

Parental Involvement, Motivational Styles and Attitudes as Predictors of Academic Achievement among Secondary School Students in Delta Central Senatorial District

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ABSTRACT

This study focused on parental involvement, motivational styles, and attitudes as predictors of academic achievement among secondary school students in the Delta Central Senatorial District. Research questions and four hypotheses were formulated and tested in the study. This study used a correlational survey research design. The population of this study consists of 106719 senior secondary students in the Delta central senatorial district, Delta State. The sample for this study consists of 384 students drawn from the entire population. A stratified sampling technique and a simple random sampling technique were used in the selection of the sample. The instruments that were used for data collection were the Parental Involvement, Motivational Styles, and Attitude Scale (PIMSAS) and the academic achievement proforma. The reliability coefficients for the Parental Involvement Scale (PI), Parent Motivational Style Scale (PMSS), and Parental Attitude Scale (PAS) were 0.85, 0.79, and 0.82, respectively. A Pearson correlation moment and regression were used to analyse the data collected for the study. The result of the analysis indicates that there was a significant relationship among parental involvement, motivational styles, attitudes, and academic achievement of students in the Delta central senatorial district. The result of the analysis indicates that there was a significant relationship between parental involvement, motivational styles, attitudes, and academic achievement of students in the Delta central senatorial district; there was a significant relationship between parental involvement and academic achievement of students in the Delta central senatorial district; there was a significant relationship between parental motivational styles and academic achievement of students in the Delta central senatorial district; and there was a significant relationship between parental attitudes and academic achievement of students in the Delta central senatorial district. Based on the findings, it was suggested, among other things, that parents get more involved in their

children's education and use the right motivation styles and positive attitudes to help their children get better grades in school.

I. INTRODUCTION

Background of the Study

The foundation of advanced knowledge in tertiary education is well known. After six years of primary school, pupils in Nigeria attend secondary schools for the second phase of official, obligatory education. The establishment of secondary education in the country, as well as the transition from the 6-5-4 to the 6-3-3-4 educational system, demonstrates the importance of secondary school education in Nigeria's continuous education. In Nigeria, children are expected to spend six years in primary school, three years in junior secondary school, three years at senior secondary school, and four years in a postsecondary institution, according to the 6-3-3-4 educational system. Six years in primary school and three years in junior secondary school make up the 9-3-4 system's nine years. Students must attend secondary school for a minimum of six years. Students are supposed to attend junior secondary school for three years and senior secondary school for three years throughout this time. Secondary education, which is an important part of everyone's life, can help both boys and girls become more powerful, improve people's economic standing, and cut down on child mortality rates. Secondary education plays a key but complicated role in preparing the students for the labour market, especially for those who leave secondary school to look for means of livelihood. Academic achievement is the primary factor for graduating students entering the labour market. In today's highly competitive world, it has become a harbinger of a student's future (Iviemu, 2021). Academic achievement can be described as the showing of learned knowledge or abilities in a certain subject in the context of classroom teaching and learning. Academic achievement refers to a person's ability to attain certain goals that are the target of activities in educational settings such as

schools, colleges, and universities. Most school systems specify cognitive goals that are either general, like critical thinking, or particular, like knowledge and understanding in a certain intellectual domain such as numeracy, literacy, science, or history. As a result, academic achievement should be seen as a complex concept that includes many different types of learning (Steinmayr, Meißner, Weidinger, & Wirthwein, 2014).

