kano State, which the researchers has no control over them.

The population of senior secondary school students in Rogo LGA of Kano state is 2,727 as at December, 2019, according to Kano State Ministry of Education (2019). The entire 2,727 students, both male and female students, constitute the population of this study. The sample size used for the study was 333 senior secondary school students drawn from Government Senior Secondary School, Zarewa (GSS Zarewa); Government Senior Secondary School, Rogo Ruma (GSS Rogo Ruma); Government Girls Secondary School, Bari (GGSS Bari) and Government Girls Secondary School, Fulatan (GGSS Fulatan) using proportionate sampling technique. The decision to use the above sample size was guided by research advisor table of sample size (2006).

Table 1: Population and sample size distribution for the study

S/N	Name of school	Population	Sample size
1	GSS Zarewa	380	117
2	GSS Rogo Ruma	420	130
3	GGSS Bari	130	40
4	GGSS Fulatan	149	46
Total		1,079	333

Proportionate random sampling technique was adopted for the study with a view of including students from different schools within Rogo LGA i.e boys' and girls'

schools. The researchers employed the use of hat-and-draw, in which the researchers get small pieces of paper, write the names of all the male senior secondary schools in Rogo LGA separately and then fold them all and place in a container; the researchers then shake the container and pick one male senior secondary schools to represent the male schools and then shake it again and pick another. Similar approach was done for female senior secondary schools. As such, four schools were selected to represent the entire senior secondary schools in Rogo LGA (two male schools and two female schools).

For the purpose of collecting a reliable data for this study, Parental Motivation Questionnaire (PMQ), adopted from Salina & Elipteins (1992) was used. Average scores of third term examination which contain the entire nine subjects offered by the students were also used in determining the academic performance of the students under investigation. The parental motivation questionnaire contains 20 items, which measure the parental motivation of their children. It is in a five likert scale of 1 (strongly disagree) to 5 (strongly agree) used to determine the role of parents in motivating students. PMQ overall score was obtained by adding all the scores for these items. It consist of two sections, section one comprises of the students' personal data such as gender, class, school identification number, while the second section comprises of twenty items (20) which measure the student's parental motivation.

Construct validity refers to the validity of inferences that observations or measurement tools actually represent or measure the construct being investigated (Asika, 2010). In other words, construct validity measures the degree to which a measuring instrument accurately measures a theoretical construct or trait that it is designed to measure. The instrument is reported to have construct validity and a Cronbach alpha reliability of 0.80 (Salina & Elipteins, 1992).

Data collected from the respondents were statistically analysed using descriptive statistics and t-test for independent sample. The descriptive statistics was used in answering the research question one while the t-test was used in testing the hypothesis of the study. The analysis was carried out via statistical package for social sciences (SPSS) at 0.05 level of significance.

Presentation of results

Research Question: What are the levels of parental motivation among senior secondary school students in Rogo, LGA of Kano State?

To answer this research question, students' parental motivation score was examined using the Parental Motivation Questionnaire (PMQ). The students were grouped into

two (high and low) based on their parental motivation. This is indicated on table 2.

Table 2: Mean, frequency and Standard Deviation of the parental motivation among the subjects

Variable	Groups	N	Percentage (%)	Mean	Standard Deviation
Parental Motivation	High	97	29.13%	56.04	7.704
	Low	236	70.87%	51.02	10.561
Total		333	100%		

The PMQ determines the role of parents in motivating students; on this basis parental motivation is categorized into two layers as low and high. Based on the questionnaire each student that got less than the average required, i.e 50 score falls under low Parental motivation, and each student that scores above the average score falls under high parental motivation. Results from table 2 shows that 70.87% of the total respondents which represents the majority have low parental motivation, while the remaining 29.13% of the total respondents have high parental motivation. As such, there is low level of parental motivation among the Senior Secondary School Students in Rogo LGA of Kano State, Nigeria.

H₀₁: There is no significant difference in academic performance between students with high parental motivation and students with low parental motivation among senior secondary school students in Rogo Local Government Area of Kano State.

