

PARENTAL INFLUENCE AND ACHIEVEMENT MOTIVATION AS DETERMINANTS OF UPPER PRIMARY SCHOOL PUPILS' ACHIEVEMENT IN LAGOS METROPOLIS

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Abstract: Parents are the close social agents of the children. The impact of parental influence and achievement motivation as determinants of upper primary school pupils' achievement in Lagos metropolis. To achieve the objectives of this study, four research questions were formulated while the descriptive survey research design was adopted. The study was carried out in one primary school each of six Lagos State Education District. The population size comprised of all primary six pupils in public primary schools and the sample size was 300. The data were presented and analyzed using frequency, percentage, charts, tables and mean. The relationships between the study's variables were tested using the Regression Analysis of Statistical Packages for Social Sciences (SPSS). The study revealed that pupils who are motivated and encouraged performed excellently in their academic and also developed high self-esteem towards learning. It was therefore recommended that parents as social agents to the pupils should create time to understand their children's abilities towards learning and should not to ridicule them when they do not perform to their expectations. Also, the teachers should adopt the best teaching techniques as the pupils develop different habits.

Keywords: Parents, Children, Influence, Motivation, Determinants, Achievement

Introduction

Parents are gods who are entrusted with the responsibilities of taking good care of their children to a stage when they can solely take tactic and strategic decisions. Sometimes the children will want to prove their abilities and competencies; whereas they cannot rule out their parents' mentorship and coaching which are needed to carry out an exercise. During the child's growth, he may make an attempt to stand and walk despite not having strong bones which could withstand such pressure. At that pace of time, it is the duty of the parents to observe and encourage him. Perhaps if the parents do not encourage him while he is trying to make the first attempt, his morale will be drastically low and such child could lose self-confidence. In this regard, the parents' actions or inactions influence the child's confidence level. Pandey and Thapa (2017) describe parental influence as an important factor that affects children's overall achievement.

Parents can directly or indirectly indoctrinate their children through their personal character, behaviour and conduct. Today's children are great observer of things that happen around them. They are always curious to know everything within their vicinity and they try doing so by watching, observing, and asking questions from their parents or guardians. Owusu-Acheaw & Larson (2014) affirms that parents must encourage their children from infancy to exhibit the right attitude towards reading and when they are grown as adult they will not depart from such a habit because it would have been part of them.

Despite positive parental influence to boost their reading habits, some children may not even bother to

read their books or pay much attention in their classes during lessons. Then, new approaches will need to be adopted by the parents. One of these approaches is for the parents to encourage their children by stating the importance of reading and consequences of not doing so. According to Zecevic, Tremblay, Lovsin, and Michel (2010), children's attitudes and behavioral patterns are promoted by the parents in two perspectives. Firstly, the parents will act as role models by having interest in what their children do and putting much effort to be active in it. Secondly, the parents must be ready to support them through encouragement, involvement, and providing access and opportunities for their children to be active.

Motivation is needed to achieve academic excellence and set objectives. How well the parents present these words will determine the children's motivational level. Motivation eliminates one's weaknesses and boosts one's ability to perform a task or an activity. According to Muhammad, Bakar, Mijinyawa, and Halabi (2015), motivation is seen as the person's effort to accomplish his/her duties, dedicating to the needed effort and continuing it. Motivation is a driven force which triggers one to do what one does not intend to do or not capable of doing. It involves internal and external factors that stimulate desire and energy in people to be continually interested and committed to job, role, or subject, or to make an effort to attain a goal (Gbollie & Keamu 2017).

Parental word of encouragement is an ingredient and motivating factor which leads to children's achievement motivation even when they are not performing well in their academic at first. Abdurrahman & Garba (2014) opined that motivation is an important factor for learning. Children need parental care and motivation which will enable them to build self-confidence. A pupil who has not been performing well in his/her academic needs the parents support and motivation and not criticism and condemnation. The action and reaction of the parents as at the time the child needs the parents most will determine if the children will continue to think strategically and effectively. Some parents discourage their children through the way they view things. For example, parents who are negligent of the child's relationships both in and out of school. Not having the idea of the background of their children's friends. Being unavailable and have non-challant attitude towards the child's learning, social, emotional, personal development and academic work. Some parents do not believe in the child's dreams and aspirations, having no listening ears and would not know that their children have issues that may be impeding their learning in school or at home. Some children are abused under their parent's nose without them being aware and every opportunity for the child to discuss with the parents may meet with a rebuke which could make the abuse fester. In this case, the child could become withdrawn and unexpressive since they have been given the impression that their parents are not interested in their lives. Some parents use negative words on their children while comparing them to another child. While comparison can be positive, using derogatory words can discourage a child. Some do not even bother about their children's poor academic performance; all they care about is their businesses and personal lives.