Recognizing the importance of improved academic achievement in students' lives and society, the government has implemented a number of measures aimed at improving secondary school teaching and learning in order to improve academic achievement. Even though the Delta State government has taken many steps to improve teaching and learning, secondary school students always do poorly on both internal and external examinations. The problem of low academic achievement is evidenced by the large number of secondary school students who fail to obtain at least a credit pass in core subjects like English Language and Mathematics in WAEC year in and year out. For example, in the S.S.C.E of May/June 2019, out of the 1,590,173 candidates that sat the examination, 1,020,519 candidates representing 64% obtained credits and above in English Language and Mathematics, while 569,654 representing 36% of the candidates failed. In the examinations taken in June 2020 by 1,538,445 candidates, 1,003,668 candidates representing 65% obtained credits and above in English Language and Mathematics, while 534,777 candidates representing 35% failed. In the May/June 2021 Waec taken by 1,560,261 candidates, 1,398,370 candidates representing 89.6% obtained credits and above in English Language and Mathematics, while 161,891 candidates representing 10.4% failed. Despite the fact that the situation appears to be improving, there is still room for improvement in terms of eradicating poor academic achievement completely from the educational sector. This belief has fueled a flurry of research initiatives aimed at determining what factors are to blame for the low academic achievement that is still plaguing our educational system and what steps can be taken to improve the situation. According to Adesehinwa and Aremu (2012), various variables interact to determine students' academic achievement. Socioeconomic status, the educational environment, and ineffective teaching methods are just a few of the issues. However, the researcher assumed that factors such as parental involvement, motivational styles, and attitude are predictors of the academic achievement of secondary school

students. Thus, the variables of focus in this study were parental involvement, motivational styles, and attitude.

Parental involvement, which is the first of the study's variables of interest, refers to parents' moral support for their children. Parental involvement allows parents to guarantee that their children participate actively in school and learning activities, enhancing academic attainment (Katz, Madjar, and Harari, 2014). Parental involvement, according to Hornby and Lafaele (2011), includes a variety of activities such as listening to children while reading; allocating special time for the child to discuss outside school matters; their homework; asking questions about the child's school activities; conversations with the child's teachers about school work; and the frequency with which parents express their intent to learn information about the child. Parental involvement in children's lives can have a variety of benefits, including lowering unjustifiable absenteeism, improving children's attitudes, conduct, and mental health, and raising parental confidence (Hornby & Lafaele, 2011). Support from parents, as well as how pupils perceive it, fosters emotional and motivational beliefs that aid academic accomplishment. According to Ahmed, Minnaert, and Werf (2010), parents can assist their children in resolving school problems by being involved in their learning. Topor, Keane, Shelton, and Calkins (2010) say that parental involvement can predict how much students participate in the teaching and learning process and how well they do in school. However, there is little empirical research on the link between parental involvement and academic achievement among students in secondary schools, particularly in the Delta Central Senatorial District. As a result, this research is required.

Another variable that may determine secondary school students' academic performance is parental motivational styles. The term "parental motivational styles" in this study refers to the distinctive approaches that parents use to increase children's desire to complete an academic task. Motivational styles, according to Galloway, Leo, Rogers, and Armstrong (1996), are "the ways in which pupils respond in the face of a perceived threat of failure in an educational activity." Parents use different motivational styles to assist students in making better choices and keep themselves motivated towards their own academic activities. Parental motivational styles could help children figure out what they can do to improve their learning and performance. Niu (2016) identified two main categories of parental motivational styles to be task-intrinsic and task-extrinsic. A task-

intrinsic motivational style is one in which parents provide pleasure to their children while they complete an assigned task. In the task-intrinsic motivational style, parents create a fun-related environment to pique the child's interest in completing a given task. It is a parental motivational style in which parents encourage their children's enjoyment, participation, and determination in learning. Haider, Quereshi, Pirezada, and Shahzadi (2015) revealed that parental motivational styles play an important role in the success of a student's academics. According to Deci and Ryan, (2019) reiterated that the application of task-intrinsic motivational styles play significant role in improving children's intrinsic motivation for learning and better academic achievement.

