

# Parental Involvement, Teachers' Support, and Achievement Motivation as Predictors for Students' Academic Performance of Grade 10 and 12 Students in Southwest Ethiopia Benchi Maji Zone

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**Abstract:**-The study is intended to investigate parental involvement, teachers' support, and achievement motivation as predictors for students' academic performance. This study employed quantitative research design. For the study 10<sup>th</sup> and 12<sup>th</sup> grades students selected because they were candidates of standardized national examination for 2013/14 academic year. Purposive sampling was used to select two schools, Sheiy Benchi and Mizan Teferi secondary and preparatory schools from Benchi Maji zone. We selected these two schools purposely because preparatory schools are found only at these schools. And then Stratified random sampling method was used in selecting study participants. Strata were made based on sex and field of studies (social science and natural science) particularly for grade 12<sup>th</sup>. Hence, based on the proportion the required number of sample was drawn from each stratum. The instrument of data collection was four point scale, 1 (strongly disagree) to 4 (strongly agree) Questionnaires. The analysis of quantitative data was done using different statistical measurements. Among total 192 of study participants 240 (61.2%) of them were males and 152 (38.8%) were females and about 73.6% of the respondents were grade 10 students while the rest 26.4% of them were from grade 12 students. The results of study regarding to parents' involvement and student academic achievement; the relationship was very weak, which was  $r(138)=0.061, p=0.473$ . This means student academic performance was not related with whether parents were involved or not. Concerning student perceived teacher support and academic performance; teachers support does not guarantee students better exam score which was only 5% of the variance in students' performance is accounted for by support they received from their teachers. The result of study also indicated there was positive relationship between achievement motivation and students' academic performance which was  $r=0.45$  and  $0.511$  respectively. Hence, the relationship is just significant at  $\alpha 0.01$ . From these results it was recommended that since even though students' perception of parental involvement in their education was weak, parents need to be aware of how much their support is invaluable to their children education and encouraged to support their children at

home and school. Motivation is the indispensable condition for learning to occur and for students perform better in their education. Hence, all the concerned bodies particularly parents and teachers need to play enormous role to motivate their students. Finally, professional advice and guidance is recommended to teachers and students to improve the performance.

## 1. Introduction

### 1.1. Background

The standard of education in any country is measured against several dimensions that are related to the stated goals and aims of education. One of these dimensions is the students' academic performance that is observed directly from classroom tests/teacher made tests or national examination scores and indirectly from the development in knowledge, skills, and attitude gained by students.

Academic performance of students at any grade level can be influenced by numerous explicit and implicit factors. Every stakeholder has its own share in influencing students' academic achievement. Students' motivation and academic achievement is affected by several factors. Among others, factors related to teachers, parents, school, and learners themselves contribute crucial roles in motivating students for academic success. Parental involvement is directly related to the children's motivation to learn. Great number of studies revealed that children of parents who are more involved in school activities do better in school than children with parents who are less or never involved (Wiley, 1987).

Not only parents but also teachers and students themselves play paramount role in enhancing students' academic achievement. In Nigeria, For instance, several studies have been done in the area of teacher factors (Adediwura and Bada 2007), and school environments as they relates to poor students' academic performance (Babalola, 2000). Regarding teacher related variables, Ehindero and Ajibade (2000) asserted that some teachers lack the necessary professional (not academic) qualification (that is, skills, techniques, strategies, temperament

etc.) required to communicate, concepts, ideas, principles etc. in a way that would facilitate effective learning.” On the other hand, Yahaya (2003) and (Umoh, 1987) stressed that the high rate of maladjusted behaviors among students (e.g. cultism, examination malpractice's, drug and sex abuse) are attributable for the mass failure in some core school subjects.

Motivation, as it relates to students, is very important. The term motivation has been defined in several ways by different scholars in the area. For instance, Wlodkowski and Jaynes (1990) explain that in the broadest sense, motivation is “a value and a desire for learning.” Similarly, According to Mangal (2008), Motivation may be regarded as something, which prompts, compels, and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose.

Some psychologists theorize the construct motivation in terms of internal drive within an individual that pushes him /her to do something where as others explain motivation as external forces that pull or attract somebody to do something or to behave in some way (Steers, 1996).

The notion of intrinsic motivation is based on the intensity of our need to achieve, as well as our enjoyment of achieving. Students who are intrinsically motivated participate in learning activities for their own sake; they desire the outcome. They do not need rewards or praise; they find satisfaction in knowing that what they are learning will be beneficial later. They want to master the task, and they believe it is under their control to achieve mastery. The work may reflect personal interest or be a new challenge. “Academic intrinsic motivation has been shown to be positively and significantly related to students’ achievement and perception of their academic competence, and inversely related to their academic anxiety” (Eskeles-Gottfried, Fleming, Gottfried, 1998, p. 1448).

