

**PARENTAL INVOLVEMENT AND ACHIEVEMENT MOTIVATION OF
UNDERGRADUATES IN UNIVERSITY OF ILORIN**

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Abstract

Neglectful parents have several negative developmental outcomes such as impulsiveness, non-compliance to rules and orders, moodiness, low in self-esteem and all of which may lead to low achievement motivation. A descriptive survey of the correlation type research design was adopted. A sample size of four hundred and twenty (420) was selected for the study using proportional and simple random sampling techniques. Data were gathered using "Parental Involvement and Achievement Motivation scales" with a reliability coefficient of 0.85 and 0.90 respectively. Data were analyzed using percentages and mean scores PPMC at 0.05 level of significance. The study revealed that respondents had positive parental involvement experiences and positive achievement motivation. It also revealed that there was a positive significant relationship between the parental involvement and achievement motivation level of respondents. Based on the findings of this study, it was concluded that adequate parental involvement is positively related with student's achievement motivation therefore parents should be more involved in the activities of their children and facilitate their drive to succeed.

Keywords: Parenting, Parental Involvement, Achievement Motivation, Undergraduates

Introduction

Parents are indispensable part of their children's lives such that their importance cannot be overemphasized. Parenting determines what shape a child's life takes; good or bad. Parents play a crucial role in both the home and school environments. In general, parenting which includes involvement and support is associated with children's higher achievements, greater academic outcome, improved behavior, better social skills and adaptation to school, better attendance and lower drop-out rates.

When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Parental involvement over the past decade, indicates that regardless of family income or background, students with involved parents are more likely to earn higher grades, enroll in higher-level programs, get promoted, perform well in their classes, earn credits, attend school regularly, have better social skills, show improved behavior, adapt well to school and graduate to postsecondary education with little challenges (Henderson & Map, 2002).

Barge and Loges (2003) identified that different people have different views and approaches to parental involvement. They posited that parents viewed parental involvement as regular supervision of students' homework by parents, developing

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individual relations with teachers, taking advantage of extracurricular school programs and improving supportive collaboration within the community. Students, on the other hand, saw parental involvement as parental assistance with homework, stimulation from parents, and communication between parents and their schools. Interestingly, students can distinguish whether or not authority is supportive by addressing and stating the importance of authority (Barge & Loges, 2003). When it comes to teachers' perception about parental involvement, in teachers' opinions, some forms of parental involvement include contact, taking part, parental monitoring, discipline, parents who fall into this category as seen by Barge and Loges (2003) as being supportive, while some of them who exhibit negative contact, lack of encouragement, and lack of parenting abilities are regarded as being unhelpful.

Past research conducted by Bryant, Peisner-Feinberg, and Miller, (2000), Lee and Bowen, (2000), Yan and Lin, (2000) as brought into being that parental involvement is related with the academic achievement of children and that parental motivation, attitude, support, and commitment affect children to do well in school. Research studies which address parental involvement found that parent involvement has positive effects on student attitudes and social behavior. As might be expected, the pattern of parent involvement shown to confer the most positive effects on students' achievement is also the most beneficial with respect to these other student outcomes. In general, active parent involvement is more beneficial than passive involvement, but passive forms of involvement are better than no involvement at all. However, research has no clear answers to which specific kinds of involvement in children's learning have the greatest affective benefits. Whereas direct parent involvement in instruction seems to be the single most powerful approach for fostering achievement benefits, all of the active forms of parent involvement seem more or less equally effective in bringing about improvements in students' attitudes and behavior.

Researches carried out beforehand indicate that parental involvement is an effective strategy to ensure student success. For example, Barnard (2004) and Marschall, (2006), mentioned that parental involvement in school is associated positively with academic outcomes, including grades classroom behavior (Hill, Castellino, Lansford, Nowlin, Dodge, Bates & Pettit, 2004; Oyserman, Brickman & Rhodes, 2007), students' aspirations (Hill, Castellino, Lansford, Nowlin, Dodge, Bates & Pettit, 2004), and school completion (Barnard, 2004). Parental involvement has many positive effects on students other than academics, including increased motivation, self-esteem, and self-reliance, which may lead to academic success regardless of economic background. In essence, parents, siblings, and other significant relatives can create rich learning environments to enhance children's academic development. Traditional forms of parent involvement include participating in school activities (e.g., Parent Teacher Associations (PTA) meeting), back-to-school nights, open day, parent-teacher conferences, or volunteering at the school.

