



RELATIONSHIP BETWEEN PARENTS' MOTIVATION AND ACADEMIC PERFORMANCE OF THEIR CHILDREN IN SECONDARY SCHOOLS

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ABSTRACT

This study investigated the relationship between parents' motivation and academic performance of students in secondary schools in Anambra State. One research question and one hypothesis guided the study. The research design used in this study is the correlational survey method. The target population is the 2794 teachers in the 259 public secondary schools in Anambra State. This covered all the six education zones in Anambra State which includes Awka, Aguata, Ogidi, Onitsha Nnewi and Otuocha zones. The sample size for the study is 699 teachers. A multistage sampling procedure was used in which 3 out of the six educational zones were selected through simple random sampling technique without replacement and Awka, Aguata and Ogidi Education zones were selected. Two instruments were used for data collection. The instruments were subjected to face and content validation using three experts, two from Educational Management and Policy department and one from Educational Foundations. This reliability of the instruments was determined by a means of test-retest method. The researcher and two assistants distributed the questionnaires to the respondents. Pearson Product Moment Correlation was used to analyse data. From the analysis, it was found that parents' motivation has positive relationship with students' academic performance in secondary schools in Anambra State. Based on the findings of the study, it was recommended that parents should endeavor to do those things that positively influence the students' academic performance such as organizing extra-moral classes at home, buying text and notebooks for students.

Keywords: Parents; Motivation; Academic Performance; Students.

This does not necessarily mean that it is only the children from high socio-economic status parents' that perform wonderfully well in their academic performance. As Okaforcha and Okeke, (2019), Nwabachili, Iloka and Ucheagwu-Okoye, (2022) and Abonyi, (2020) rightly stated that a student, whether who have a high level of I.Q. will perform equally well whether provide with enough reading and studying facilities or not.

Educational psychologists have increasingly turned to a consideration of this influence, and in particular, to attempt to describe the family environment which is most likely to encourage a favourable response to school and a good academic performance. Iloka and Nwakoby, (2025), Okaforcha and Okeke, (2020) and Nwankwo, and Ezeibe, (2021) mentioned that Chinese parents



expect their children to be completely obedient and dutiful to their elders. Children had practically no voice in the home, and their opinions to a parent are still not widely accepted in China today. One of the major findings of Ojimba, (2020), Anushiem, (2023), Azubuike, (2024) and Okeke, Okaforcha and Ekwesianya, (2019), and study was that Asian students spend more time on their studies than playing or participating in social activities as is demanded by their parents’.

As Osegbue, (2019), Anthony, (2019), Okeke, Okaforcha and Ekwesianya, (2019), Okoye, (2021) Onyekwelu, (2024) and Abonyi, (2023) said Asian parents are quite concerned about their children’s day-to-day progress, as well as greater control and supervision over after school time. Active parent involvement in the school is essential to a child’s educational accomplishment. An explanation for the academic success of Asian students may be the intensity of familial bonds. According to Osegbue, (2021), Ekwesianya, (2025), Ibe, (2019), Ezeaku and Okoye, (2025) and Enwezor, and Chukwunonye, (2021) a healthy home environment offers emotional security to children.

Schools cannot simply provide a continuation of the home environment (Anushiem & Anushiem, 2023), but they play an inestimably important role in laying the foundation for children to learn to read (Onyekwelu & Adinna, 2022), They went further to state that in the literacy development of children, that parent plays a crucial role.

The home environment plays an invaluable role in lying the foundation children’s learning and performance, and parents cannot shirk responsibility for supporting their children’s continued growth in education (Adinna & Onyekwelu, 2021). People recognized the importance of parental involvement and guidance in the development of their children’s academic performance. The value of daily activities in the home environment such as helping the children in their homework cannot be overlooked.

When children are surrounded by caring capable parents’, and are able to enjoy nurturing and moderately competitive kinship relationships, a foundation for a good academic performance is built with no difficult. Abonyi, (2022), Onyekwelu, (2024), Obumse and Chinwe, (2021), Nwankwo, (2022), Obumse, (2022), Nonyem and Chimaa, (2020) noted that such people provide children with the security they will need for desirable learning. It helps children develop position associations with the flow of language and with the physical characteristic of books (Ofozoba and Ofozoba).

