

PARENT-CHILD RELATIONSHIP MOTIVATION TO LEARN AND STUDENTS ACADEMIC ACHIEVEMENT IN MATHEMATICS

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ABSTRACT

The purpose of this study was to ascertain the influence of parent-child relationship on secondary schools students' motivation to learn and academic achievement and determine the influence of gender on secondary school students' motivation to learn and academic achievement. An Ex-Post Facto design was utilized in this study. Four research questions were raised and answered, using means and standard deviations. Also, four null hypotheses were formulated and tested with the t-test statistics at 0.05 level of significance. Three instruments were used for data collection, they are Parent Child Relationship Questionnaire (PCRQ) Students Motivation to Learn Questionnaire (SMLQ) and students annual SSII result. The result showed that there is significant influence of parent child relationship on secondary school students' motivation to learn. There is a significant influence of parent child relationship on students' academic achievement in mathematics. There is significant influence of parent child relationship on students academic achievement in English.

KEYWORDS: Motivation Parent-Child Relationship, Motivation to Learn, Achievement, Mathematics

INTRODUCTION

All stakeholders in educational system (parents, guardians, psychologists, teachers and counselors) are so much concerned about students' motivation and academic achievement. This is probably because success in education is highly instrumental to the development of a nation. This includes scientific and technological development, socio-economic and political advancement and life success. Secondary education is a stepping stone to higher education and if good foundation is laid at this level, there are likely to be no trouble at the tertiary levels. To Guthrie, learning is repeating what you did in the circumstances and forming habit. Also Thorndike, in Ngwoke & Eze (2010), sees learning as selecting and confirming responses. According to these theorists, responses that are followed by satisfaction are reinforced and become more probable in future. Responses that are not reinforced are weakened and are less likely to reoccur in future. Muffin (2000) referred to learning as "the act, process or experience of gaining knowledge or skill". Boyd and Wood (2008) defined learning as a relatively permanent change in behaviour, knowledge, capability or attitude that is acquired through experience, while Keziah and Lawrence (2003) defined learning to embrace progressive series of behavioural changes and experiences.

For Ngwoke & Eze (2010), learning involves the learner observing a model, identifying with the model and finally imitating the model. According to them, results in acquiring new knowledge, ideas, skills, values, and experience which enable one to modify his action or achieve his goals. It is a relatively permanent change in behaviour "which results

from activities, training or observation". In the light of this study, learning is seen as a process which causes a change in the behaviour of students, resulting from experience or interaction between the student and his environment. It is a process of adaptation which may lead hopefully to better adjustment and achievement of life goals. This adjustment and achievement can be acquired through parent-child relationship.

Parent-child relationship could be referred to as the interaction existing between the parents and their children that influences the child's socialization and learning, either positively or negatively. According to Bee (2005), parent-child relationship is defined as a set of observable behaviour that acts as an indicator of a growth of a secure attachment or an emotional bond in which a sense of security is associated with the relationship between the parents or the caregiver and the child. Vigil (2000) describes parent- child relationship as interactive and communicative behaviour pattern that exists between the parents and the child which eventually bears on the child's behaviour. Vigil (2000) stated that a child's behaviour problems are inadvertently established or maintained by dysfunctional parent-child interactions. In this regard Patterson (2002) suggested that parents should be taught skills that foster positive, nurturing interaction patterns so as to foster parents' child relationship and provide secure attachment between parents and the child. This suggestion implies that the young child's growth and socialization depends on the type of interaction a child with the home. A lot of interactions usually exist between members of the family and the child. These interactions are the foundation on which the child's subsequent positive or negative lifestyle and achievement are built in the society regards. The influence of parents can be focused on their attitude and supportiveness to their children's academic success. The level of involvement depends on the perception of parents towards their children's education.

Achievement generally is to accomplish whatever goals that are set to be accomplished. Hong and Lee (2003) stated that achievement is to complete, accomplish or get some things done. It is a goal attainment of someone obtained through hard work, courage and determination. To mark the end of secondary school education, students are subjected to an ordinary level examination as set by the West African Examination Council (WAEC). The grades obtained in this examination determines, to a very large degree, the career and status of the students in life the grade could be as a result of home influence, the child's state of health, mental and emotional health or the school authorities and the teacher variables. Adekola (2008) believed that there are two components of high achievement and low achievement. High achievers are said to work hard in the face of difficulties and seek for help where necessary while low achievers avoid success related chores because they tend to doubt their ability, assume that success is related to luck or whom you know or other factors beyond their control, like money. The origin of high or low achievement as reported by Kolesnik (1995) are assumed to be in the family and cultural group of the child. If achievement initiative and competitiveness are encouraged and reinforced in the home, a child is more likely to develop a high need for achievement in school.

It is assumed that people differ in their need to achieve in situations that call for excellence. Muola and Gesinde (2010) argue that the urge to achieve varies from one individual to the other. These researchers posit that those who have high achievers as their role models in their early life experience would develop a high need achievement, while those who have low achievers as their role models will hardly develop the need for achievement. This implies that the value which parents attached to education of the child determines the kind of motivation with which their children pursue education. It is, however, important to note that secondary school students should have parents behind them to play their warm role as satisfactory school learning is unlikely to take place in the absence of sufficient motivation to learn.

Academic achievement is the degree or level of success attained at the end of an academic endeavour. According to Chowdhury and Pati (2011) academic achievement is defined by examination marks, teachers' given grades and percentiles in academic subjects. Rickson (2007) views academic achievement within any context as performance relative to some standard and further states that academic achievement and other dimensions of learning can be measured by a variety of yardsticks or measuring instruments, the result of which are type of scores, ranks or grades. According to Scott (2009) academic achievement refers to what students can actually do when they have finished a course of study. It can be defined as excellence in all academic disciplines in class as well as extracurricular activities. It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, assertiveness, arts, culture and the likes. Academic achievement, in this study, refers to the overall ranking of academic attainment of a student. It is measured by terminal, annual or end- of-course results of a student. To mark the end of secondary school education, students are subjected on an ordinary level examinations as set by the West Africa Examination Council (WAEC) and the National Examination Council (NECO). The overall grade obtained in this examination determines, to a very large extent, the academic prospects of students.

