

## TEACHERS' MOTIVATION AND PARENTING STYLES AS PREDICTORS OF ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN KATSINA LOCAL GOVERNMENT AREA, KATSINA STATE

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### Abstract

This study investigated teachers' motivation and parenting style as predictors of academic performance among secondary school students in Katsina Local Government Area of Katsina State. Two objectives with corresponding research questions and hypotheses were formulated for the study. The populations of the study consists of all public senior secondary schools with total number of 10,988 students and 370 sampled students from four secondary schools were used as respondents. Data collected were analyzed using both Correlation and Linear Regression via SPSS statistics application at 0.05 level of significance. Teachers' Motivation Scale (TMS) and Parenting Styles Scale (PSS) were the instrument adopted by the researcher. Two experts validated the instruments. The instrument revealed reliability Cronbach's alpha coefficient of 0.732. The findings indicated that teacher's motivation and democratic parental style predict academic performance among secondary school students. The study also revealed that permissive and autocratic permissive style does not predict academic performance among secondary school students. It was recommended that accommodation needs to be provided to the teachers to enable them live near schools since many of them are likely to be far away from their schools and that Parents should adopt democratic parenting styles due to its positive relationship with academic performance.

**Keywords:** Academic Performance, Parenting Style, Motivation, Teachers' Motivation

### Introduction

Teachers are the most important instruments in education (Onucha, 2002). They are also the pivot on which the educational process hang (Ofojebe & Ezugboh, 2010). Teachers play a major role in the whims and caprices of the educational system. They can influence the teaching-learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. They are to be considered when addressing issues such as: quality assurance; quality delivery (teaching), quality context and quality learning outcomes (Onucha, 2002). However, they are the custodians of the educational and school systems. Since teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, values and what is worthwhile (education) in accordance with certain professional principles; there is need for the services of efficient teachers (whose knowledge is bonded with innovations) in order to achieve the educational objectives.

Motivation is defined as some kind of internal drive which pushes someone to do things in order to achieve a goal (Harmer, 2005). Motivation is all those inner striving conditions describes as wishes,

desires, urges to stimulate the internal of a person in an activity (Ndubuisi, 2009). Work motivation is a set of energetic forces that originates both within as well as beyond an individual being to initiate work-related behavior, and to determine its form, direction, intensity and duration (Ude, Udora & Okeke, 2013).

Teachers' motivation is a key to guaranteed quality education, as such influences quality assurance in the educational system. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved. That is why they should be motivated properly in order to enhance quality in the educational system (Ofojebe & Ezugboh 2010).

According to Okpako (2004), the parents should be blamed and be made to take responsibility for the misfortune that befalls the adolescents. The roles parenting styles play, and how they interact with other predictors as a whole system to influence the academic performances among adolescents is important in this study. It can be concluded that the way parents take care of their children impacts the children's personality development, social interactions and better relationship with significant others. Ajiboye (2015) describe parenting 'as a critical aspect of child upbringing in every family and society. Hence, family is the smallest unit that constitutes the society.

Academic performance also known as academic achievement or academic attainment is the outcome of education; it constitute the extent to which a student, teacher or institution has achieved their educational goals (Orji, 2014). He further stressed that academic performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts.

According to Aaronson and Williams (2007), academic performance can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behavior, confidence communication skills, punctuality, assertiveness, Arts Culture, and the like. In educational institutions, success is measured by academic performance, or how well a student meets standard set out by local government or the institution itself. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike.

### **Statement of Problem**

The problem of teacher motivation in Nigeria has been discussed in various forums such as seminars, trade unions and public commissions. The Federal Republic of Nigeria (2004) expressed the need for provision of a well-educated, keen, competent, respected and contended teaching force. The contribution of teachers is affected by their morale which is related to their salaries and promotion opportunities thus, Calagui (2014), succinctly submits that motivation is key in enhancing teachers' performance of duty and consequently the performance of students. But unfortunately, despite the obvious leading role teachers play in school towards attainment of educational goals, several authors including Ozochi (2009) and Onyia (2012) lamented that motivation of teachers had reached an intolerable low point.

In Katsina Local Government Area and Nigeria as a whole, there has been deteriorating standards of professional conduct, including serious misbehavior in and outside of the teaching profession such as; teachers' refusal to administer assignment/homework, refusal to mark assignment/homework done by students, lack of commitment and attrition, poor preparation of teaching and learning materials especially lesson notes, lateness to work, lack of continuous pupils assessment and general poor professional performance. In the same vein there has been a notable persistent and gradual

decline in performance of students in qualifying entrance examination which could be attributed to teacher motivational factors like low salaries, poor welfare, lack of promotions and poor working conditions. All educational stake holders agree that teachers' motivation depend on an array of factors such as levels of remuneration, location of the school, availability of appropriate housing opportunities for further training and conditions of service, work load, promotion and career path, student's behaviour, relationship with the community, school quality factors such as availability of teaching and learning resources (Adelabu, 2005).