In a study carried out by Anthony (2014), Onyekwelu, (2021), Enwezor, and Obi, (2022), Azubuike, (2025), Ucheagwu-Okoye, (2021) and Okoye, (2025) it was observed that parents’ who are illiterate or who have had no formal schooling do not provide their children with the home atmosphere conducive to the formation of good study habits. According to Okaforcha and Iloka, (2025), Enwezor and Chukwunonye, (2022), Nwankwo and Okoye, (2022), Osegbue, (2022), and Ugwaka, and Igbokwe (2020), Enwezor, and Obi, (2022), Okaforcha and Okeke, (2025), The



incentive to learn appears to be totally lacking in some homes, the children are encumbered with domestic duties that they have little or no time for rest or for study. But literate parents' who understand the value of education not only motivate their children to learn but also provide some incentives to reinforce the desire to learn.

Supporting this view Okechukwu, (2025), Ucheagwu-Okoye, (2025), Nneka Anthonia Obumse and Uju Egenti (2021) said the middle-class parents' take more interest in their children's progress at school than the manual working class parent do and they become relatively more interested as their children grow older. The most striking difference is that many middle-class fathers visit the schools to discuss their children's progress whereas manual working-class fathers seldom do so. Okaforcha, (2021), in his study of the effects of home environment on academic performance of black urban children concluded that high achievers seemed to come from high socio-economic class. Many middle-class parents are unsatisfied with their social position and so project their ambition to their children. There are many highly educated parents in the middle class that are extremely conclusive about their children growing up to be professional or their daughters marrying professionals. For this group of parents', the question of whether their children will go to school or not is ruled out rather, they are concerned on how to pay for their children's education. According to Nwakoby, (2025), Enwezor, and Obi, (2022), Ekwesianya, (2022) Nwakoby and Iloka, (2025) and Enwezor and Obi, (2022) this group of parents' may be poor but they will work very hard to see that their children become somebody in life. Such children may be seen performing better than the children from high socio-economic status parents' because they see the hardship their parents are going through in order to educate them. This may make the child to be determined not to let the parents' down. Ucheagwu-Okoye, (2025), Onyekwelu, (2024) and Osegbue, and Nnubia, (2020). The children from high socio-economic status parents' who may be given everything he/she needs may be wasting the resources in living life thus putting no attention to what he/she is been taught in the school.

Positive parental attitude towards the child such as motivating his academic efforts, closeness or intimacy with children are variables known to be associated with academic performance (Nwankwo and Aroh, 2019). All groups of people agree that education is valuable. On the other hand, there is no doubt that the degree of conviction as to the statement varies largely. Evidence from research show that the more parents' support their children's educational endeavours, both by words of encouragement and moral support the more likely they are to succeed (Ibe, 2022, Ezeamama, Ofozoba, 2023, Okoye & Ezeaku, 2025). With the few studies discussed, it can be observed that there is a relationship between home environment of secondary school students and their academic performance. In the light of the above, the purpose of the study was to ascertain the relationship between parents' motivation and academic performance of students in secondary schools in Anambra State.



Research Question 1: What is the relationship between parents' motivation and academic performance of students in secondary schools in Anambra State?

Research Hypothesis: There is no significant relationship between parents' motivation and students' academic performance in secondary schools in Anambra State.

Research Method

Design of the Study: The research design used in this study is the correlational survey method. According to Nwogu (2015) correlational survey design aims at collecting data and describing in a systematic manner, the relationships and facts about a given population or groups. The method is considered suitable for the present study because the opinion of some students in Anambra State pertaining to the influence of parental socio-economic background on academic performance in secondary schools were taken care of.

Area of the Study: Anambra State is a state in the south eastern part of Nigeria. The capital of the state is Awka. It has a population of 4,055,048 people according to the 2006 census. Anambra State is bounded to the east by Enugu State, to the west by Delta State, to the North by Kogi State and to the south by Imo State. The people of the state are educationists, civil service, traders, industrialists, entrepreneurs and farmers and the State has been chosen for this study because of the efforts of the Governments over the years towards improvement of education in the State for both teachers and students and their overall interest in the education of their children.