The researchers have observed with dismay that for some times now many secondary school students in Nigeria, especially those within Otukpo Education Zone, always have recurrent poor achievement in both internal and external examinations conducted by their schools' subject teachers and the Senior School Certificate Examination (SSCE) conducted by West African Examination Council (WAEC) and National Examination Council (NECO). For instance, the Senior School Certificate Examination (SSCE) result of Nigerian students released by West African Examination Council (WAEC) has over the years indicated a consistent pattern of under- achievement. Specifically, the result released by WAEC between 2008 and 2013, shows that in 2008 out of 372,600 candidates that sat for the November/December SSCE examination, only 23.54 percent obtained five credits in English language, mathematics and three other subjects. In 2009, out of 342, 443 candidates that sat for the examination, only 31 percent made five credits in English language, mathematics and three other subjects. Similarly, 80% of the candidates that sat for May/June (SSCE) in 2010 failed because they did not have credit passes in five subjects, including English language and mathematics. Furthermore, over 70% failed in 2011 while in 2012 a total of 46.14 percent, obtained five credits including English language and mathematics. In 2013, only 36.57 percent of the candidates that sat for May/June SSCE made five credits in English language, mathematics and three other subjects. In 2014 only 31.28% obtained credits in five subjects which is the basis for furthering one's education to tertiary institutions (WAEC Results Released, 2008, 2009, 2010, 2012, 2013 and 2014). Specifically, in Otukpo education zone, the result released by WAEC in May/June West African Examination Council (WAEC) since 2009 to 2014 shows that out of 3712 candidates that sat for West African Examination Council (WAEC) in 2009 from the education zone, only 1336 equal to 35.99% of these candidates made five credits in English language, mathematics and three other subjects. Similarly, in 2010 and 2011, of the 3723 and 4192 candidates that sat for WAEC examination only 24% and 20.99% respectively made five credits in English language and mathematics. Also in 2012, 3600 students sat for May/June WAEC only 36% got a minimum of five credits including English language and mathematics and in 2013 and 2014, 3716 students sat for the May/June WAEC while 993 and 1482 equal to 30 and 39.88% respectively got a minimum of 5 credits including English language and mathematics and three other subjects (source: Zonal Education Office Otukpo). These results show that a large number of the students from the zone are not qualified for entry into post secondary institution. This situation calls for in-depth research into what factors are really responsible for this continuous mass failure of

students. Parents child relationship might be a factor to the problem.

Lewis (2012) expressed the view that some parents may not be biologically related to their children. These parents are called adoptive parents. According to this view, adoptive parents are parents who nurture and raise the offspring of a biological parent but are not actually biologically related to the child. In the context of this study, parent means one who gives birth to, or nurtures and raises a child, whether biological or adoptive parents. The success of the school in performing its functions to the child depends to a large extent on how well parents plays their own role. Ordu (2006) asserts that the most important and basic agent of socialization is the family. Parents, siblings and other relations all help to socialize the child in the family. Meanwhile a lot of interactions usually exist between the members of the family. These interactions are the foundation from which the child's subsequent positive and negative lifestyle and achievement are built in the society. These interactions are referred to as parent child relationship in this study.

Morrison and Piata (2003) see parent-child relationship as consisting of transmission of desirable attitudes, values, and practices in raising young children. The quality of parent-child bond and the degree of warmth in parent child relationship influence how well children do in school. Parents-child relationship is a set of observable behaviours that can act as an indicator of the growth of a secure attachment or an emotional bond, in which a sense of security is associated with the relationship between the parents and the child (Bee, 2005). This definition implies that the parents or the caregiver acts as a secure base from which the child explores his or her environment. The child needs to be loved consistently and unconditionally and to be provided with rich nurturing and varied stimulation through all spheres of social life to prepare for proper adjustment to the immediate environment. Vigil (2000) describes parent-child relationship as a care giver's interactive and communicative behaviours with the child. These interactions vary with age of the child and are associated with positive infant responses. At birth, attempting to soothe the infant when the infant is upset and expecting the infant to look contented, is one example of a parent-child relationship. At one month, talking and smiling to the infant and expecting the infant to turn her head to the parents' voice, is another example of parent-child relationship. At one year, reading a book and playing jointly with age- appropriate toys are some of the many parents-child relationship associated with that age (Dixon and Stadtler 2002). Mcnergney (2001) refers to parent child relationship as a process whereby fathers, mothers or guardians participate fully in assisting their children to learn and pursue their studies with success. This means that parents activities such as rewarding learning related behaviours, verbal encouragement and praise, provision of educational materials and assisting students' to study at home can support the students' educational endeavour and provide student motivation to learn. Stephen and Ceci (2001) observed that parent child relationship are forces that lead to better academic achievement. According to these researchers, academic success of a child depends on what the parent do at home. This implies that parents' interaction in a child's early education is positively associated with a child's academic achievement in school.

Parent-child relationship, according to Vigil (2000), means interactive and communicative behaviour pattern that exists between the parents and the child which eventually bears on the child's behaviour. The relationship between the parents and child towards school matter is capable of yielding positive or negative impact on the child's motivation to learn and academic achievement. In the context of this study parents-child relationship is referred to as the communication or the type of external impact that exists between parents and the child that could have positive or negative influence on the school achievement of the child. These impacts could be in the process of encouragement and support, parental provision of basic psychological needs, parental monitoring of students' school progress and homework.

Parental encouragement and support involves the use of verbal encouragement style of motivation, rewarding learning-related behaviours, use of praise, incentives and other forms of reward system as motivational factors to stimulate their children in school.