Achievement motivation is one of the important motives, as it leads and directs the individual to ease his tension needs, develop consecutive plans to achieve successive

goals and to implement these plans the way that allows more than other calming urgency of the individual needs and his motives (Badawy, Al-Anani & El-Sayed, 2010). Achievement motivation has its importance to the individual, because it reflects a desire to do the hard work and its ability to deal with ideas and things in an orderly, objective and independently manner. It also reflects the ability to overcome the obstacles faced and reaching high level in the areas of life, with increasing the individual self- appreciation and competing with others and overcoming them (Qatami & Ads, 2002).

Thus, parenting determines the shape a child's life will take, negative parenting as well as non-involvement of parents in their children's academics and other aspects of life is known to have immense consequences on the achievement motivation of children. Such children get less or no encouragement for what they do, they have no guardian and have low or no motivation, which in turn takes a negative turn on their academics and in other ramifications, including their level of productivity. Studies on parental involvement and achievement motivation seem to have been limited to lower level of education that is primary and secondary school. Considering the mature nature of students in the tertiary institutions, much attention is not focused on the role of parenting on student's motivation for learning. This study therefore seeks to investigate the relationship between parental involvement and achievement motivation of undergraduates of University of Ilorin, Ilorin, Nigeria.

Research Questions

To guide the conduct of this study, two major questions were raised, thus:

1. What kind of parental involvement is experienced by undergraduates in University of Ilorin?
2. What is the achievement motivation level of undergraduates in University of Ilorin?

Research Hypothesis

The study hypothesized that significant relationship will not exist between parental involvement and achievement motivation of undergraduates of University of Ilorin.

Methodology

The research design adopted for the study is the descriptive survey of the correlation type. The descriptive survey method is considered appropriate for this study because, it is an effective method of gathering data from a large number or sources. The population for this study consists of all undergraduates in the University of Ilorin, estimated at 40,674 as at 2017, while the target population consists of respondents drawn from all the faculties in University of Ilorin. A sample of this study is 420 respondents were selected using the proportional sampling and simple random sampling techniques. Proportional sampling technique was used to select respondents based on the population of each faculty while simple random sampling technique was then used to randomly

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select the respondents based on the proportioned percentage in each faculty. The instrument used for data collection was a researcher-designed questionnaire titled “Parental Involvement and Achievement Motivation Questionnaire (PIAMQ). The instrument was patterned after the four point Likert-type Rating Scale format of: Strongly Agree (SA) =4 points Agree (A)=3 points Disagree (D)= 2 points Strongly Disagree (SD) =1 point. Since there are 20 items altogether in the instrument in each section, the lowest total score obtainable is 20 (i.e. 20×1) and the highest total score obtainable is 80 (i.e. 20×4). Therefore, the range is 60 ($80 - 20$). The midpoint of range is 30 ($60/2$). The cut-off point is therefore $80 - 30$ (i.e. maximum score minus the midpoint of the range) or $20 + 30$ (i.e. the minimum score plus (+) the midpoint of the range) in which either case is 50. Thus, respondents who obtained scores of 50-80 were considered as having higher levels of parental involvement or achievement motivation while those who obtained scores of 50 and below were considered as having low level of parental involvement or achievement motivation.

The questionnaire was validated by Lecturers in the Department of Counsellor Education and its reliability was ascertained using the test re-test method. The result showed that the instrument was reliable for the research as the co-efficient obtained were 0.85 and 0.90 for the Parental Involvement Scale and Achievement Motivation Scale respectively. Hence, the instruments are adjudged reliable for the study. The data collected was analyzed using percentages; means and rank order for the research questions of the respondents respectively while PPMC was used to test the formulated null hypotheses.

Results

Research question 1: What kind of parental involvement is experienced by undergraduates in University of Ilorin?

Table 1: Percentage Distribution of Parental Involvement experienced by Undergraduates in University of Ilorin

Parental Involvement	Frequency	Percent
Positive	374	90.3
Negative	40	9.7
Total	414	100

Table 1 above shows the percentage distribution of parental involvement experienced by undergraduates in University of Ilorin. The table shows that 90.3% (374) of the respondents had positive experience of parental involvement while 9.7% (40) had negative experience of parental involvement. Therefore, it can be concluded that most of the respondents who participated in the study had positive experience of parental involvement.

Research question 2: What is the achievement motivation level of undergraduates in University of Ilorin?