Task-extrinsic motivational style, which is the second category of motivational style in this study, is when parents give their children extra rewards or punishments based on how they carry out given tasks. Covington (2010) asserted that parents use task-extrinsic motivational styles to encourage children to engage in a task so as to get an external reward. Walker, Green, and Mansell, (2006) asserted that parents could use an extrinsic motivational style to help learners complete tasks through the provision of rewards. According to Dev (1997), extrinsically motivated learners engage in learning purely for the sake of attaining reward or avoiding punishment. However, there is still debate regarding the effect of task intrinsic and intrinsic motivational styles. While most studies show that both task intrinsic and task intrinsic motivational styles are positively associated with students' learning and academic achievement (Gottfried, Fleming, & Gottfried, 2014; Gottfried et al., 2019), others reveal that there is no link between motivational styles used by parents and student achievement in school (McGinnis, Friman, & Carlyon, 2019; Selart, Nordstrom, Kuvaas, & Takemura, 2018). Oluoch, Aloka, and Odongo (2018) found that there is a significant correlation between the use of extrinsic motivational styles and academic achievement. In their study, Lee, Hayes, Sietz, Distefano, and O'Connor (2015) showed that there was no significant relationship between (extrinsic) motivational styles and science achievement. This indicates that studies on the influence of parental motivational styles on students' academic achievement are inconclusive, hence the need for this study.

Parental attitude could also be a factor that affects students' academic achievement. Parental attitude in relative to their children education has a substantially impact on children's learning and educational achievements. Parental

attitude refers to a collection of parental perspectives and contributions that may be seen in parental speech and behaviour and can have a beneficial impact on their children's academic progress. Children who consider their parents to be caring, accepting, encouraging, and less controlling behaviorally and psychologically are more likely to be confident and achieve better in school (Ahmed, Arshad, Qamar, & Arif, 2019). Parental attitudes, according to Dyavanoor and Jyoti (2017), are more essential than many social and environmental elements in influencing a child's social, emotional, and cognitive development. Şanlı and Öztürk, (2015) explained that a healthy, dependable, respectful, and responsible parental attitude toward the individual gives the adolescent a strong sense of self-identity and a drive for academic accomplishment. The impact of parents' educational attitudes and behaviours on their children's educational attainment has also been well documented, particularly in the developmental psychology literature. This evidence indicates that various elements of parents' educational attitudes and behaviors, such as providing a cognitively stimulating home environment, parental attitude toward education in children's activities, and parental beliefs and aspirations, have been identified as having a significant effect on children's levels of educational achievement. Oundo, Poipoi, and Were (2014) concluded that parental attitude towards educational involvement affects students' performance. DeWitt, Osborne, Archer, Dillon, Willis and Wong (2013) revealed that students who were reported to have parents with more positive attitudes towards science tended to have higher educational and occupational science aspirations. Sun, L., Bradley, and Akers, (2012) focused on the relationship between parental attitudes towards science and their children's science achievement and found that more positive parental attitudes towards science can affect their children's science achievement by influencing the children's attitudes towards science and parental involvement in science-related activities.

Statement of the Problem

In the last few years, it looks like the teaching and learning in secondary schools has been plagued by a lot of problems that are preventing them from meeting their goals and objectives. Low academic achievement is one of these issues. Despite the fact that the situation appears to have improved, there is still room for improvement in terms of ensuring that no child experiences poor academic achievement in the

system. As shown by the senior school certificate examination (SSCE) report, there is still a fluctuation in students' academic achievement in most core subjects, like mathematics. At least 70% of students who took SSCE Mathematics in 2019, 79% in 2020, and 69% in 2021 received at least a credit pass, while the rest failed. These results indicate that there is still room for improvement as the academic achievement of many students in mathematics still falls below expectations. There are always differences in the academic achievement of students in the same class, even when taught by the same teacher. The researcher believed that the variation in academic achievement may have been as a result of certain factors such as parental involvement, motivational styles, and attitude. Thus, there may be gaps or disparities in the academic achievement of students based on the influences of these three variables: parental involvement, motivational styles, and attitude. Studies on parental involvement, motivational styles, and attitude have consistently shown that parental involvement, motivational styles, and attitude influence students' academic achievement. However, whether parental involvement, motivational styles, and attitudes could predict the academic achievement of secondary school students in the Delta central senatorial district is yet to be empirically established. This study bridged the research gap by examining parental involvement, motivational styles, and attitudes as predictors of academic achievement among secondary school students in the Delta central senatorial district.

Research Questions

The following research questions have been raised for the study.

