

Influence of Parental Motivation and Attitude on the Academic Performance of Senior Secondary Students in Dutsinma Lga, Katsina State, Nigeria: The Role of the Counsellor

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ABSTRACT:

This study examined the influence Parental Motivation and Parental Attitude towards the Academic Performance of Secondary School Students in Dutsinma LGA. As well as the Role the counsellor can play in ensuring parents motivate and display positive attitude towards their children's education. Two(2) objectives and two (2) null hypotheses guided the study. The total population of the study was ten thousand three hundred and forty eight students across the senior secondary schools in Dutsinma LGA. Simple random sampling was used to select a sample size of three hundred and seventy (370) students based on Research Advisor (2006) sample size table. Two questionnaires were used (Parental Motivation Questionnaire and Parental Attitude Questionnaire) and Academic Performance Test (English Language) were used. The descriptive survey design was also adopted for the study. Conceptual and theoretical reviews were made to relate findings of the study on existing literature. Data were analyzed using SPSS version 23.0 and hypotheses were analyzed using linear regression. Findings from this study indicate a parental motivation as well as parents' attitude towards the education of their children has significant influence on their academic performance. Recommendations such as: parents should give adequate motivation to their children by encouraging them to do their homework, provide for them all the necessary materials for their studies and counsellors should engage with parents to encourage them to motivate their children as well as display positive attitude

towards their children education among others were made.

I. INTRODUCTION:

Education is an important asset in life and it is the best legacy parents can give to children for them to be successful in life. The parents play an important role in the life of the children's education. The parent's involvement in their children's education is very essential in motivating the children to achieve academic excellence. This paper examines the influence of parental motivation and attitude on the academic performance of students in Dutsinma LGA.

Statement of problem:

Poor performance in secondary schools in Nigeria has been a source of concern to many stakeholders. It has been observed that many students fail woefully in both internal and external examinations (Terminal Examinations, Junior Secondary School Certificate, West African Examination Certificate and National Examination Council Certificate) (Obanya, 2004; Alaka, 2011). The consequence of students' failure cannot be overemphasized. It could lead to many vices and atrocities in the society such as school dropout. Dropout students can engage in many unlawful activities such as drug use/abuse, cultism, robbery, kidnapping and banditry. Many studies had been conducted in an attempt to find the causes of poor performance among students in secondary schools. For instance, Nasiru (2021), Gideon & Emanuel, (2014) & Salawu & Alawode, (2010) traced the

reason for failure among secondary schools to factors such as inappropriate teaching strategies and methods, lack of adequate teaching materials, teacher's attitude and poor and ineffective instructional strategies. However, little or not much has been done on parental motivation and attitude. This study therefore, examines the influence of parental motivation and attitude on the academic performance of students in secondary schools in Dutsinma LGA.

Objectives of the study:

1. To find out if there is any relative influence of parental motivation on the academic performance of students in secondary schools in Dutsinma LGA
2. To find out if there is any relative influence of parental attitude on the academic performance of students in secondary schools in Dutsinma LGA

Hypothesis:

1. There is no significant influence of parental motivation on the academic performance of students in secondary schools in Dutsinma LGA
2. There is no significant influence of parental attitude on the academic performance of students in secondary schools in Dutsinma LGA

II. CONCEPTUAL REVIEW:

Motivation is said to refer to a driving force or forces responsible for initiation, persistence, direction and vigor of goal directed behaviour (Melnic, 2014). This implies that motivation assists in initiation of certain activities and persisting in those activities. Thus, individuals if motivated can persevere and move towards achieving set goals. According to Makherjee (2002), motivation describes the phenomena which determine the direction of an individual behaviour.

Parental motivation is said to be the level of involvement of a parent in the progress of the child's education (Vallymalay, 2012). It is how parents encourage their children to achieve better educational achievement. Parents can motivate children through different ways such as providing adequate learning materials, providing additional academic assistance at home, encouraging the child to do well through phrases and gifts when they do very well, being up to date with the child's performance. Vallymalay (2012) emphasized that parental education may affect the willingness or ability of the parent to be involved in their children's education. He further states that socio-economic status of the parent can also influence

parental motivation. Once a parent fails to provide educational resources needed by the child, it may affect the child's educational outcome.