Extrinsically motivated individuals are those who participate to receive a reward or avoid a punishment, they typically do not want to do the task and believe that it is out of their control on whether they succeed or not. If they do the task, they expect some sort of gain other than knowledge, such as praise, rewards, or avoiding punishment (Keefe and Jenkins, 1993). Students who have high motivation to achieve generally do well academically. Students with low motivation do not do well academically. But motivation does not guarantee achievement. Similarly, achievement does not reflect motivation (Keefe and Jenkins, 1993).

Ethiopia has expanded access to secondary education (grades 1-8) dramatically in the last 15 years. Despite this achievement, expanding enrolments have contributed to stagnating or Academic performance only one aspect of education quality. The two are not equivalent, especially in the context of severely limited resources (Amare Asgedom, Daniel Desta, Derebssa Dufera, and Wanna Leka, 2006).

Mulu (2009) conducted a study on the standards and pre-university preparation and assessment. The findings have lead to a conclusion that students at the secondarily education levels have low academic preparation and the majority of those students transferring from one educational level to the next tier are without adequate grounding in terms of requisite academic achievement levels. This obviously affects the quality of education provided at all levels. However, little is known about

the influence of teachers support, parental involvement, and students’ achievement motivation on academic performance of secondary school students. Hence, this study is aimed to investigate the influence of perceived parental involvement, teachers’ support, and students’ achievement motivation on Academic performance in selected secondary schools found in Benchi Maji zone.

## 1.2. Statements Of The Problem

Students’ academic achievement is influenced by the extent to which parents are involved in their children education; teachers provide regular support and individual students’ motivation for learning. These three factors are not mutually exclusive but interrelated to one another directly or indirectly. The combined effects of them enhance students academic performance or success and absence of one or two of them negatively affects academic achievement. Inline with this issue, Epstein (1997) discussed how children learn and grow through three overlapping spheres of influence. Family, school and community, these three spheres must form partnerships to best meet the needs of the child.

On the other hand, student motivation and academic performance are assumed to be the result of the teacher’s diligence and hard work. Accordingly Goddard, Hoy, & Hoy (2000) proposed that highly efficacious teachers motivate students and boost academic achievement even among difficulty students.

Whether financial/material or moral, parental involvement plays great role in enhancing students academic motivation and lack of parental support lead students to lack academic motivation which in turn affects academic performance. For instance, Awanbor (2005) reported that, students who lack sufficient level of academic motivation exhibit a weak drive towards the pursuit of academic goals so that they manifest sign and symptoms of indifference and apathy towards school.

Factors affect students academic performance is countless yet the role of parents, teachers and students themselves are directly influential. however, the level of academic performance as well as factors associated with students’ academic success in Benchi Maji secondary schools is not clearly identified so far. So, the present research is interested in answering important questions such as to what extent parents are involved in their students education?, do teachers carry out all of supports expected from them to their students?, what is degree of students academic motivation? And what is the status of students academic performance in Mizan Teferi and Shei Benchi secondary schools?

## 1.3 Research Objectives

**General objective:** the general objective of this study is to investigate the influence of parental involvement, expectation, and teachers support on secondary school students academic motivation and performance.

**Specific objectives:**

- To identify the relationship between students’ perception of teachers’ support and students academic motivation
- To examine the relationship between parental involvement and students academic motivation

- To describe the relationship between students' academic motivation and academic performance
- To identify whether there is gender difference in students' perception of parents' involvement in their education

**2. Research Methods**

This study employed quantitative research design as data was conducted by using questionnaires. The target population of this study was grade 10 and 12 students found in Benchi Maji zone secondary schools. The researchers were interested in 10<sup>th</sup> and 12<sup>th</sup> graders because they were candidates of standardized national examination for 2013/14 academic year. Purposive sampling was used to select two schools, Sheiy Benchi and Mizan Teferi secondary and preparatory schools from Benchi Maji zone. We selected these two schools purposely because preparatory schools are found only at these schools. And then Stratified random sampling method was used in selecting study participants. Strata were made based on sex and field of studies (social science and natural science) particularly for grade 12<sup>th</sup>. Hence, based on the proportion the required number of sample was drawn from each stratum.