Students motivation is very crucial to learning and attainment of school goals. Pintrich & Schunk (2002) regard motivation as integral part of learning while Brown in Sikhwari (2008) pointed out that the challenge in secondary education has always been to stimulate, engender and enhance the motivation of those students whose enthusiasm for learning is dubious. Both intrinsic and extrinsic motivation are very necessary in the academic success of secondary school students.

Motivation is a psychological process that arouses, directs, and sustains a persons behaviour. It is an internal or external force that acts on, or within a person that directs one to engage in a goal-oriented behaviour and maintains that behaviour (Deci and Ryan 2000). According to Ogbonna, Mangvwat and Ogbulafor (2000) motivation is a condition or state as well as a process. As a condition it is seen as “a state of tension within the individual which arouses, maintains and directs behaviour towards a goal” Motivation is a process in the sense that it is the personal process that determines the strength and direction of a person’s behaviour or line of action. Ngwoke (2004) defined motivation as internal state or mental and psychological set in an individual which compels, energizes, sustain and direct the individual’s activity towards a goal. This implies that motivation is the impetus that drives an individual in setting and attaining significant goals in life. Igbo (2008) stated that motivation is the inducement that causes an individual to act. It is the need or desire that serves to energize one’s behaviour and at the same time directs it towards an objective. Motivation in this study is therefore defined as inner urge or external conditions arising from parents’ and child relationship that could push school children (students) to perform their school task effectively. It is the force of interaction between parents and children that raises the enthusiasm of such children to willingly and collectively work towards the attainment of academic achievement.

Motivation is classified into two major types: extrinsic and intrinsic motivation. According to Ogbonna et al, (2000), extrinsic motivation is referred to as externally imposed stimulus for response that is outside the individual. Extrinsically motivated people, according to Igbo (2008), are externally driven to achieve results in order to receive rewards or to avoid being punished. This implies that if a student works hard in school in order to avoid the rebuke of his teacher and earn rewards, the rewards are extrinsically motivated. It therefore means that extrinsic motivation can be positive or negative. Extrinsic rewards according to Hertzberg in Iwuoha (2005) can have powerful effect but do not last long. Hertzberg maintained that proper approach to work motivation lies in the careful distribution between intrinsic and extrinsic factors. In extrinsic motivation, the motivating factors are external or outside rewards. For Deci and Ryan (2000), the reward provides satisfaction and pleasure that the performance of the school task itself may not provide. This means that extrinsically motivated students will work hard on school task even when the students have little interest in it. The performance of the task is basically because of getting reward or fear of being disciplined. In this study, extrinsic motivation refers to external forces that propel or gingers the learning behaviour of students. What involves seeking outside rewards and avoiding punishment. Extrinsically motivated students are externally driven to achieve academic results in order to get rewards or to avoid being punished. Thus they are externally reinforced. It involves participating in an activity to earn outside rewards or to avoid punitive measures. (Igbo and Ojukwu, 2008). This implies that extrinsic motivation from parents is thus sufficiently strong to induce children not only to attend school but to work hard to achieve academic excellence.

Conversely, intrinsic motivation is the desire for one to be self moved to perform a task. Ogbonna et al, (2000) refer to intrinsic motivation as any self imposed reason towards achieve a goal. For example, a student may be committed to the task of learning because such a student sees it as interesting, a happy activity, satisfying, pleasant and rewarding in itself. This therefore implies that secondary school students at this level study hard not necessarily to earn parental or teachers praise and rewards or to avoid punishment and rebukes but because it is morally right and self satisfying to study hard. Ryan, Adam & Smith (2002) refer to intrinsic motivation as engaging in an activity for its inherent satisfaction rather than for some separable consequences. It therefore means that an intrinsically motivated student will exert reasonable efforts in accomplishing a given school assignment, regardless of any anticipated incentives, because such a student derives personal pleasure and satisfaction from completing the task. Intrinsic rewards, as Hertzberg in Iwuoha, (2005) stated includes, personal growth, sense of accomplishment, sense of autonomy and responsibility, self respect, self-determination, team spirit. In a nutshell, intrinsic motivation could be referred to in this study as inner urges or desires that drive students to enthusiastically accomplish academic tasks in the absence of external or outside rewards like money, praise or recognition.

Motivation to learn could be referred to as students' enthusiasm to participate in a learning episode. Stipek (2001) defined motivation to learn as internal or external forces that gingers, stimulates and sustains the behaviour and actions of an individual learner towards working to achieve a particular school goal or objective. This implies that motivation to learn produces an energy change, which involves an arousal and anticipation that goals will be reached if certain actions are taken. Thus, the motivational level of a student will decide the extent to which he will respond to school learning. It is in this line that motivation to learn is seen as a fuel, which provides energy and spurs readiness for learning. Students' motivation to learn determines the specific goals towards which students strive to achieve Myers (2002) states that it affects the choices students make, for instance, whether to enroll in physics or studio art, whether to spend an evening completing a challenging home work assignment or playing videogames with friends. Pintrich and Schunk (2002) regard motivation as integral part of learning; these researchers believe that motivation influences learning and achievement and what students do and learn influence their motivation. Meece and Andemman (2006) define motivation to learn as internal conditions that stimulates, directs and maintain learners behaviours and they believe that there is a strong relationship between learning and motivation. This implies that when there is absence of motivation there will be no learning. Students therefore, need to be motivated enough to pay attention while learning. Students' motivation to learn increases their effort and energy. According to Pintrich and Schunk (2002), motivation determines whether to pursue a task enthusiastically and whole heartedly or apathetically and lackadaisically. This means that if students do not complete an assignment because they are bored, this involves lack of motivation to learn among them, but if they are involved with challenges and decide to persist, and in the end overcome the challenges, then motivation to learn is involved. Motivated learners often make concerted efforts to truly learn and understand classroom materials and consider how they might be used to achieve their goals. This implies that students with a high need to achieve, intensify efforts and energy in learning activities directly relevant to their needs and goals. In the light of this study, motivation to learn is seen as students' enthusiasm to learn and excel in academic activities.