Omar, Ahmad, Hassa and Roslan (2017) investigated the relationship between parental motivation and achievement motivation through students' perception in Vocational Colleges in Malaysia. The study used a sample of three hundred and sixty students and two instruments were used for the study (parental motivation questionnaire and achievement questionnaire). Cronbach alpha coefficient 0.78 was used to analyze data collected. Result from the study shows that parental motivation positively relates with achievement motivation and also with students' achievement. In another study, Abubakar, Mamat and Ibrahim (2017) investigated the influence of parental education on the academic performance of students in secondary school in Kuala Trengganu, Malaysia. A sample of 200 and the descriptive survey research design was used. The study discovered that students' academic achievement is significantly influenced by 9.2 % by parents' level of education.

Parental attitude has been defined as a measure in multiple ways including activities that parents engage in at home and at school (Kazdin, 2014). It is the positive attitude parents have towards their children education. Nyaku (2011) found that parents' positive attitude towards education is highly associated with child's increased academic performance. Funso (2010) states that parents' influence the development of attitude and beliefs that are helpful in dealing with instructions in school. Parents convey attitudes about education to their children during and out of school hours and these attitudes are reflected in the child's classroom behaviour (Baker, 2008).

Academic performance on the other hand is the actual outcome or attainment a student gets after schooling. It is said to be "the amount of knowledge derived from learning in educational institutions" (Otani, 2017). Baker (2008) sees academic performance as "what is measured regarding skills or knowledge developed through specific instruction or training with emphasis with how well instructional objectives are attained". Academic performance is regarded in this study as the grades acquired after a written examination.

III. THEORETICAL REVIEW:

Epstein's Conceptual Model and Cultural Capital Theory (2001)

Epstein theory is multidimensional in nature. It explains parental involvement and its

ramification. It explains parental motivation in relation to how parent – child interaction affects the schooling of the child. Parental motivation refers to parental interest in the educational activities of the child. According to the theory parental involvement affects the child’s performance because parents’ involvement affects the child’s motivation and their sense of competence. Parental motivation to a large extent include activities such as helping with homework, discussing school events and courses, volunteering to participate in school events. In this theory, whenever parents become involved in their children schooling, it affects the child’ acquisition of knowledge, skills and increase confidence that they can succeed in school performance. The family, the community and the school are important “spheres of influence” in the educational development of every child and when there is an effective collaboration of the three towards shared goals, then, educational achievement improves. This study therefore, is based on the above theory.

Methodology

The study adopted a descriptive survey design. This design is considered appropriate because it “allows the researcher to explain pre-existing conditions” (Ayeni, 2017) and in this case, parental motivation, attitude and academic performance under this study are already established and cannot be manipulated by the researcher. The total population of the study is ten thousand three hundred and forty eight students across the senior secondary schools in Dutsinma LGA. Simple random sampling was used to select a sample size of three hundred and seventy (370) students based on Research Advisor (2006) sample

size table. The instruments used for this study are three questionnaires: Parental Motivation Questionnaire (PMQ) adapted from Strickland (2015), Parental Attitude Questionnaire (PAQ) adapted from Hoover (2005) and Academic Performance Test (English Language) (APT). PMQ is ten (10) items and PAQ is fifteen (15) items and all the two questionnaires adopted five-points Likert type scale calibrated to contain Strongly Agree (SA), Agree(A), Undecided (U), Disagree (D) and Strongly Disagree (SD). The Academic Performance Test is a ten (10) items multiple choice questions lettered A to D was adopted from past West African Senior Secondary School Examination questions on English Language. The validity of the instruments were determined by giving all the instruments to four professionals to study and all their observations were considered and corrections were made. The reliability of the instruments was determined using Cronbach alpha. The reliability (r) coefficients obtained for PMQ, PAQ and APT are 0.646; 0.736 and 0.798 respectively, this means the instruments are reliable. Data were analyzed using SPSS version 23.0 and hypotheses were analyzed using linear regression.