1. What is the relationship between parental involvement, motivational styles, attitudes and academic achievement of students in Delta central senatorial district?
2. What is the relationship between parental involvement and academic achievement of students of students in Delta central senatorial district?
3. What is the relationship between motivational styles, and academic achievement of students of students in Delta central senatorial district?
4. What is the relationship between parental attitudes and academic achievement of students in of students in Delta central senatorial district?

Purpose of the Study

The purpose of this study was to examine parental involvement, motivational styles, attitudes and academic achievement of students in Delta central senatorial district. Specifically, the study:

1. assess the relationship among parental involvement, motivational styles, attitudes and academic achievement of students in Delta central senatorial district.
2. investigate relationship between parental involvement and academic achievement of students of students in Delta central senatorial district
3. ascertain relationship between motivational styles, and academic achievement of students of students in Delta central senatorial district
4. determine the relationship between parental attitudes and academic achievement of students in of students in Delta central senatorial district.

II. METHOD

Design of the Study

This research used a correlational survey research design. A correlation survey research method is ideal, according to Sousa, Driessnack, and Mendes (2007), when a researcher is interested in exploring the degree of correlations among variables.

Population of the Study

The population of this study consists of 106719 senior secondary students in all the 477 public secondary schools in Delta State during the 2021/2022 academic session. The population was obtained from the examination unit, Ministry of Basic and Secondary Education, Asaba.

Sample and Sampling Techniques

The sample size for this study consists of 384 students drawn from the entire population size in accordance with Krejcie and Morgan (1976). In Krejcie and Morgan's statistical table, the sample size of a population of about 100,000 and above is 384. This is adequate for a 95% confidence level. In order to get a small enough sample from the population, the statistical table of Krejcie and Morgan was used. A stratified sampling technique and a simple random sampling technique were used to select the samples for the study. First, 10% of the entire secondary schools were selected using stratified random sampling. According to Gorard (2011), a sampling fraction of between 10% and 20% of the total population in descriptive and correlational research is acceptable. The stratification was based on senatorial districts (Delta North, Delta Central, and Delta South). Hence, 17 secondary schools from Delta North, 19

from Delta Central, and 12 secondary schools from Delta South make a total of 48 secondary schools from the entire public secondary schools across the local government areas in Delta State. Secondly, eight students were chosen from each secondary school that was sampled. This was done by using a simple random sampling method.

Research Instruments

The instruments that were used for data collection were the questionnaire and the academic achievement proforma. The questionnaire, which is titled "Parental Involvement, Motivational Styles, and Attitude Scale" (PIMSAS), was designed by the researcher. The questionnaire was divided into three sections: A, B, and C. Section A consists of 15 items that measure parental involvement. Section B consists of 15 items that measure parental motivational styles, and Section C consists of 20 parental attitude items, making a total of 50 items in the entire instrument. The respondents were asked to indicate their opinion on a four-point scale with close-ended items such as "Strongly Agreed," "Agreed," "Disagree" and "Strongly Disagree" (SD). The academic achievement proforma was used to collect students' examination scores in two core subjects.

Validity of Research Instruments

The validity of the instrument was established by an expert in measurement and evaluation. The experts assessed the instruments for appropriateness and suitability for the study. The content and construct validation of the instrument were done using factor analysis. The instrument was given to 50 senior secondary students in Delta State's Delta North senatorial district, and the results were analysed using factor analysis. The factors were extracted using Principal Component Analysis. The factor was rotated to determine the loading of each item in the various components. This was done using an orthogonal solution with the Varimax method. The content validity of each of the scales was established by the total cumulative variance of all the items. A total cumulative variance of 85.59% was obtained for the entire instrument.

Also, the Parental Involvement Scale (PIS) has a total cumulative variance of all the items of 77.78%. This means that all the items in the Parental Involvement Scale (PIS) covered up 77.78% of the domain of the Parental Involvement Scale (PIS) variable, with a total unexplained variance of 22.22%. The Parental Motivational Style Scale (PMSS) has a total cumulative variance of all the items of 75.29%. This indicates that all the items in PMSS covered up 75.29% of the domain of the PMSS variable, with a total

unexplained variance of 24.71%. The Parental Attitude Scale (PAS) has a total cumulative variance of all the items of 74.13%. This indicated that all the items in PAS covered up 74.13% of the domain of the PAS variable, with a total unexplained variance of 25.87%.