The instrument of data collection was four point scale, 1(strongly disagree) to 4(strongly agree) Questionnaires. The reliability and validity of each instrument was checked by conducting pilot test one month before final data collection. In addition, forward and backward translation was made to minimize meaning differences in the two languages. After data collection items reliability were checked again and the reliability coefficient of achievement motivation was cronbach's alpha of 0.963 which was ideal.

Different statistical analysis was run to examine obtained data from respondents. Accordingly descriptive statistics such as mean and standard deviation was computed to see differences among respondents against the variables under study. Independent sample t test was used to examine whether there is gender differences in perceived parental involvement. Moreover, correlation coefficient was calculated to describe the relationship between achievement motivation and academic performance for each group of respondents. Finally linear regression analysis was implemented to detect the significance of the predictors' variables for students' academic performance.

**3. Results**

**Table 1 Gender & Grade level**

Sex					
		F	Percent	Valid Percent	Cumulative Percent
Sex	male	80	57.1	57.1	57.1
	female	60	42.9	42.9	
	<b>Total</b>	<b>140</b>	<b>100.0</b>	<b>100.0</b>	
grade	grade 10	103	73.6	73.6	73.6
	grade 12	37	26.4	26.4	
	<b>Total</b>	<b>140</b>	<b>100.0</b>	<b>100.0</b>	

The table shows that 80(57.1%) of respondents were males and 60(42.9%) are female respondents. In addition, about 73.6% of the respondents were grade 10 students while the rest 26.4% of them were from grade 12 students. Note that among 192 students completed the questionnaires about 52 respondents missed the necessary information during completion of each

items. Therefore the researcher discarded them because they contain incomplete information to the study.

**Table 2. Gender Difference in Parental Involvement**

	Sex	N	Mean	Std. Devi	Std. Error Mean
parental	Male	80	30.92	14.52346	1.62377
	Female	60	39.150	13.99858	1.80721
Levene's Test for Equality of Variances			t-test for Equality of Means		
			T	Df	Sig. (2-tailed)
parental	Equal variances assumed		-3.368	138	.001
	Equal variances not assumed		-3.385	129.622	.001

Table2 shows that there is statistically significant difference in parents' involvement for the education of male child and female child,  $t_{(138)}=-3.368$ ,  $p=0.001$ .parents were more involved in the education of their female child than male child. The mean (M) score for female respondents is 39.1500 with the standard deviation (SD) of 13.99858 and that of male respondents is 30.9250 with standard deviation of 14.52346.

**Table3 Relationship between motivation and performance**

	Mean	Std. Deviation	N
Motivation	82.6786	19.67004	140
GPA	1.7643	.64161	140
Correlations			
		Motivation	GPA
Motivation	Pearson Correlation	1	0.62
	Sig. (2-tailed)		.0003
GPA	Pearson Correlation	0.62	1
	Sig. (2-tailed)	0.0003	
	N	140	140

The result shows that correlation between motivation and performance,  $r(138)=0.62$ ,  $p=0.0003$ . This means that there is moderate relationship between motivation and students exam score. Relatively high level of motivation is related with better exam performance.

**Table 4 Parental involvement and academic performance**

	Mean	Std. Deviation		
GPA	1.7643	.64161		
parental	34.4500	14.82382		
Correlation				
		GPA	Parental	
GPA	Pearson Correlation	1	.061	
	Sig. (2-tailed)		.473	
	N	140	140	
parental	Pearson Correlation	.061	1	
	Sig. (2-tailed)	.473		

The result shows that the relationship was very weak;  $r(138)=0.061$ ,  $p=0.473$ . This means that students perceived their parents involvement in their education very much less than they

performed at school. That means students academic performance was not related with whether parents were involved or not.

**Table 5 Teacher support and performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.045 <sup>a</sup>	.002	.05	.64327

a. Predictors: (Constant), teacher support

The result showed that only 5% of the variance in students' performance is accounted for by support they received from their teachers.

**Table 6 the difference between Mizan and Shiey Benchi School in performance**

	Schools	N	Mean	Std. Deviation	Std. Error Mean
GPA	Shiey Benchi	67	1.7164	.64681	.07902
	Mizan Teferi	72	1.8056	.64216	.07568
					GPA
			Equal variances assumed	Equal variances not assumed	
t-test for Equality of Means	T		-0.815	-0.815	
	Df		138	136.135	
	Sig. (2-tailed)		.417	.417	
	Mean Difference		-.08914	-.08914	

The table reveals that there was no statistically significant difference between Mizan Teferi secondary school and Shiey Benchi secondary school in students' academic performance. That means the mean difference was insignificant,  $t(138) = -0.815, p = 0.417$ .