IV. RESULTS

Below is the presentation of the research questions and hypotheses that were analyzed using SPSS version 23.

Hypothesis one: There is no significant influence of parental motivation on the academic performance of students in secondary schools in Dutsinma LGA

Table 1.1: Linear Regression Analysis of parental motivation on students’ academic performance:

R = .301 ^a						
R Square = .091						
Adjusted R Square = .88						
Std Error of the Estimate = 4.74398						
Model.	Sum of Squares.	Df.	Mean Square	F.	Sig.	Remarks
Regression	824.198	1	842.198	36.622	.000 ^b	Sig. ^c
Residual	8281.975.	368.	22.505			
Total.	9106.173.	369				

a. Dependent Variable: Academic Performance

b. Predictors (Constant): Parental Motivation

c. Significant level: at .05 level of significance

From the table above, parental motivation and academic performance are positively related (r

= 0.301). In addition the coefficient of determination (R²) shows that parental motivation significantly account for 9.1% of the total variance of students’ performance (F1, 369 = 36.622; P<0.05). This means that parental motivation significantly influences students’ academic performance by 9.1%. Therefore, the null

hypothesis above is hereby rejected. This means that the level students' performance is linear to the level of parental motivation.

This finding agrees with Epstein (2011) and Goldberg & Cornell (2009) who state that higher level of parental motivation in their children's educational experiences at home such as supervision and monitoring, daily conversation about school, highly associates with children

performance in schools. Children whose parents show concern about their academic activities by giving them support and motivate them in all ramifications tend to do better than children whose parents do not motivate them.

Hypothesis two: There is no significant influence of parental attitude on the academic performance of students in secondary schools in Dutsinma LGA

Table 2: Linear Regression Analysis of Parental Attitude on Students' Academic Performance

R = .342 ^a						
R Square = .117						
Adjusted R Square = .114						
Std Error of the Estimate = 4.67483						
Model.	Sum of Squares.	Df.	Mean Square	F.	Sig.	Remarks
Regression	1063.900	1	1063.900	48.682	.000 ^b	Sig. ^c
Residual	8042.273	368	21.854			
Total.	9106.173.	369				

a. Dependent Variable: Academic Performance

b. Predictors (Constant): Parental Attitude

c. Significant level: at .05 level of significance

From table 2 above, it can be seen that parental attitude have positive but low relationship with students' academic performance ($r = 0.342$). However, the coefficient of determination shows that parental attitude is significantly counted for 11.7% of the total variance of students' academic performance ($R^2 = 0.117$, $F_{1, 369} = 48.682$; $p < 0.05$). This means that parental attitude significantly influences students' academic performance by 11.7%. Therefore the null hypothesis which states there is no significant influence of parental attitude on the academic performance of students in secondary schools in Dutsinma LGA is rejected.

V. DISCUSSION OF FINDINGS:

This study indicates that Parental Motivation influence students' academic performance. Therefore this means that the level of students' performance is linear to the level of parental motivation. Findings from this study agrees with Epstein (2011) and Akinci (2015) who state that the highest level of parental motivation in their children's educational experiences at home such as supervision, monitoring and daily conversations about school highly motivates children's performance in schools. Under normal circumstance, children whose parents show concern about their academic activities by giving them support in all areas tend to do better than

children whose parents do not care about their education. Other studies, (Mahuro & Hungi, 2016; Goldberg & Cornel, 2009; Adeyemo, 2005) agrees with the findings of this study. These studies revealed that a positive relationship exists between parental motivation and students' academic performance.