On the other hand, the construct validity was estimated with the rotated factor loadings matrix. An item with a rotated factor loading matrix of .40 or higher was deemed constructed valid. Items on the Parental Involvement Scale (PIS) have a rotated factor loading matrix which ranges between 0.50 and 0.90. Because the rotated factor loading matrixes ranged between .50 and .90, the instrument was considered construct valid. Items on the Parental Motivational Style Scale (PMSS) have a rotated factor loading matrix which ranged between 0.57 and 1.95. The instrument was considered construct valid because the rotated factor loading matrixes ranged between 0.57 and 1.95. Items on the Parental Attitude Scale (PAS) rotated factor loadings matrix, which ranged between 0.46 and 0.94, the PAS was considered construct valid.

Reliability of the Research Instrument

A reliability test of the instrument was carried out on 50 senior students in five secondary schools in Delta North. The result of the test was used to compute the reliability of the instrument. The Cronbach Alpha was applied for the computation of the reliability coefficient of the three subscales of the instrument, and a general reliability coefficient of 0.94 was obtained for the entire scales. The reliability coefficients for the Parental Involvement Scale (PI), Parent Motivational Style Scale (PMSS), and Parental Attitude Scale (PAS) were 0.85, 0.79, and 0.82, respectively. Reliability testing was carried out to establish the internal consistency of the instrument.

Methods of Data Collection

The questionnaire was administered to the selected senior secondary school students. Before the students were given the instrument, they were given a thorough description of it. A copy of the questionnaire was given to 384 students to complete. All copies of the questionnaire were retrieved the same day after completion. This ensured 100% recovery of the instrument.

Methods of Data Analysis

All the research questions were answered using Pearson product moment correlation coefficient and coefficient of determination while hypotheses were tested using linear and multiple linear regression. All hypotheses were tested at 0.05 level of significance.

III. RESULTS AND DISCUSSION

Research Question One

What is the relationship between parental involvement, parental motivational styles and academic achievement among in secondary school students in Delta Central Senatorial district?

Table 1: Descriptive Statistics and Multiple Correlation Analysis (R) of the Relationship between Parental Involvement, Motivational Styles, Attitude and Academic Achievement

Variables	N	Mean	Std. Deviation	R	R ²	R ² %	Remark
Parental involvement	384	3.2018	.45877	.865 ^a	.748	74.8	Positive relationship
Motivational styles	384	2.3133	.68315				
Parental Attitude	384	2.3382	.40260				
Academic Achievement	384	32.4089	5.10895				

Table 1 showed the output of descriptive statistics and correlation analysis of the relationship between parental involvement, parental motivational styles, attitude and academic achievement among in secondary school students in Delta Central Senatorial district. It revealed that the mean parental involvement, parental motivational styles, attitude and academic achievement is 3.2018, 2.3133, 2.3382 and 32.4089 with a standard deviation of .45877, .68315, .40260 and 5.10895 respectively for parental involvement, parental motivational styles, attitude and academic performance. Table 1 also showed the R-value of .865 was the multiple correlation that exists between parental involvement, parental motivational styles, attitude and academic achievement among secondary school students in

Delta Central Senatorial District. The coefficient of determination (R²) was .748 and the amount of contribution of parental involvement, parental motivational styles, and attitude to the variation in students' academic achievement was 74.8%. The result showed that a positive relationship between parental involvement, parental motivational styles, attitude and academic achievement among secondary school students in Delta Central Senatorial District.

Research Question Two

What is the relationship between parental involvement and academic achievement among in secondary school students in Delta Central Senatorial district?