In relating parent child relationship with motivation and academic achievement therefore, parents' intervention in a child's early education is consistently found to be positively associated with the child's academic achievement (Hill and Craft, 2005). Ryan, Adams and Smith (2002) in their examination of mothers' interaction with their children on school

issues showed that mothers' active involvement in children's home-work processes improve the children's academic achievement. On the other hand, fathers' active management of learning environment is a positive prediction of students' academic competence. The researchers further stated that parents who believe in their children's competence, expose them to new experiences and encourage curiosity, persistence and problem-solving, help their children develop intrinsic motivation to learn. By contrast, parents who are controlling, use rewards and punishment for academic performance or display negative tendencies or anger about academics discourage children from developing intrinsic motivation.

In effect, when parents monitor home work, encourage participation in extracurricular activities, are active in parent-teacher associations (P.T.A) and help children develop plan for their future, children are more likely to do well in school. Parents who are actively involved in their children's education and provide stimulating learning environment at home can help their children develop feelings of competence, control, curiosity and positive attitude about academics, thus increasing their academic motivation. According to Aronson, Raymond and Ferguson, 2003 various studies on parental involvement on child's education indicate that reading to children, interacting with children about what they read, and celebrating moment, of improved academic efforts, are among the activities that promote motivation and achievement.

The issue of poor motivation and academic achievement of students in Nigeria has been a source of concern to all education stakeholders, especially now that some efforts are been made to provide teaching facilities, equipments, modern infrastructures and more qualified and experienced teachers than there were in the past. Many studies have identified students' study habit, teachers' qualification, parents, school environment and government as factors influencing students' academic achievement (Akanle 2007, Aremu and Oluwole, 2001; Aremu and Sokan, 2003; Asikhia, 2010). But of all these factors, the researchers feel that parent child relationship play a key role in relation to students' motivation and academic achievement.

Many children have been hindered from reaching their optimum level in academic pursuit due to some negative factors that have arisen from home. These include lack of parental encouragement, lack of conducive home environment, poor finance and housing, poor feeding and ill-health (Akomolafe and Olorunfemi, 2011). The effect of these on students' motivations is prominent in Otukpo education zone particularly as the researchers observed some students' lateness and absenteeism to school, truancy and a general lack of enthusiasm for studies. Moreso, from the researchers' personal interaction and experience with some students, it was observed that some students were often sent home for being unable to pay school fees. Some students were seen with odd uniforms, likewise some students virtually lacked enough textbooks and other educational materials.

When certain factors are eminent in a child's life from home, it is clear that the child will be demotivated and driven towards low academic achievements in school. The situation on ground in the education zone under study pose real challenge to students' motivation to learn and academic achievement. It is against this background that the researchers undertook to find out whether parent-child relationship influences secondary school students' motivation to learn and academic achievement.

Gender is a socio-cultural factor that indicates the position or place of men and women in the society. It is the result of social constructed ideas about the behaviour, actions and roles a particular sex performs (Nobelius, 2004). In this study gender is seen as a state of being male or female. This study looks at the influence of gender on secondary school students' motivation to learn and to press for academic achievement. Research reports have shown a considerable

controversial opinion on the influence of gender on students' motivation and achievement. Similarly, Sainz and Eccles (2008) discovered that boys in Spanish secondary schools have high self concept of mathematics and computer abilities than girls. In contract, Hyde, Lindberg and Williams (2009) confirmed that girls surpass boys in basic computation and understanding of mathematical concepts while boys exceeded girls in complex problem-solving in the high school years. However, recent research finding shows that gender difference in mathematics achievement which hirtheto favoured boys are diminishing or shifting to favour girls (Hedges and Nowell 2010, Robinson, Abbott, Bernigger and Busse 2011). On the other hand, Melten and Sarap (2007) confirmed that there is a significant difference in academic achievement of male and female students in English language achievement test. Rodney and Raymond (2008) reported that females have higher scores than males on both comprehension of information and evaluation of arguments. However, Abdu Raheem (2010)? found that there is no significant difference between the achievement of male and female students in English studies. This variability on gender needs to be ascertained in the present study.

This study therefore seeks to ascertain the influence of parent child relationship, on students' motivation to learn and academic achievement and also determine the influence of gender on students' motivation to learn in Otukpo Education Zone.

Theoretical Framework

The most dominant theory of achievement motivation, which has been extensively employed by different researchers to explain the effect of motivation on academic achievement is the Self-Determination Theory (SDT) which was proposed by Deci and Ryan (1985). According to Deci and Ryan, Self-Determination Theory (SDT) is an approach to human motivation which posits that there are three innate or basic psychological needs (that is competence, relatedness, and autonomy) that the individual is believed to have, which are universal and that the satisfaction of these needs is a requisite for optimal psychological functioning. Here, Self-Determination refers to the degree to which behaviour is freely regulated by individuals. The Self-Determination Theory (SDT) underscores the importance of the psychological need for autonomy, which suggests that individuals have free will and free choice in the initiation, direction, maintenance, and regulation of their own behaviours along the self-determination continuum.

In educational contexts, the theory suggests that high academic achievement is a function of a students' sense of autonomy or self determination. Self-determination theory proposes that people have an inborn predisposition towards the internalization and integration of the their behaviours and activities into a coherent sense of self. (Deci and Ryan 1985). However, the extent to which behaviours and activities can be internalized and integrated depends upon social and intra individual factors that either assist or obstruct this process. This means that the environmental conditions that provide people with important psychological support essential for growth independence, competence and optimum development inst more autonomous or self-determined type of behaviour regulations. In contrast, intra-individual and social factors that impede the fulfillment of the basic psychological needs results in less internalized behaviour, that is less self-determined behaviour. The Self-Determination Theory (SDT) agrees that individuals who act from intrinsic motivation have high levels of perceived autonomy, whereas individuals who engage in a task for extrinsic motivation (external regulation, introjected regulation) have low levels of autonomy. This theory is relevant to the present study because students with strong sense of autonomy are more likely to challenge themselves and engage in difficult tasks and be intrinsically motivated to learn than students who are pressured by external forces to engage in academic tasks. Lack of sense of

autonomy is likely to be responsible for poor academic achievement of secondary school students.