The findings from this study also show that parental attitude significantly influence students' academic performance. This implies that the level of students' academic performance increases by the increase of parents' attitude. This finding is supported by Chauhan (2010) and Decco & Crawford (2008) who stated that parental attitude and students' academic performance are related such that parents' positive attitude towards their children lead to better performance. This is probably because attitude is an internal feeling which motivates someone to act. When parents have positive attitude towards their children education the children do better in school. This study is also supported by other studies (Kazdin, 2014 & Edward, Sullivan, Meany-Wallen & Kantor, 2013) who established relationships between parents' attitude and students' academic performance. This study therefore indicates positive influence of parents' motivation and parents' attitude on the academic performance of students in senior secondary schools in Dutsinma LGA.

The Role of the Counsellor:

The school counsellor has various roles and functions to play in the school. The main function or role of the school counsellor is

counselling and then any other thing that can assist the student to study well and adjust in the school system. Just like teachers are expected to stimulate and guide students' learning, the counsellor is also expected to dedicate so much time to counselling. The school counsellor uses his skills to help students, to resolve their daily problems or conflicts which may in anyway be an obstacle to their learning. It is a fact that students join school with a lot of problems that originate from their homes/family, the community or school, it is therefore, the role of the counsellor assist students resolve problems and concerns that may hinder the learning process of the students. Helping students to become more fully aware of themselves and the ways in which they respond to the influences of the environment is basically the sole responsibility of the counsellor. The school counsellors should be able, to use their professional skills, experiences and resources to help student have an insight into all their concerns.

It is the role of the counsellor to provide enabling relationship with the students so that the students can discuss issues related to their studies whether the issues emanate from the school or the home. This way the counsellor can easily identify situations whereby the students are not motivated by their parents to enable them do well in school or where parents' attitude towards the education of their children can hinder the progress of such students. It is also the role of the teacher to engage the parents of students with the above problems to assist them to be able to motivate their children by having interest in what happens in the school.

Another role of the school counsellor according to Ali (2012) "is to provide alternatives in self-understanding and to provide for some degree of intervention with the situation in which the student finds himself (or herself) with "important others" in the student's immediate life" Shertzer & Stone (1980) in Ali (2012) found out from a national survey that school counsellors were responsible to the principals, teachers, students, parents, and the community in certain ways. Some of which they listed to include:

- i. Define and interpret the objectives of the guidance programme to the principal, teachers, students, parents and members of the community;
- ii. Identify guidance needs of students and keep teachers informed of developments which may have bearing on classroom situations;
- iii. Assist parents to have a realistic perception of their children's attitudes, aptitude, interests etc;

- iv. Collect and disseminate to parents information concerning careers and opportunities for further education, training and curricular offerings etc.

The school counsellor therefore, has an important role to play to assist students to improve their academic performance by interacting with parents to be able to motivate their children and develop a positive attitude towards the education of their children which will improve their academic performance.

VI. CONCLUSION:

The study investigated the influence of parental motivation on students' academic performance and the influence of parental attitude on students' academic performance of secondary schools in Dutsinma LGA. The level at which the parents motivate their children to learn and the positive attitude they display towards their children learning have a profound effect on their performance. From the findings of this study it is concluded that the level at which parents motivate their children and display positive attitude determine certain level of academic performance of their children in school. It is also concluded that the counsellor has an important in encouraging parents to motivate and have a positive attitude towards their children's education.

VII. RECOMMENDATIONS:

Based on the findings of this study the followings are recommended:

1. Parents should give adequate motivation to their children by encouraging them to do their homework, provide for them all the necessary materials for their studies, e.t.c. this will encourage the children to do well in school
2. Parents should also display a positive attitude towards their children education by enquiring about their progress in school, attending PTA meetings, engaging the children in conversations about school among other things.
3. School and parents should imbibe the culture of awarding children that perform well so as to motivate other children that a weak to do better.
4. Government to provide all necessary facilities to schools for better teaching- learning process to take place.
5. School counsellors should engage with parents to encourage them to motivate their children as well as display positive attitude towards their children education.

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