Table 2: Percentage distribution of Achievement Motivation level of undergraduates in University of Ilorin

Achievement Motivation	Frequency	Percent
High	411	99.3
Low	3	0.7
Total	414	100

Table 2 above shows the percentage distribution of the level of achievement motivation of undergraduates in University of Ilorin. The table shows that 99.3% of the respondents had high achievement motivation level while 0.7% (3) had low achievement motivation level. It can therefore be concluded that most of the respondents that participated in the study had high achievement motivation level.

Hypothesis 1: *Significant relationship will not exist between parental involvement and achievement motivation of undergraduates in University of Ilorin.*

Table 3: Pearson's Product Moment Correlation Showing the Relationship between the Parental Involvement and Achievement Motivation of Undergraduates

Variable	No	Cal. r value	Crit. r value	p value
Parental involvement	414	.207**	.195	.000
Achievement motivation	414			

** - correlation is significant at the 0.05 level (2-tailed)

From the table above, the calculated r value of .207 and the p value .000 < 0.05 level of significance) therefore, the hypothesis is rejected. This means that there is a positive significant relationship between the parental involvement and achievement motivation level of undergraduates in University of Ilorin.

Discussions of Findings

The study also revealed that undergraduates' experience of parental involvement was positive because their parents encourage them to have higher educational aspirations, provide everything they need to be comfortable in school, are usually happy when they do well in school, among others. Children who are economically advantaged receive enough stimulation at home thereby enhancing their academic achievement (Dearing, 2004; McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004).

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It was also discovered that students have high achievement motivation because they score high when measuring achievement motivation. For instance, they have strong desires to be successful in the things they set out to do, despite the uncertainty of the future, they feel it pays to make plans, when working on a task, they think of how it will feel when and if it is successfully completed, when engaged in academic activities, they strive for excellence, they like to know how they are performing when working on a task, and so on. Achievement motivation is a key to understanding academic achievement as higher students' aspirations lead to better performance in their academics. It is obvious that students who are not motivated to succeed will not work hard. In fact, several researchers have suggested that only motivation directly affect academic achievement; all other factors affect achievement only through their effect on motivation (Tucker, Zayco, & Herman, 2002).

Hypothesis one was rejected, therefore there is a significant relationship between the parental involvement and achievement motivation level of undergraduates. The finding is in line with Cotton and Wikelund's (2001) submission that improved children's attitudes toward the school and improved self-concept characteristically results when parents become involved in their children's learning and activities. Most parents become gratified with the results of their involvement in their children's activities because they start out doubting their involvement will be effective. All parent involvement works and works well. Paulson (2006) also indicated that parental involvement has a positive effect in adolescent achievement, the researcher believes this is so because parents can encourage their children to have high achievement motivation and they can only do this when they have created a relationship with their children overtime.

Implications for Counselling

The findings of this study have relevant implications for counselling. Counsellors are saddled with the task of helping students bridge the communication gap between them and their parents. This can be achieved by organizing programmes that will involve both parents and students during matriculation or convocation ceremonies because this is the only time a large number of parents are in school with their children. Counsellors should ensure that they give the parents the right orientation and let them understand how important it is for them to be involved in the activities of their children. Students should also be encouraged to talk to their parents from time to time and keep them updated on happening in school. Counsellors also have the duty of suggesting academic policies and reforms that can help students get the exposure they need in order to have higher achievement motivation. Students facing difficulties with new levels, tasks or projects should be helped to overcome them and to prepare for more challenging ones.

Conclusion

As a result of the evidences from the data analysis, interpretation of results and discussion of the findings of this study, it can be concluded that the parental involvement experienced by undergraduates of University of Ilorin is positive in the sense that their

parents are usually happy when they do well in school, their parents encourage them to have higher educational aspirations, their parents provide everything they need to be comfortable in school, among others.

The achievement motivation level of undergraduates of University of Ilorin is high and it is evident in the fact that undergraduates have a strong desire to be successful in the things they set out to do, despite the uncertainty of the future, they feel it pays to make plans, when working on a task, they think of how it will feel when and if it is successfully completed, among other aspirations. Also, it was found out that there was a significant relationship between the parental involvement and achievement motivation level of undergraduates in University of Ilorin.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. From the result obtained, it was discovered that parents do not keep in close touch with their children's level advisers. Therefore, parents should endeavour to keep in close touch with the level advisers of their children to know how their children are performing academically and to provide remediation when necessary.
2. Parents should encourage their children to have higher achievement motivation and to be ready for challenges at any time.
3. School counselors should organize a programme that will bring both the school teachers and parents together in order to create an atmosphere for them to know how they can help their children to overcome certain academic problems..

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