Children can do extraordinary things when they have the backing and strong support of their parents. As soon as the children sense the support of parents, they will be determined to achieve academic success through hard work and doggedness. On the other hand, when the parents always criticize and condemn them for every failure they make, it will gradually elude the children's ideology and confidence of doing the extraordinary things. Hence, children are motivated when they are encouraged; they tend to lose confidence when there is nobody to embrace them, give them warm advice, correct them with love, accept and believe in their creativity and innovation.

This study, therefore, intends to investigate the parental influence and achievement motivation as determinants of upper primary school pupils' achievement in Lagos State.

Statement of the Problem

Parents play important roles in the academic and life success of their children. To ensure better academic achievement for their children, they make concrete sacrifices of time, money, energy, and spiritual contributions. Parental influence is very imperative to children's academic excellence. It is not all parents that give the children the necessary supports that are needed to achieve academic excellence. These days, parents are so busy with their businesses that they have little or no time for the

children; they leave the children's care in the hands of the home teachers who are expected to help them do their homework and still tutor them. The parents may have money to pay to the home teachers but parental influence play a vital role in the development of children's learning and commitment to studies and academic excellence. Some parents also do not know how to motivate the children. The children's habit of reading books and commitment to academic excellence in school are learnt through the parents. Hence, the study intends to assess the impact of parental influence and achievement motivation as determinants of upper primary school pupils' achievement.

Purpose of the Study

The study aimed at investigating the impact of parental influence and achievement motivation as determinants of upper primary school pupils' achievement in Lagos metropolis. Specifically, the study sought to:

- i. Examine the impact of parental influence on upper primary school pupils' achievement in Lagos State.
- ii. Assess the level of mathematical proficiency contribution to upper primary school pupils' achievement in Lagos State.
- iii. Evaluate the level of English Language proficiency contributions to upper primary school pupils' achievement in Lagos State.
- iv. Examine the level of General Knowledge proficiency contributions to upper primary school pupils' achievement in Lagos State.
- v. Examine the impact of achievement motivation on upper primary school pupils' achievement in Lagos.

Research Questions

Provide answers to the following research questions;

- i. What is the impact of parental influence on upper primary school pupils' achievement in Lagos State?
- ii. What is the level of mathematical proficiency contributions to upper primary school pupils' achievement in Lagos State?
- iii. What is the level of English Language proficiency contributions to upper primary school pupils' achievement in Lagos State?
- iv. What is the level of General Knowledge proficiency contributions to upper primary school pupils' achievement in Lagos State?
- v. What is the impact of achievement motivation on upper primary school pupils' achievement in Lagos?

Methodology

This study adopted a descriptive survey design to answer the research questions of this study. The population for this study consisted of all primary six pupils in Lagos State. A sample size of 300 pupils was selected randomly from six (6) public primary schools in Lagos State. There are six education districts in Lagos State; a primary school was randomly selected in each education district for the study. The simple random sampling technique was further employed to select fifty (50) respondents from each school. These made up the three hundred (300) participants in this study.

The research instrument used for this study are self-constructed 4 Likert scale questionnaires titled "Parental Influence and Upper Primary School Pupils' Achievement Questionnaire – (PIUPSPAQ), "Achievement Motivation and Upper Primary School Pupils' Achievement Questionnaire – (AMUPSPAQ), and Achievement Test - (AT)". PIUPSPAQ comprised of two sections (Section A and B), section A sought for the demographic information of the students such as gender, age and name of schools while section B was a fifteen items statements that sought for the opinion of the respondents on parental impact on pupils achievements. IAMUPSPAQ also comprised of two sections (Section A and B), section A sought for the demographic information of the students such as gender, age and name of schools while section B was a fifteen items statements that sought for the opinion of the

respondents on achievement motivation impact on pupils achievements. The Achievement Test - (AT) comprised of thirty items multiple choice questions in subject areas such as Mathematics, English and General Knowledge. The reliability coefficient of the instruments are 0.87, 0.78, and 0.92 for PIUPSPAQ, AMUPSPAQ and AT were calculated using Cronbach alpha and KR-20 respectively with the aid of SPSS version 20. The analyses of the data were presented using simple descriptive statistics of mean and standard deviation to answer the research questions.