Review of Related Studies

Marshal (2001) carried out a study on parent-child interaction pattern and how it influences the social and cognitive development of children in secondary schools within Ankpa Local Government Area (L.G.A) Kogi State. A sample of 315 children ranging from 6-14 years was used. Sample random sampling technique was used to analyze the data. Descriptive and inferential statistics (Pearson Correlation) were used. It was found that the supportive involved parents provide home environment with great cognitive stimulation, show more warmth and responsiveness to their children with these parenting characteristics, thus children nurtured under this parenting pattern had fewer behaviour problems and better social and cognitive skills. In addition, children are found to perform better in school when their parents expose them to different socially and cognitive by stimulating activities. This study is related to the present study because the way parents respond to their children at home in matters concerning school progress is critical to their achievement in school.

Sindhu (2005) studied parental motivation, students school adjustment and academic achievement, with the objective to compare school adjustment of boys and girls achievement level. The sample of 680 students of class six from Kendruija Vidyalayas were used through a stratified random sampling technique and found that there was no significant difference in the achievement of boys and girls. Girls displayed superior adjustment as compared to boys. This study can help the researcher gain insight into how motivation is related to academic achievement of students.

Unachukwu and Anakwe (2008) investigated parental collaboration and secondary school student achievement in chemistry in Aguata Education zone of Anabmra state. The purpose of the study was to determine the effect of parental collaboration (PC) and Non-Parental Collaboration (NC) on students achievement in chemistry. A research question and a hypothesis guided the study. The design was a post-test quasi experimental design, using 160 secondary school III students through purposeful sampling technique. Analysis of data was conducted using SPSS programme for descriptive and independent t-test statistics. The result indicated that the effect of parental collaboration and non-parental collaboration on students achievement in chemistry differed significantly in favour of the parental collaboration experience. This study related to the present study because it examines some variables in the side of parents that were considered in the present study. Straight (2001) studies the influence of parenting pattern on the child's social development. A sample of 43 boys and 33 girls in primary 4, aged 9-12 years. A questionnaire was used for data collection. Descriptive and inferential statistics (Pearson Correlation) were used. It was found that the children of parents who dedicate time, offer praise, show affection and develop close relationship with their children of varying school age, were less likely to require discipline at school or treatment for social and emotional problems. This study is related to the present study as it considers motivation of students to learn as one of its major variables

Jayaswal (2003) examined the role of parental support on motivation of secondary school students in Kogi State. The purpose of the study was to assess the role of parental support on students learning persistence. The target population of the students was 950, but a sample of 190 students was studied through a multistage sampling techniques. The study used a descriptive survey design and the instrument for data collection was a questionnaire. Means, standard deviation and t-test were used to analyze the data for the study. The findings of the study showed that parents of high- achievers exerted significantly more in their children's studies than the parents of low-achievers the parents of high achievers had higher

aspiration for their children educational success and high prestigious occupation with attractive financial return, but the parents of low-achievers were not strongly ambitious of their children's upward mobility. The high-achieving parents believed in counseling for correct behaviour whereas the parents of low achievers believed in physical punishment like frequent beating. High- achievers parents were liberal and allowed their children to mix with their peer whereas the parents of low achievers were authoritarian and did not allow peer mixing. This study is related to the present study because it examines academic achievement that was considered in the present study. Ganguly (2004) conducted a study on determinants of academic achievement, in rural and urban areas of Ondo state. The sample used for the study was 300 students randomly chosen, using proportionate stratified random sampling technique. Five hypotheses were raised for the study and tested at 0.05 level of significance. Analysis of variance and t-test analysis were used to analyze the data. The results show that parental care about child's education, besides emotional climate at home and social and economic status of the family, had a positive correlation with achievement in school. Peer influence and movies had significant and positive correlation with school achievement. The distance between home and school had significant positive correlation with academic success. This study shows that emotional climate at home (that is whether the child is accepted or rejected) has influence on a child's academic achievement in school. The present study also seeks to ascertain whether the child is accepted or rejected by parents.

Ehibudu & Johnson (2008) studied family dynamics as correlates of academic achievement in mathematics among secondary school students in Etche Local Government of River State of Nigeria. The study used Ex-Post Facto design and was guided by two research questions and two hypotheses. The sample of one thousand (1000) SSI students was drawn from the population through stratified random sampling techniques and used for the study. Two instruments titled "Family Dynamics Scale" (FDS) and "Mathematics Achievement Test" (MAT) were used for data collection. Analysis of data was done by using mean and standard deviation for the research questions while analysis of variance (ANOVA) was used to test the hypotheses at 0.05 level of significance. The result shows that parenting styles and parents level of education significantly influence students academic achievement.

Statement of the Problem

The recurrent poor achievement of Secondary School students in Senior School Certificate Examination (SSCE) conducted by the West African Examination Council (WAEC) and National Examination Council (NECO) in recent years as reviewed by statistical analysis of their results in Nigeria and also in Otukpo Education Zone, is disturbing and embarrassing. This consistent poor academic achievement constitutes a serious concern as well as discomfiture to both parents, teachers and government. Blames have been apportioned to both teachers, parents, students themselves and various governments responsible for the education of students in secondary school.

Research reports have shown that lack of proper and adequate motivation adversely affects the commitment of student to academic activities. It is likely that the much a child achieves during school days is largely dependent on the parent-child relationship available to such child. For instance, parents who are the caregivers of every child are responsible for providing the right type of training such as teaching the child the acceptable value and norms in the society as well as providing educational materials, nurturance, warmth, affection, encouragement and home tutorial assistance to children.