### **Objectives of the Study**

The study intends to investigate teachers' motivation and parenting styles as predictors of academic achievement of Senior Secondary School Students in Katsina Local Government Area. However, the finding intends to achieve the following specific objectives:

1. To examine the relationship between teachers' motivation and academic performance among Senior Secondary School Students in Katsina LGA.
2. To investigate teachers' motivation, parenting styles and academic performance among Senior Secondary School Students in Katsina LGA.

### **Research Questions**

The following research questions guided the study:

1. Is there any significant relationship between teacher motivation and academic performance among Senior Secondary Schools in Katsina Local Government Area?
2. Is there any relationship between parenting styles and academic performance among Senior Secondary School Students in Katsina Local Government Area?

### **Hypotheses**

To provide focus and direction on the research, the following hypothesis was formulated by the researcher for the study.

HO1: There is no significant relationship between teachers' motivation and the academic performance among Senior Secondary School Students in Katsina Local Government Area.

HO2: There is no significant relationship between parenting styles and the academic performance among Senior Secondary School Students in Katsina Local Government Area.

### **Methodology**

The study employed a descriptive survey research design. According to Iketaku (2011), descriptive survey involves the study of a group of people or items by collecting and analyzing data from only few people or items considered to be a representative of the entire group. Durosaro (1985) describes the survey method of research as a method of collecting information from a representative group and, based on such information, conclusions are drawn about the behaviour of the entire population.

The population of this study consists of all Public/Government Senior Secondary Schools in Katsina Local Government Area. Katsina LGA has twelve (12) Public Senior Secondary Schools with total population of ten thousand, nine hundred and eighty-eight students (10,988). Five thousand, eight hundred and forty-two (5,842) are male students, while, five thousand, one hundred and forty-six (5,146) are female students respectively.

Research Advisors table (2006) was adopted in determining the sample size of 372 participants, while

simple random sampling was employed in selecting the participants from each school. The study was carried out in Katsina Local Government Area, Katsina State.

The instruments used for this study was developed by the researcher called Teachers' Motivation Scale (TMS) which was based on Fredrick Herzberg two factor motivation hygiene theory. For Parenting Styles: Robinson, Mandleco, Olsen, & Hart, (1995). Democratic, Autocratic and Permissive Parenting Practices was used to elicit responses from the respondents. The instrument has three sections A, B and C. Section 'A' focused on background data of the respondents, Section 'B' dealt with items that assisted the researcher to answer the two research questions and two corresponding hypotheses formulated to guide the study. The response format for the instruments are; Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The respondents rated the extent to which teachers' motivation and parenting styles predicts impact the academic performance of senior secondary school students in Katsina LGA. The instrument was validated by two experts from measurement and evaluation. The experts were given the purpose of the study, the research questions and research hypotheses that were formulated to guide the study. These helped the experts to determine the items that can elicit the information they intended to elicit. The researcher requested the experts to review the items of their clarity, appropriateness of language used and appropriateness of instructions to the respondents. The researcher also provided space in the instruction to enable the experts to comment on the overall adequacy of the instrument in line with constructive criticism and suggestions of the experts. Their comments were taken into consideration in drawing the final copy of the instrument.

To ascertain the internal consistency of the instrument, the researcher conducted a trial test using 20 respondents using Cronbach Alpha reliability estimate to analyze the data collected. The researcher found the coefficient of 0.73. which is found to be reliable for the study.

The instrument was administered directly to the respondents using five trained research assistants and researcher himself. These assistants are trained by the researcher in a one day consultative meeting during which the researcher acquainted them with purpose of the study and explained how the questionnaire were administered and collected. The researcher and the assistants examined the instrument thoroughly before it was administered to ensure there were no errors, no missing pages, that copies were eligible and that there were no missing lines.

## Results

**HO1:** There is no significant relationship between teachers' motivation and the academic performance of Senior Secondary School Students in Katsina Local Government Area.

**Table 1: Pearson Product Correlation between Teachers motivation and Student Academic Performance.**

Variables	N	r(Pearson)	P-value
Teachers Motivation	120	0.594	0.000
Student academic Performance	372		

( $P < 0.05$ )

The result in Table 1 revealed that r-value is 0.594 and P-value (0.000  $< 0.5$ ). Therefore, the null hypothesis is accepted. This reveals that there was moderate positive relationship between Teachers Motivation and student academic performance.

**HO2:** There is no significant relationship between parenting styles and the academic performance of Senior Secondary School Students in Katsina Local Government Area.

In this section, the research hypothesis was tested using multiple regression analysis techniques using SPSS 23 software. In regression, there are four things to see, namely (1) the R Square magnitude to find out what percentage (%) of the DV (Dependent Variable) contribution described by IV; (2) looking at whether the overall IV has a significant effect on DV; (3) looking at the significant or not the regression coefficient of each IV (Independent variable; and (4) looking at the size of the contribution of each IV (Independent Variable) and DV (Dependent variable) and seeing their significances in the table 2.

**Table 2: R Square**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.165a	.027	.019	8.90969

a. Predictors: (Constant), Permissive Parenting Style, Democratic Parenting Style, Autocratic Parenting Style

From Table 2 above, the regression analysis produces an R Square value of 0.019 or 2.7%, meaning that all independent variables can explain 2.7% of the proportion of the student academic performance. The next step is to analyze the impact or predictor of all independent variables on students' academic performance. The results of the F test can be seen in the table 3.