Population of the Study: The target population is the 2794 teachers in the 259 public secondary schools in Anambra State. This covered all the six education zones in Anambra State which includes Awka, Aguata, Ogidi, Onitsha Nnewi and Otuocha zones.

Sampling and Sampling Technique: The sample size for the study is 699 teachers. A multistage sampling procedure was used in which 3 out of the six educational zones were selected through simple random sampling technique without replacement and Awka, Aguata and Ogidi Education zones were selected. Then the proportionate stratified sampling technique was applied to the population of the teachers in the 3 educational zones selected in which 25% of their population of teachers were selected to get the sample size of 866.

Instrument for Data Collection: Two instruments which are structured questionnaires were used for data collection. The questionnaire was adopted because it is used to obtain facts about the past, present and anticipated events and also about prevailing conditions and practices. The first instrument which was titled "Parental Motivation (PM) while the second instrument was titled Students' Academic Performance (SAP). The instruments were made up of two sections. Section A contained questions concerning the personal details of the respondents and section B contained items on parents' motivation and was structured on a four-point scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Validation of the Instruments: The instrument was subjected to face and content validation using three experts, two from Educational Management and Policy department and one from Educational Foundations. The final editions of the instruments were obtained after the researcher effected the necessary corrections required.

Reliability of the Instrument: This was determined by a means of test-retest method. In this case the same questionnaire was administered twice after a two weeks interval to teachers 10 from



Awka South local government area which were not part of the original respondents. When the first and second result were correlated through Pearson product moment correlation method it yielded a coefficient of 0.90 which the researcher considered reliable since the coefficient was high.

Method of Data Collection: Questionnaire was used to collect data for the study. The researcher and two assistants distributed the questionnaire to the respondents. The researcher waited and collected the completed questionnaires from the respondents when they were through with it. However, the researcher also returned back to collect those of the respondents who were not disposed to fill the questionnaire at the spot.

Method of Data Analysis: Pearson Product Moment Correlation was used to analyse data.

Research Question 1: What is the relationship between parents' motivation and students' academic performance in secondary schools in Anambra State?

Research Hypothesis: There is no significant relationship between parents' motivation and students' academic performance in secondary schools in Anambra State.

The data analyses for the research question and the hypothesis are presented in Table 1.

Table 1 Pearson r on Relationship between Parents' Motivation and Students' Academic Performance

Source of Variation	N	R	p-value	Remark
Parents' Motivation	697	0.718	0.01	High Positive Relationship
Students' Academic Performance				

Data in Table 1 show that there is a high positive relationship existing between relationship between parents' motivation and students' academic performance in secondary schools in Anambra State. This is evident by the size of Pearson's Correlation Coefficient r , which is 0.718. Furthermore, the analysis shows that there is a significant relationship between relationship between parents' motivation and students' academic performance in secondary schools in Anambra State. The calculated r (0.718) has p -value < 0.05 . The null hypothesis one was therefore rejected.

Summary of Findings

1. Parents motivation affect student's academic performance in secondary schools in Anambra State.
2. A high positive and significant relationship existed between relationship between parents' motivation and students' academic performance in secondary schools in Anambra State

Discussions of Findings

Discussion of the Findings



The discussion of the findings on the data collected and analyzed based on the responses to the questions in the questionnaire is organized under the following headings:

1. Parents motivation and how it related to student's academic performance
2. Home environmental factors and how it is related to student's academic performance
3. Parents Motivation and how it is related to student's academic performances
4. Educational qualifications of parents and how it is related to student's academic performance