From the literature reviewed by the researchers, there exist some differences among the students for example some students are able to pay their school fees promptly, while others are often sent away for non payment of school fees

similarly, some students have problems with the provision of school uniform while others do not. Likewise, some students have enough provision of educational materials like textbooks while others do and not, and some students go to school properly fed, whereas others go hungry. In the light of these challenges, one then wonders whether the influence of parents-child relationship has played on these issues. Consequently, the main problem of this study is to ascertain whether in Otukpo education zone of Benue state, parent child relationship influences students motivation and academic achievement. Generally, the main purpose of this study is to ascertain the influence of parent-child relationship on secondary school students' motivation to learn and academic achievement, while specifically, the study sought to:

- Ascertain the influence of parent-child relationship on secondary school students' motivation to learn.
- Ascertain the influence of parent-child relationship on secondary school students' academic achievement in English.
- Determine the influence of gender on secondary school students' motivation to learn.
- Determine the influence of gender on secondary school students' academic achievement in English

Research Questions

The following research questions were proposed to guide the study:

- What is the influence of parents-child relationship on secondary school students' motivation to learn?
- What is the influence of parents-child relationship on secondary school students' academic achievement in English?
- What is the influence of gender on secondary school students' motivation to learn?
- What is the influence of gender on secondary school students' academic achievement in English?

Hypotheses

HO₁: There is no significant influence of parents-child relationship on students' motivation to learn

HO₂: There is no significant influence of parents-child relationship on students' academic achievement in English.

HO₃: There is no significant influence of gender on students' motivation to learn.

HO₄: There is no significant influence of gender on students' academic achievement in English.

Research Method

This study utilized an ex post facto design. An ex post-facto design according to Ali (2006), is a systematic empirical inquiry which seeks to establish a relationship without any control or manipulation of the variables of interest. This design is quite useful in educational research because it is a means of undertaking studies in which independent variables such as parental-child relationship and academic achievements cannot be manipulated or controlled. Therefore the design is suitable for this study because none of the variables under study will be controlled or manipulated.

The study was carried out in Otukpo Education Zone of Benue State. There are five (5) Local Government Area in Otukpo Education Zone. These are: Otukpo, Ogbadibo, Okpokwu, Apa and Ohimini. Otukpo Education Zone is made up of both rural and urban dwellers with 48 public secondary schools. The zone was chosen for the study because from the literature available to the researcher, a study of such nature has not been conducted in the area. The researchers also chose to study the area because, going by the available statistics, the academic achievement of students in the zone has always been poor. Therefore, there is need to investigate the influence of parent child relationship on students motivation to learn and academic achievement in the area.

The population of the study consists of all senior secondary school two (SSII) students of the 48 public secondary schools in Otukpo education zone, numbering 4006. Of this number there are 1753 males and 2253 females. (Records and Statistics Office Benue State Teaching Service Board Makurdi 2014). Also the researchers chose to use SSII students in the study because of the observed high level of truancy and absenteeism of SSII students in the area.

Altogether, the sample for the study consisted of 352 students made up of 170 males and 182 females to ensure proportionate representation of samples.

This sample size is based on the National Education Association Research Bulletin (1960) on small-size sample techniques and Krejcia and Morgan (1970) which state that: if the population of the study is between 4000 and 4450 the sample should range between 351 and 354. The sample size for this study falls within the justification sampling.

Instruments for Data Collection

Two instruments were used for data collection in this study. They are:

- Parent child relationship questionnaire (PCRO), and
- Students' annual SSII English Result.

Two of these instruments are structured Questionnaire designed by the researchers after the review of literature. The parent child relationship Questionnaire, which was generated based on parental provision of basic human needs, parental support and encouragement and parental monitoring of their children's academic progress and home-work, has 20 items, were used to ascertain the existing relationship between the parents and their in-school children. The questionnaire on students' motivation to learn was generated based on intrinsic and extrinsic motivation of students' to learn. It has two sections A and B Section A was generated to seek the opinion of students on intrinsic motivation while Section B was generated to seek the opinion of students on extrinsic motivation. Both instruments have a total of 40 items. For academic achievement, the students' annual result in English language was used to determine high and low achievers. The questionnaires were developed on a 4 point scale for the respondents to indicate their opinion as follows: Strongly Agree (SA =4) Agree (A 3), Disagree (D =2), and Strongly Disagree (SD =1). The instruments were subjected to face validation by the three experts. Two are from the Department of Educational Foundations and one from Science Education of the Faculty of Education University of Nigeria, Nsukka. The experts validated the instrument in respect to item clarity, simplicity of vocabulary and its relevance to the study. Their corrections and suggestions helped in the production of the final draft of the instrument. To ascertain the reliability of the instrument for the study, it was trial tested on 30 students in Makurdi education zone, which is outside the area of the study. The result obtained after the trial testing was subjected to the test of internal consistency using Cronbach Alpha procedure to measure its reliability. The reliability value of parent

child relationship instrument (questionnaire) was 0.87. Also the reliability value of Student Motivation to Learn Questionnaire (SMLQ) was on students' intrinsic motivation to learn which was 0.86 and students' extrinsic motivation to learn which was 0.85. The grand reliability value for students' motivation to learn was 0.86. This shows that the instrument is reliable for the study. Data for the study was collected by using the questionnaire for Parent Child Relationship (PCRQ) and student Motivation to Learn (SMLQ). For students academic achievement, the annual results of the respondents was used. The questionnaires were personally administered to the respondent by the researchers with the help of four research assistants. The research assistants were briefed about the aims of the study, and nature of the instrument itself. This is to enable the research assistants handle any question or clarify any issues concerning the questionnaire during the administration. A total of 352 questionnaires were administered and retrieved completely. Means and Standard Deviation were used to answer the research questions while the t-test statistics was used to test the null hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSIONS

Research Question 1

What is the influence of parent-child relationship on secondary school students' motivation to learn?