Table 3: t-test for differences in Academic Performance between students with high and low Parental Motivation in Rogo LGA of Kano State

Groups	N	Mean	t-calculated	df	P value	Level of Significance
High Parental Motivation	97	56.04	11.481	331	0.00	0.05
Low Parental Motivation	236	51.02				

As presented on table 3, t-calculated is 11.481, P-value is 0.00 at 331 degree of freedom, and at 0.05 level of significance. Hence, the P-value is less than the level of significance. Since the p-value is less than the level of significance as indicated in table 3, the null hypothesis which states that there is no significant mean difference in academic performance between students with high parental motivation and students

with low parental motivation in Rogo LGA of Kano State is rejected; while the alternate hypothesis, which states that there is a significant difference in academic performance between senior secondary school students with high parental motivation and those with low parental motivation in Rogo LGA, Kano State, Nigeria is retained.

Summary of the findings

i. There is low level of parental motivation among the senior secondary school students in Rogo LGA of Kano State. This is because, 70.87% of the students that participated in the study were found with low level of parental motivation and 29.13% among the students with high level of parental motivation.

ii. There is a significant difference in academic performance between senior secondary school students with high parental motivation and those with low parental motivation in Rogo LGA of Kano State, and this is in favour of high parental motivation.

Discussion of the findings

The finding from the study reveals that there is low level of parental motivation among the senior secondary school students in Rogo LGA of Kano State. The above finding is in line with some previous researches conducted on the levels of parental motivation among senior secondary school students across the globe such as: Shafa (2020), Mante, Awereh and Kumea (2015), Vijaya, Kumar and Vijaya (2014), Gottfried, Marcoulides, Gottfried and Oliver (2009), Niu (2016), Nokali, Bachman, and Votruba-Drzal (2010). The uniformity in the finding of this study with the findings of previous researchers in the area was due to the fact that most parents are not taking the parental responsibilities due to poverty and high cost of living, as well as over-population especially in Africa and Nigeria in particular.

The findings of this study also reveal that there is a significant difference in academic performance between senior secondary school students with high parental motivation and those with low parental motivation in Rogo LGA of Kano State. This study is in line with the studies of Shafa (2020), McNeal (2014), Vijaya, Kumar and Vijaya (2014), Selart, Nordstrom, Kuvaas, and Takemura (2008), Deplanty, Coulter-Kern and Duchane (2007). The similarity of this finding with the previous findings reviewed in this paper is because parental motivation helps learners in variety of ways which develop the learners interest towards learning which involves the following: elimination of cognitive distortions such as education is boring or I hate this subject, rewarding good grades such as buying gift to any child that took first position, punishment when their children perform poorly, guiding their children to write assignment, encouraging their children to learn at home, provision of learning materials, provision of social amenities, understanding their children's areas of strength and weaknesses, academic advices, career guidance, visit to their children's

school regularly, provision of healthcare services, discussing academic issues with their children, frequently attending Parents Teachers Association meetings, paying their children's school fees on time. As such, students' academic performance is improved when they get adequate parental motivation. It has been found that the senior secondary school students' poor performance in Rogo LGA was as a result of lack of parental motivation.

Conclusion

In view of the findings of this study, it was concluded that there is low level of parental motivation among senior secondary school students in Rogo LGA of Kano State and students with low parental motivation performs poorly in school while students with high parental motivation have high academic performance in Rogo LGA.

Recommendations

Recommendations are hereby made based on the findings of the study as follows:

- a. Government should come up with good macroeconomic policies that will alleviate the level of poverty in Nigeria and Kano state in particular so as to checkmate the high level of poverty in the state so that parents can shoulder the responsibility of their children effectively and the students can have a conducive atmosphere for learning in order to attain high level of academic performance.
- b. Parents should be motivating their children by providing them with adequate learning materials, getting involved into their children's academic activities, as well as, rewarding their children when they perform excellently in school.

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