Results

Research Question 1: What is the impact of parental influence on upper primary school pupils' achievement in Lagos State?

Table 2i: Descriptive Statistics on Parental Influence and Pupil's Achievement

	Mean	Std. Deviation	N
ACHIEVEMENT TEST	20.0000	4.96813	300
PARENTAL INFLUENCE	16.5500	3.26850	300

Table 2i shows that achievement test and parental influence mean and standard deviation are 20.00, 16.55 and 4.96813 respectively. Table 2ii further shows that the beta value 0.34 which is significant at 0.05 level of significance. The parental influence made 34% contributions to the pupils achievement test. This implies that parental influence has impact on upper primary school pupils' achievement in Lagos State.

Table 2ii: Contribution of Parental Influence on Pupil's Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.145	1.484		12.897	.000
	PARENTAL INFLUENCE	.052	.088	.34	.587	.008

Research Question 2: What is the level of Mathematical proficiency contributions to upper primary school pupils' achievement in Lagos State?

Table 3i: Descriptive Statistics on Assessing Pupil's Level of Mathematical Proficiency

	Mean	Std. Deviation	N
ACHIEVEMENT TEST	20.0000	4.96813	300
MATHEMATICS PROFICIENCY	15.0000	3.55558	300

Table 3i shows that achievement test and mathematics proficiency mean and standard deviation are 20.00, 15.00 and 4.96813, 3.55558 respectively. Table 3ii further shows that the beta value 0.176 which is significant at 0.05 level of significance. The mathematics proficiency made 17.6% contributions to the pupils' achievement test. This implies that mathematics proficiency has impact on upper primary school pupils' achievement in Lagos State.

Table 3ii: Contribution of Mathematics Proficiency on Pupil's Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.690	1.228		19.289	.000
	LEVEL OF MATHEMATICS PROFICIENCY	-.246	.080	.176	-3.088	.002

Research Question 3: What is the level of English Language proficiency contributions to upper primary school pupils' achievement in Lagos State?

Table 4i: Descriptive Statistics on Level of English Language Proficiency and Upper Primary School Pupils' Achievement

	Mean	Std. Deviation	N
ACHIEVEMENTTEST	20.0000	4.96813	300
ENGLISH LANGUSGE PROFICIENCY	15.5000	5.33337	300

Table 4i shows that achievement test and English language proficiency mean and standard deviation are 20.00, 15.00 and 4.96813, 5.33337 respectively. Table 4ii further shows that the beta value 0.16 which is significant at 0.05 level of significance. The English language proficiency made 16% contributions to the pupils' achievement test. This implies that English language proficiency has impact on upper primary school pupils' achievement in Lagos State.

Table 4ii: Contribution of English language Proficiency on Pupil's Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.333	.618		49.109	.000
	ENGLISH LANGUAGE PROFICIENCY	.667	.038	.160	17.689	.000

Research Question 4: What is the level of General Knowledge proficiency contributions to upper primary school pupils' achievement in Lagos State?

Table 5i: Descriptive Statistics on Level of General Knowledge Proficiency and Upper Primary School Pupils' Achievement

	Mean	Std. Deviation	N
ACHIEVEMENTTEST	20.0000	4.96813	300
GENERAL KNOWLEDGE PROFICIENCY	16.7500	4.14061	300

Table 5i shows that achievement test and General knowledge proficiency mean and standard deviation are 20.00, 16.75 and 4.96813, 4.14061 respectively. Table 5ii further shows that the beta value 0.173 which is significant at 0.05 level of significance. The General knowledge proficiency made 17.3% contributions to the pupils' achievement test. This implies that General knowledge proficiency has impact on upper primary school pupils' achievement in Lagos State.

Table 5ii: Contributions of General Knowledge Proficiency on Pupil's Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.518	.983		32.073	.000
	GENERAL KNOWLEDGE PROFICIENCY	.688	.057	.173	12.073	.000

Research Question 5: What is the impact of achievement motivation on upper primary school pupils' achievement in Lagos?

Table 6i: Descriptive Statistics on Achievement Motivation and Upper Primary School Pupils' Achievement

	Mean	Std. Deviation	N
ACHIEVEMENT	20.0000	4.96813	300
ACHIEVEMENT MOTIVATION	19.6000	3.40273	300

Table 6i shows that achievement test and achievement motivation mean and standard deviation are 20.00, 19.6 and 4.96813, 3.40273 respectively. Table 5ii further shows that the beta value 0.124 which is significant at 0.05 level of significance. The achievement motivation made 12.4% contributions to the pupils' achievement test. This implies that achievement motivation has impact on upper primary school pupils' achievement in Lagos State.