Table 2: Descriptive Statistics and Pearson Correlation Analysis (R) of the Relationship between Parental Involvement, Motivational Styles, Attitude and Academic Achievement

Variables	N	Mean	Std. Deviation	r	r ²	r ² %	Remark
Parental involvement	384	3.2018	.45877	.864 ^a	.747	74.7	Positive relationship
Academic Achievement	384	32.4089	5.10895				

Table 2 showed the output of descriptive statistics and correlation analysis of the relationship between parental involvement and academic achievement among in secondary school students in Delta Central Senatorial district. It revealed that the mean parental involvement and academic achievement is 3.2018 and 32.4089 with a standard deviation of .45877 and 5.10895 respectively. Table 2 also showed the r-value of .864 as the value of relationship that exists between parental involvement, and academic achievement among secondary school students in Delta Central

Senatorial District. The coefficient of determination (r²) was .747 and the amount of contribution of parental involvement to the variation in students' academic achievement was 74.7%. The result showed that a positive relationship between parental involvement and academic achievement among secondary school students in Delta Central Senatorial District.

Research Question Three

What is the relationship between parental motivational styles and academic achievement

among in secondary school students in Delta Central Senatorial district?

Table 3: Pearson Correlation (r) and Coefficient of Determination (r²) of the Relationship between parental motivational styles and academic achievement among in secondary school students in Delta Central Senatorial district

Variables	N	Mean	Std. Deviation	r	r ²	r ² %	Remark
Parental Motivational styles	384	2.3133	.68315	.638 ^a	.406	40.6	Positive relationship
Academic Achievement	384	32.4089	5.10895				

Table 3 showed the output of descriptive statistics and correlation analysis of the relationship between parental motivational style and academic achievement among in secondary school students in Delta Central Senatorial district. It revealed that the mean parental involvement and academic achievement is 2.3133 and 32.4089 with a standard deviation of .68315 and 5.10895 respectively. Table 3 also showed the r-value of .638 as the value of relationship that exists between Parent Motivational styles and academic achievement among secondary school students in Delta Central Senatorial District. The coefficient of

determination (r²) was .747 and the amount of contribution of Parent Motivational styles to the variation in students' academic achievement was 40.6%. The result showed that a positive relationship between Parent Motivational styles and academic achievement among secondary school students in Delta Central Senatorial District.

Research Question Four

What is the relationship between parental attitudes and academic achievement among in secondary school students in Delta Central Senatorial district?

Table 4: Pearson Correlation (r) and Coefficient of Determination (r²) of the Relationship between parental Attitude and academic achievement among in secondary school students in Delta Central Senatorial district

Variables	N	Mean	Std. Deviation	r	r ²	r ² %	Remark
Parental Attitude	384	2.3382	.40260	.540	.292	29.2	Positive relationship
Academic Achievement	384	32.4089	5.10895				

Table 4 showed the output of descriptive statistics and correlation analysis of the relationship between parental attitude and academic achievement among in secondary school students in Delta Central Senatorial district. It revealed that the mean parental attitude and academic achievement is 2.3382 and 32.4089 with a standard deviation of .40260 and 5.10895 respectively. Table 3 also showed the r-value of .540 as the value of relationship that exists between parental attitude and academic achievement among secondary school students in Delta Central Senatorial District. The coefficient of

determination (r²) was .292 and the amount of contribution of parental attitude to the variation in students' academic achievement was 29.2%. The result showed that a positive relationship between parental attitude and academic achievement among secondary school students in Delta Central Senatorial District.

Hypothesis One

There is no significant relationship among parental involvement, motivational styles, attitudes and academic achievement of students in Delta central senatorial district.

Table 5: Multiple Regression Analysis of Parental Involvement, Motivational Styles, Attitudes and Academic Achievement of Students in Delta Central Senatorial District

Model		Sum of Squares	df	Mean Square	F	Sig.	Remark
1	Regression	7475.816	3	2491.939	375.620	.000 ^b	Null hypothesis rejected
	Residual	2520.994	380	6.634			
	Total	9996.810	383				

a. Dependent Variable: academic achievement

b. Predictors: (Constant), parental attitude, parental involvement, motivational styles

Table 5 showed the multiple regression output of the relationship between parental involvement, motivational styles, attitudes and academic achievement of students in delta central senatorial district. The computed F-value of 375.620 and a p-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Hence, the null hypothesis was rejected. This implies that there was significant relationship between parental

involvement, motivational styles, attitudes and academic achievement of students in delta central senatorial district.