**Table 3: Significance of All Variables**

ANOVAa					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	817.673	3	272.558	3.433	.017b
Residual	29212.800	368	79.383		
<b>Total</b>	<b>30030.473</b>	<b>371</b>			

a. Dependent Variable: Student Academic Performance

b. Predictors: (Constant), Permissive Parenting Style, Democratic Parenting Style, Autocratic Parenting Style

Based on the results of the F test in Table 3, the p-value (Sig.) in the far-right column is  $p = 0.017$  with a p-value  $< 0.05$ . Meanwhile, it is known that the requirements for the fulfillment of the Sig. is  $< 0.05$ , then the hypothesis is nil, which states that “Parental style (Permissive Parenting Style, Democratic Parenting Style, Autocratic Parenting Style) does not predict academic performance of Senior Secondary School Students in Katsina Local Government Area,” was rejected. This means the opposite, namely “parental styles (Permissive Parenting Style, Democratic Parenting Style, Autocratic Parenting Style) predict academic performance among Senior Secondary School Students in Katsina Local Government Area

**Table 4. Regression Coefficient the Regression Coefficient of each Variable Coefficients a**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	66.850	2.385		28.035	.000
Permissive Parenting Style	-.122	.153	-.042	-.796	.427
Autocratic Parenting Style	-.064	.151	-.024	-.419	.675
Democratic Parenting Style	.384	.129	.166	2.974	.003

a. Dependent Variable: Student Academic Performance

The explanation of the regression coefficient values obtained in each independent variable are as follows:

The permissive parental style variable has a regression coefficient of -0.122 with a significance of 0.427 (sig > 0.05). Thus, the null hypothesis, which states that permissive style does not predict academic performance among secondary school students in Katsina Local Government Area is accepted. This means that permissive style does not predict academic performance among secondary school students in Katsina Local Government Area.

The autocratic parental style variable has a regression coefficient of -0.064 with a significance of 0.675 (sig > 0.05). Thus, the null hypothesis, which states that autocratic style does not predict academic performance among secondary school students in Katsina Local Government Area is accepted. This means that autocratic style does not predict academic performance among secondary school students in Katsina Local Government Area.

The democratic parenting style variable has a regression coefficient of 0.384 with a significance of 0.003 (sig > 0.05). Thus, the null hypothesis, which states that democratic parental style does not predict academic performance among secondary school students in Katsina Local Government Area is rejected. This means that democratic parental style predict academic performance among secondary school students in Katsina Local Government Area.

## Discussion

The first hypothesis revealed that there was moderate positive relationship between Teachers Motivation and student academic performance. This finding is in line with the report of Male (2009) who reported that higher academic achievement of students is associated with teachers that motivated to teach (such as those with higher pay). This finding is in line with the finding of Bamidele and Adekola (2017) who noted that, motivating teachers especially by providing them with monetary motives or money based motivation like advance payment before they perform their assigned duties as teachers has encouraged much to increase students' academic performance. Salaries has strong influence to teachers who are well paid with good salaries where as they are likely to motivated to ensure students are achieving good results and perform better in their academics.

The second hypothesis reveals that Permissive parental style does not predict academic performance among secondary school students in Katsina Local Government Area. This finding is in consistent with Zinnatul, Umme, Mahjabeen and Afia (2016) whose study found that permissive parenting style has negative significant relationship with academic performance of male and female students.

Autocratic parenting style does not predict academic performance among secondary school students

in Katsina Local Government Area. According to Tope (2012), without the appropriate parenting style, parental involvement and proactive preparation of the child in the areas mentioned above, the child is likely to perform poorly in school. Tope (2012) finding therefore suggests that the type of parenting styles parents adopt have direct relationship with the academic achievement of their children.

Democratic parenting style relatively predicts academic performance among secondary school students in Katsina Local Government Area. The result is also in agreement with Aremu (1999) who emphasized those students whose parents adopted the democratic style of parenting fare better in their performance than their counterparts whose parents adopted autocratic style of parenting.

### **Conclusion**

Based on the findings of this study, it is concluded that permissive and autocratic parenting style does predict academic performance among secondary school students. On the other hand, the study reveals that teacher's motivation and democratic parenting style predict academic performance among secondary school students. The result of the findings is accompanied with theoretical backups of other academic authors that agreed and disregard with the findings of this study.

### **Recommendations**

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

1. Accommodation needs to be provided to the teachers to enable them live near schools since many of them are likely to be far away from their schools.
2. Society and parents should be involved in the students development. Students' academic performance cannot be enhanced unless parents and society in general gets involved in a student's development goes hand in hand with teachers perception which is motivating them toward enhancing good student academic performance.
3. Parents should adopt democratic parenting styles due to its positive relationship with academic performance.
4. The stakeholders in Katsina state should not attach much emphasis on permissive and autocratic parenting style as one of the ways to enhance academic performance among secondary school students since it had no significant relationship with academic performance.

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