Hypothesis 1

H₀1: There is no significant influence of parent-child relationship on secondary school student's motivation to learn.

In order to answer this question and in testing the hypothesis, means, standard deviation and t-test statistics of the students' scores on the influence of parent child relationship on secondary school students' motivation to learn are calculated and shown below.

Table 1: Paired Sample T-Test of the Influence of Parent-Child Relationship on Secondary School Students' Motivation to Learn

	N	Mean	SD	DF	t	Sig	Decision
Parent-Child Relationship	352	56.24	9.18	351	16.87	0.00	
Motivation to Learn				44.37		10.84	Rejected

Table 1 shows that the mean score for parent-child relationship was 56.24 with standard deviation of 9.18 and the mean score of students' motivation to learn was 44.37 with standard deviation of 10.84. A close observation between the mean scores of students on parent-child relationship and motivation to learn shows that students had higher parent-child relationship mean score than that of motivation to learn. This indicate that parent-child relationship had influence on secondary school students' motivation to learn. The result equally indicate that the t-value obtained for the influence of parent-child relationship on secondary school students' motivation to learn is 16.87, with associated probability of 0.00. Since the probability value was less than 0.05 level of significance, the null hypothesis which states that there is no significant influence of parent-child relationship on secondary school students' motivation to learn was rejected. Hence, it was concluded that there is significant influence of parent-child relationship on secondary school students' motivation to learn.

Research Question 2

What is the influence of parent-child relationship on secondary school students' academic achievement in English?

Hypothesis 2

HO₂: There is no significant influence of parent-child relationship on secondary school students' academic achievement in English. In order to answer this question and the hypotheses, mean, standard deviation and t-test of the influence of parent-child relationship on secondary school student's academic achievement in English are shown below.

Table 2: Paired Sample T-Test of the Influence of Parent-Child Relationship on Secondary School Students' Academic Achievement in English

	N	Mean	SD	DF	t	Sig.	Decision
Parent-child Relationship	352	56.24	9.18	351	18.67	0.00	
Achievement in English			45.92		18.34		Rejected

Table 2 shows that the mean score of students for parent-child relationship was 56.24 with standard deviations of 9.18. Also, the mean academic achievement score of students in English was 45.92 with standard deviation of 18.34. There is an indication that the mean scores of students on parent-child relationship is higher than the mean score of students' academic achievement in English. This shows that parent-child relationship had influence on secondary school student's academic achievement in English. The table also shows that the t-value obtained for the influence of parent-child relationship on secondary school students' academic achievement in English was 18.67 with associated probability of 0.00. Since the probability value was less than 0.05 level of significance, the null hypothesis which states that there is no significant influence of parent-child relationship on secondary school students' academic achievement in English was rejected. Hence, it was concluded that there is a significant influence of parent-child relationship on secondary school students' academic achievement in English.

Table 3: Paired Sample T-Test of the Influence of Parent-Child Relationship on Secondary School Students' Academic Achievement in English

	N	Mean	SD	DF	t	Sig	Decision
Parent-child Relationship	401	56.24	9.18	400	18.67	0.00	
Achievement in English		45.92	18.34				Rejected

Table 3 shows that the mean score of students for parent-child relationship was 56.24 with standard deviations of 9.18. Also, the mean academic achievement score of students in English was 45.92 with standard deviation of 18.34. There is an indication that the mean scores of students on parent-child relationship is higher than the mean score of students' academic achievement in English. This shows that parent-child relationship had influence on secondary school student's academic achievement in English. What this shows is that parent-child relationship had influence on secondary school students' academic achievement in English. The table also shows that the t-value obtained from the influence of parents-child relationship on secondary school students' academic achievement in English was 18.67 with associated probability of 0.00. Since the probability value was less than 0.05 level of significance, the null hypothesis which states that there is no significant influence of parent-child relationship on secondary schools students' academic achievement in English was rejected. Hence, it was concluded that there is a significant influence on parent-child relationship on secondary school students' academic achievement in English.

Research Question 4

What is the influence of gender on secondary school student's motivation to learn?

Hypothesis 4

H₀₄: There is no significant influence of gender on secondary school students motivation to learn.

In order to answer the research question, and in testing the hypotheses, the mean score, standard deviation and t-test of students' motivation to learn was calculated as shown below .

Table 4: Independent Sample T-Test of the Influence of Gender on Secondary School Students' Motivation to Learn

	N	Mean	SD	DF	t	Sig	Decision
Male	170	45.77	12.70	399	2.30	0.00	
Female	225	43.28	9.01				Rejected

Table 4 shows that the mean score of male students with regards to motivation to learn was 45.77 with standard deviations of 12.70 and that of female students was 43.28 with standard deviation of 9.01. The mean scores of male and female students on motivation to learn revealed that male students had higher motivation to learn than female students. This indicates that gender influence secondary school student's motivation to learn. Table 4 also shows that the t-value obtained for the influence of gender on secondary school students' motivation to learn was 2.30 with associated probability of 0.00. Since the probability value was less than 0.05 level of significance, the null hypothesis which states that there is no significant influence of gender on secondary school students' motivation to learn was rejected. Hence, it was concluded that there is a significant influence of gender on secondary school students' motivation to learn.

Research Question 6

What is the influence of gender on secondary school students academic achievement in English?

Hypothesis 6

H₀₆: There is no significant influence of gender on secondary school students academic achievement in English.

In order to answer this question and in testing the hypotheses, mean standard deviation and t-test of male and female students' academic achievement in English were used.