Hypothesis Two

There is no significant relationship between parental involvement and academic achievement of students of students in Delta central senatorial district

Table 6: Linear Regression Analysis of Parental Involvement and Academic Achievement of Students of Students in Delta Central Senatorial District

Model		Sum of Squares	Df	Mean Square	F	Sig.	Remark
1	Regression	7466.773	1	7466.773	1127.378	.000 ^b	Null hypothesis rejected
	Residual	2530.037	382	6.623			
	Total	9996.810	383				

Alpha level = 0.05

a. Dependent Variable: academic achievement

b. Predictors: (Constant), parental involvement

Table 6 reveals a linear regression output of the relationship between parental involvement and academic achievement of students of students in Delta central senatorial district. The computed F-value of 1127.378 and a p-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Thus, the null hypothesis was rejected. This indicated that there was significant relationship

between parental involvement and academic achievement of students of students in Delta central senatorial district.

Hypothesis Three

There is no significant relationship between parental motivational styles and academic achievement of students of students in Delta central senatorial district

Table 7: Linear Regression Analysis of Parental Motivational Styles and Academic Achievement of Students of Students in Delta Central Senatorial District

Model		Sum of Squares	Df	Mean Square	F	Sig.	Remark
1	Regression	4063.226	1	4063.226	261.588	.000 ^b	Null hypothesis rejected
	Residual	5933.584	382	15.533			
	Total	9996.810	383				

Alpha level = 0.05

- a. Dependent Variable: academic achievement
- b. Predictors: (Constant), parental motivational styles

Table 6 reveals a linear regression output of the relationship between parental motivational style and academic achievement of students of students in Delta central senatorial district. The computed F-value of 261.588 and a p-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Thus, the null hypothesis was rejected. This indicated that there was significant

relationship between parental motivational style and academic achievement of students of students in Delta central senatorial district.

Hypothesis Four

There is no significant relationship between attitude and academic achievement of students of students in Delta central senatorial district

Table 8: Linear Regression Analysis of Parental Attitude and Academic Achievement of Students of Students in Delta Central Senatorial District

Model		Sum of Squares	Df	Mean Square	F	Sig.	Remark
1	Regression	2916.459	1	2916.459	157.349	.000 ^b	Null hypothesis rejected
	Residual	7080.351	382	18.535			
	Total	9996.810	383				

Alpha level = 0.05

- a. Dependent Variable: academic achievement
- b. Predictors: (Constant), parental attitude

Table 8 reveals a linear regression output of the relationship between parental attitude and academic achievement of students of students in Delta central senatorial district. The computed F-value of 157.349 and a p-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Thus, the null hypothesis was rejected. This indicated that there was significant relationship between parental attitude and academic achievement of students of students in Delta central senatorial district.

there is a significant correlation between parental provision of task-extrinsic rewards, parent involvement in students' learning, and academic performance as well as students' choice of study field in college.

Hypothesis two investigated the relationship between parental involvement and academic achievement of students in Delta central senatorial district. The finding indicates that there was a significant relationship between parental involvement and the academic achievement of students in the Delta central senatorial district. This finding could be explained by the fact that secondary school students whose parents are involved in their education are more likely to improve their reading and homework completion rates. Another explanation for this finding could be that parents who are actively involved in their children's academic activities have students who are more likely to succeed academically as a result of that extra help at home. This finding supports Antoine's (2015) claim that parental involvement has a strong, positive impact on student academic achievement. This finding is consistent with that of Tyler (2017), who discovered parental involvement in the academic lives of their students. Topor, Keane, Shelton and Calkins (2010) found that there is a statistical significance association between

IV. DISCUSSION OF RESULTS

Hypothesis one assessed the relationship between parental involvement, motivational styles, attitudes, and academic achievement of students in the Delta central senatorial district. The finding indicates that there was a significant relationship among parental involvement, motivational styles, attitudes, and academic achievement of students in the Delta central senatorial district. The possible explanation for this finding could be that students believe that involvement of their parents in their academic activities, combined with the right motivational styles, coupled with the right parental attitude, leads to academic achievement. This finding aligns with Niu(2016) who reveals that

parental involvement and the wards academic performance. This finding also aligns with Malatit, Ngeno & Simiyu (2017) who stated when parents are involved in their children's academic lives, children tend to perform better academically than when their parents are not involved.