Table 6ii: Contributions of Achievement Motivation on Pupil's Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.596	1.585		18.672	.000
	ACHIEVEMENT MOTIVATION	.490	.080	.124	6.145	.000

Discussion

The study revealed that highly educated parents will greatly influence their children's attitudes towards learning based on their past experience and intelligence while uneducated parents may only try but their children would have nobody to look up to. This is in accordance to the view of Pandey and Thapa (2017) describe parental influence as an important factor that affects children's' achievement. It was also found that most parents do not spend so much of quality time with their children as they leverage only on the lectures they must have received in the school. In view of Owusu-Acheaw and Larson (2014) parents are expected to encourage their children from infancy to exhibit the right attitude towards reading and when they are grown as adult they will not depart from such a habit because it would have been part of them.

Parents are described as the most crucial in the development of the children; by interacting with other family members, the child learns social, acquaintance, loyalty, and patriotic skills (Ivypanda, 2019). The study confirms this statement also. In each family, the parents are basically the leaders; they inculcate disciplines and expect their children to abide by their rules and regulations. In affirmation, O'Tudor (2017) poses that his father taught him about the values of respect, integrity and discipline which he imbibed and he is often transferring the same to his children too. When the children are well-trained, they tend not to forget the trainings and keep transferring the same principles to their children's children. When pupils receive word of encouragements from their parents, they tend to behave positively and exhibit the right attitude to their studies.

The study revealed that when pupils are not motivated and encouraged they perform excellently in their academic. This finding is in line with Rehman, A. & Haider, K(2013) that state that education is impossible as long as the pupils are not motivated; motivation enables the pupil to gain energy and achieve difficult tasks due to the fact that they have and work with a direction and hence their performance will increase dramatically. Olufemi, Adediran, and Oyediran (2018) assert that due to residential segregation and stratification, low-income parents could not fund their children's school fees and that negatively influence the pupils' academic achievement and lead to higher risk of educational failure among their children. Learning of pupil is optimized as long as their self-confidence and motivation are boosted and enhanced (Adegboyega, 2018).

Finally, the study findings prove that parental influence is determinants factor for the upper primary school pupils' parental achievements. Hence, parents should endeavour to understand their children's educational needs and materials and be able to make such provisions at the appropriate time.

Conclusion

Based on the above findings, it is obvious that there is a positive relationship between parental influence and upper primary school pupils' academic achievements. It was concluded that parents should take time to study their children and get to know them well. Having better understanding of one's children will give one a clue of what they can do and cannot do.

Recommendations

Based on the findings and conclusion, the study recommends that:

(a) *Parents as social agents to the pupils should:*

- i. Create time to understand their children's abilities to learning
- ii. Make provision for all learning materials which may require during and after school hours
- iii. Complement the efforts of the teachers by coaching their children at home after school hours or if they would not be chance, they should engage a tutor for their children
- iv. Ensure their children develop positive learning attitude before teaching them; and if they cannot, the parents should find out the cause of their negative reactions
- v. Always motivate and encourage their children instead of ridiculing them when they do not perform well in their examinations or class assessments

(b) *Teachers should:*

- i. Adopt the best teaching technique when taking their pupils; for instance, some pupils do not understand Mathematics while some dislike English Language. Teachers should find out the best methods to adopt in imparting the knowledge
- ii. Evaluate pupils' academic performance at every lesson and not during the class assessments or examination period.
- iii. Encourage and motivate pupils to contribute to class discussions and ensure they are engaged in group task.
- iv. Ensure continuous assessments are taken weekly to test the understanding of the pupils which will help to enhance their learning skills.
- v. Mark the continuous assessment the same day and return to the pupils for them to identify their weaknesses and strengths.
- vi. Report to parents/guardians during the Open Day the performance of their children and suggest best methods to the parents/guardians
- vii. Reward the best performing pupils in the class at least to recognise and commend them. This will help to boost pupils' learning motivation and academic performance
- viii. Plan classroom tasks base on pupils' psychology

Summarily, it is recommended by this study that parents should create time to understand their children's abilities in learning. They should as well make provisions for all required learning materials that will boost their children's academic outcomes in and out of school. Parents should ensure that the children develop positive learning attitudes before teaching them. When a negative pattern is discovered, parents should swing into action to curb or stop it out rightly. The importance of a home-school relationship cannot be overemphasized. Parents and teachers should form a clout to discourage negative behaviours and encourage positive ones.

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