Table 6: Independent Sample T-Test of the Influence of Gender on Secondary School Students' Academic Achievement in English

	N	Mean	SD	DF	t	Sig	Decision
Male	170	41.54	18.50	399	4.32	0.00	
Female	225	49.35	17.51				Rejected

Table 6 shows that the mean score of male students with regards to academic achievement in English language was 41.54 with standard deviations of 18.50 and that of female students was 49.35 with standard deviation of 17.51. The mean scores of male and female students on academic achievement in English revealed that male students had lower mean achievement score in English than female. This indicates that gender influences secondary school students' academic achievement in English. The table also shows that the t-value obtained for the influence of gender on secondary schools students' academic achievement in English was 4.32 with associated probability of 0.00. Since the probability value was

less than 0.05 level of significance, the null hypothesis which states that there is no significant influence of gender on secondary school student's academic achievement in English was rejected. Hence, it was concluded that there is a significant influence of gender on secondary school students' academic achievement in English in favour of female.

Summary of Major Findings

The summary of the findings constitute the following:

- There is significant influence of parent-child relationship on secondary schools students' motivation to learn.
- There is a significant influence of parent-child relationship on secondary school students' academic achievement in mathematics.
- There is a significant influence of parent-child relationship on secondary schools students' academic achievement in English.
- There is a significant influence of gender on secondary school students' motivation to learn in favour of male.
- There is a significant influence of gender on secondary school students academic achievement in English in favour of female

DISCUSSION OF FINDINGS

The findings show that secondary school students have higher parent- child relationship mean score than that of motivation to learn. The result revealed that students have higher parent child relationship than motivation to learn. This result implies that parents activities such as rewarding students' learning related behaviour, verbal encouragement, praise, adequate nutrition, provision of educational materials, assisting students complete home work, participating in parents-school communication, early payment of students' school fees, showing of sympathy and comfort, provision of dress, provision of school uniform, participation in PTA and peer tutorial lesson at home can support students endeavour and boost students' motivation to learn. These findings are in line with that of Stephen and Ceci (2001) finding that parent child relationship are forces that lead also in line with the finding of Vigil (2000) whose study revealed that the relationship process between the parents and child toward school issues is capable of yielding positive impact on the child's motivation to learn in school. In addition, the result is in line with the report of Siddigui (2003) who found that the role of favourable parental responses, encouragement and support for the achievement motivation of students cannot be over emphasized. Likewise Cohen (2001) observed that children who have parents that sit down with them to go over more difficult home work are likely to feel more motivated to learn in schools. In other words, the importance of good parental interaction for the academic achievement of secondary schools students is apparent from the results of the present study.

The finding revealed that parent child relationship mean score is higher than that of students' academic achievement mean score in English. Language. This indicates that students' parent child relationship? The result of the null hypothesis testing indicates that there is significant influence of parent-child relationship on students' achievement in English. Students' parent-child relationships involve parents' provision supportive resources for learning such as textbooks, newspapers, magazines, and encouraging the children to read do their assignments and submit, as and when due. Willingness to devote time to help students' learn at home, provision of care, comfort and affection, adequate arrangement for the students feeding, protection, rest, clothing and shelter, active participation in parent school contact are necessary to

motivate students to perform better in school. This implies that when parents provide children with rich nurturing and varied stimulation through all spheres of social life, the academic achievement of the students significantly improves. This is in line with similar observation by Aronson, Raymond and Ferguson (2003) whose finding revealed that parent-child relationship in the form of reading to children, interacting with children about what they read and celebrating moment of improved academic efforts are also among the activities that promote students' achievement in English. This is also in line with the finding of Hill and Craft (2005) who reported that parents' involvement in their children's home-work processes exert positive influence on students' academic achievement in English study.

The result of the finding of research question four indicates that male students had higher mean score on motivation to learn than female students. Likewise the result of the null hypothesis testing shows that male students have higher motivation to learn than their female counterparts. This finding implies that gender influences students' motivation to learn in favour of the male students. This result is in line with the finding of Udo (2008) who reported that male students' opinion on students motivation to learn significantly differ from that of female students. This result shows that male students are more motivated to learn than the female students in schools. This result is not surprising because the possible reason for gender difference in students' motivation may be as a result of influence of parents' low expectation of the education of the girl-child. Parents tend to believe that the investment on education of the male child is more important than that of the female. More often than not, female students are preoccupied with domestic chores including child rearing, these differences in parental provisions and societal role fixing has far reaching consequences and may account for the observed gender difference in secondary school students' motivation to learn.

The findings six show that the mean score of female students' academic achievement in English is higher than that of the male students indicating that the female students performed better in English achievement test than their male counterparts. Also, the null hypothesis tested revealed that female students score higher on English achievement test than the male students. This finding implies that gender influences secondary school students academic achievement in English in favour of the females. This result is in line with the finding of Melten and Serap (2007) who reported that female students significantly achieve better than male students in English achievement test. In a related finding, Rodney and Raymond (2008) reported that female students generally have higher scores than male students on both comprehension of information and evaluation of arguments.

CONCLUSIONS

Based on the findings and discussions of the study the following conclusions were reached.

- Parent-child relationship has significant influence on secondary school students' motivation to learning.
- There exist significant influence of secondary school students' academic achievement in English.
- Gender has a significant influence on secondary school students' motivation to learn in school.
- Gender influences secondary school students' academic achievement in English in favour of the female.

The results obtained from this study have greater implication for classroom teachers, parents, counselors, curriculum planners and psychologists. Teachers have the responsibility of designing and evaluating classroom instructions and classroom management for effective teaching and learning to take place. Teachers' understanding of the factors of

motivation will enable them to liaise with parents to make motivational variables available to students. This will enhance effective teachers' and students' classroom interaction. Also, the teachers' understanding of the individual students' background will enable them to design appropriate instruction for the individual students that will enhance steady learning and academic improvement. The findings have far reaching implication for the parents in that academic success of a child in the school depends on parents' child relationship. Parents should be encouraged to provide adequate motivation for the child at home as a background for the students academic achievement in school. The study also has direct implication to counsellors and psychologists in that as the background of the students are known, and the academic problems of individual students associated with the home are understood, the counselors can do their job of counseling to both students and parents more effectively. The main role of curriculum planners in this regard is that the factor identified as influencing students motivation and academic achievement will help the curriculum planners to develop appropriate curriculum that will take care of students from different background.

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