Hypothesis three ascertained the relationship between motivational styles and academic achievement of students in the Delta Central Senatorial District. According to the findings, there was a significant relationship between students' motivational styles and academic achievement in the Delta central senatorial district. The possible explanation for this finding could be that respondents in the students area believed that the used of intrinsic and extrinsic motivational styles by their parent play a positive role in their academic pursuit in secondary school. This finding aligns with Haider, Quereshi, Pirzada and Shahzadi (2015) who reveals that motivation play an important role in the success of a student academics. The finding also agreed with Oluoch, Aloka, and Odongo (2018) who found that there is a significant correlation between the used of extrinsic motivational styles and academic achievement. The finding however disagree with Lee, Hayes, Sietz, Distefano and O'connor (2015) who reported that there was no significant relationship between (extrinsic) motivational styles and science achievement.

Hypothesis four determines the relationship between parental attitudes and academic achievement of students in the Delta central senatorial district. The finding indicates that there was a significant relationship between parental attitudes and the academic achievement of students in the Delta central senatorial district. The plausible explanation for this finding could be that students in the study area believed that the democratic, autonomous, authoritative, and permissive attitudes of their parents had a great influence on their personal and academic drive. Another explanation to this finding could be that the higher level of parental attitude towards education the better the academic achievement of students in the study area. The plausible explanation for this finding could be that a healthy, dependable, respectful, and responsible parental attitude helped them develop a great deal of personal and academic drive. This finding agrees with Ahmed, Arshad, Qamar, and Arif, (2019) who found that a positive and significant correlation between parental attitude towards education and students' academic achievement. The study also aligns with Halder and Rana (2015) who also reveals that positive and significant correlation

between parental attitude towards education and academic achievement of the student.

V. CONCLUSION

In line with the findings of this study, it could be concluded that parental involvement, motivational styles, and parental attitude predict the academic achievement of secondary students. Parental involvement and academic achievement of students in the Delta central senatorial district It can also be concluded that a positive relationship exists between parental involvement and the study. This could mean that the greater the level of parental involvement, the better the academic achievement of students. It can also be concluded that the right application of motivational styles by parents plays a positive role in academic pursuit in secondary school students. Also, it can be concluded that parental attitudes can predict the academic achievement of students in school, and that the more positive their parents' attitudes towards the academic pursuit of children, the better their academic achievement in school.

Contributions to Knowledge

This study has contributed to knowledge in the following ways:

1. The study has established that parental involvement positively contributes to the academic achievement of secondary school students.
2. The study has affirmed that parental motivational styles contribute to the academic achievement of secondary school students.
3. The study has proven that parental attitude predicts the academic achievement of secondary school students.
4. This study has also affirmed that parental involvement, parental motivational styles, and parental attitude all play a role in the academic achievement of secondary school students.

VI. RECOMMENDATIONS

In view of the findings, the researcher hereby makes the following recommendations:

1. Parents should increase their level of involvement in their children's education by employing the right motivation styles and positive attitudes while providing learning support and guidance for their low-achieving students to improve their academic achievement.
2. Since it has been established that parental involvement has a positive impact on the academic achievement of secondary school

students, parents should encourage and provide appropriate learning support for their low-achieving students to improve their academic achievement.

3. Because parental attitude predicts students' academic achievement, school officials, in collaboration with the Parents Teachers Association, should organise an orientation programme in each school to educate parents about the role that attitude plays in students' education and the improvement of their academic achievement.
4. When it comes to motivating their children, parents must use the right motivational style that will inspire and help them achieve better results in their academic pursuits in school.

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