Parents motivation and how it related to student's academic performance

The result of the analysis of the data in research question 1 showed that respondents agreed that inability to provide money for school fees, textbooks and notebooks, organize extra moral lessons, and money for upkeep are all ways parents motivation influence students performances in secondary schools in Anambra State. This is supported by Ucheagwu-Okoye, (2025), Enwezor, (2021), Okeke, (2022) and Okeke and Okaforcha, (2025) who observed that socio economic status or background of parents affect how they facilitate their children's performance in school. He further noted that parent's income, occupation and status enable parents to support the schooling of their children and provide them with adequate materials to facilitate their education. Izuchukwu, Ugwaka, Arazu and Ezechi, (2023), Iloka, (2025), Ofozoba, (2020), Anushiem, (2017), Ezeaku (2019) and Abonyi, (2021) supported this by saying that the middle-class parents take more interest in their children's progress at school than the manual working class parents do and they become relatively more interested as their children grow older. In the word of Okechukwu, (2025) he showed in his study that there is a definite association between parental occupational placement and the access to secondary school education of their children, more especially for girls than for the boys. Onyekwelu, (2024), Abonyi, (2023), Ekwesianya, Okaforcha and Okeke, (2020), Enwezor, (2021) and Ojimba, (2024) noted that families with low socio-economic status and income often lack the financial, social and educational supports that characterize families with high socio-economic status.

Conclusion

The result obtained from this analysis therefore made the researcher to conclude that parent's motivation, home environments, parents' motivation and educational qualification of the parents are among the socio-economic factors that influence students' academic performances in Anambra State.

Implication of the Findings

The findings of this study have some implications for the parents, students and the teachers. The research result implies that students from educated parents perform better in academics than students from uneducated parents. This phenomenon is as a result of intellectual stimulation and direct involvement of educated parents in their children's education. This helps students from such background perform better than those from uneducated parents.

This phenomenon can be corrected by stimulating school environment and teachers' positive reinforcement strategy which can compensate for non-stimulating and negative reinforcement



prevalent in uneducated families. For students from uneducated families, this school situation aids to maintain the same home conducive atmosphere for academic career and facilitates learning and academic achievement.

Students on their part know their areas of disadvantage and are in better position to identify these areas and seek improvement in these areas but these students especially the very young ones can achieve little or nothing without the motivation of parent' teachers and even the government.

All the above facts notwithstanding, more efforts are still required from the parents, especially from the low-income group in ensuring that adequate facilities are provided for the students. Students from low-income parents requires virtues like dedication, honesty, determination, integrity and tolerance to pursue their career by making use of school facilities during and after school hours to enable them attain high academic performance.

Findings of the study also revealed that parental motivation is one of the major determinants of students' academic achievement. Therefore, the need for parents to learn how to encourage their children cannot be overemphasized. There is equally the need for parents to be involved in the teaching-learning process of their children, particularly this period where most of the students come to school from their respective homes. There is also the need for teachers to be more motivational in their teaching. This is possible when they vary their method of teaching and teaching aids to take cognizance of the individual differences inherent in the students from their different family backgrounds. Teachers can ameliorate through filling the parental motivational needs by individualizing instruction and taking special interest in the slow learners who suffer from deficient parental motivational pattern.

Another vital implication from this study is that school authorities should avoid grouping or streaming the school children especially according to ability and intelligence. Since the student come from different family background, there is every tendency that they differ in many respects. To have a balanced and competitive class, the students should be randomly distributed, avoiding grouping intelligent ones on one side with the dull ones on the other side.

This study equally implies that there is a greater need for more literacy and awareness campaign than before to awaken illiterate parents and instill awareness illiterate parents who seem to attach much importance to education. The programme should be extended to rural areas where it is most needed.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Parents should endeavor to do those things that positively influence the students' academic performance such as organizing extra-moral classes at home, buying text and notebooks for students.
2. Government on their own part play a pivotal role in the development of education in every country as such, the government of Nigeria should try to provide the necessary equipment for learning, social amenities, well equipped libraries and laboratories, learning materials, teaching aids and also ensure that teachers are paid regularly.



3. Teachers on their part should strive to be the best at what they do. They should endeavor to go to school in time, as well as availing themselves of further training opportunities for self-development. Students on their part should take their studies serious by going to school in time.
4. Parents should equip their children with the necessary instructional materials to enable them study effectively and also expose their children to modern techniques in education in order to boost their academic performance.
5. School administrators should impose compulsory beginning and closing of the day meeting of staff and students. In the meetings, there should be strict attendance register.
6. School administrators should build in staff and students, the virtue of “time-consciousness”. For example, putting wall clocks in conspicuous locations for all to see could instill the time-consciousness attitude in individuals in the school.

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