**Table 7 Parental involvement and students' Achievement motivation**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.511 <sup>a</sup>	.261	.256	16.96877

a. Predictors: (Constant), parental involvement

Correlations				
		Motivation	Moral support	Material support
Pearson Correlation	Motivation	1.000	.450	.511
	Moral support	.450	1.000	.812
	Material support	.511	.812	1.000

Sig. (1-tailed)	Motivation	.	.000	.000
	Moral support	.000	.	.000
	Material support	.000	.000	.

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table shows that parental involvements moderately predict students' level of motivation. That means nearly 25% students achievement motivation was determined by the extent to which they received support from parents. Parental involvement in terms of moral and material support, the table reveals there was positive moderate relationship between parents' moral support and material support to their students and students' achievement motivation with Coefficient of  $r = 0.45$  and  $0.511$  respectively. Hence, the relationship is just significant at alpha  $0.01$ .

#### 4. Discussion

##### 4.1 The relationship between achievement motivation and academic performance

There may be no doubt that there is fairly positive to strong positive relationship between achievement motivation and students' academic performance. Motivation is goal directed behavior which directs and energize people's behavior to the things they want to do. Hence, highly motivated students are more likely to be engaged in their education than less motivated students. This implies that highly motivated students work harder; read their text book now and then, visit their library very often, do their assignments on time and strive to be the best in the class. Therefore, the result of this study shows that there is moderate positive relationship between students' achievement motivation and their academic performance or exam test score.

Similarly as explained by Eskeles-Gottfried, Fleming, Gottfried (1998) achievement motivation is positively and significantly related to students' performance and perception of their academic ability. This notion can be generalized to students at any school level. But sometimes students with high degree of learning motivation can perform less due to different factors such as in appropriate testing environment, test anxiety, and poor health condition during exam time. Generally, under normal circumstances students with high learning motivation are more effective in their education and exam performance than those students with low degree of learning motivation.

##### 4.2 Parental involvement and students' motivation

Parental involvement was measured in two ways: material support and moral support. Both have moderately positive relationship with students' achievement motivation. This indicates that students need both moral and material involvement of their parents in order to have motivation to their education. In the same way Pomerantz (2005) also argued that they both contribute invaluable roles in increasing students' achievement motivation which in turn perk up their academic performance. Moral support includes verbal praise like saying very good or excellent!, giving them advise, protecting them from undesirable behavior, following them at school, consulting their teachers and controlling their time after school and being at home when they are in. such support were very much needed by students so as to engaged them in their education and endeavor to became clever at school.



On the other hand material support includes fulfilling all the necessary facilities in the home like chair, table, books, exercise books, cloths, shoes pens, pencils, pocket money and so on. Awanbor (2005) reported that inadequate remuneration, lack of basic materials, poor teaching, and learning environment result in poor academic motivation. Therefore, it is believed that parental support was positively associated with students' better performance and motivation to be engaged in their education with their maximum potential and very little difficulties. Similarly, Singh et al (1995) explored that parental aspirations for children's education, parent-child communication about school; and home-structure were among the necessary components of parental involvement need to be implemented by every family for the wellbeing of their children.

Consistent with this finding (Epstein, 1997) suggested that it was not optional for parents to produce such atmosphere at home which does not affect the growth and Education of their children. The idea was that every family must take care of their children education and encourage them with whatever they have at hand. Helping students to learn at home should not be considered as optional but it should be perceived as compulsory. Pope (1999) discussed that parents who were involved in their child's academic life have a profound effect on the child's ability to learn and establish strong base for a lifetime.

The more parents involved the more achievement motivation possessed by their children. In this context we can list tremendous number of benefits obtained from parental involvement in their children learning. For instance, achievement motivation raised by parental support reduces the rate of dropout at elementary and secondary school. This in turn enhances the opportunity for students to be free from undesirable behaviors such as substance abuse, alcoholism, and many other antisocial behaviors. In addition, if children are monitored by their parents whether at home or school, the probability that they engage in unacceptable activities such as risk behavior will be minimized.

#### **4.3 Teacher support and performance**

Even though teachers' role in students' achievement motivation and academic performance is undeniable, the finding of this study disclosed that teachers support does not guarantee students better exam score. This implies that the end result of good academic performance is in the hands of every individual student self-efficacy. While teacher support was perceived as very high by respondents of this study their achievement motivation and academic performance were reported lower. The question is why lower exam scores may not necessarily be attributed to teachers at both schools in the context of the study environment. However, Goddard, Hoy, & Hoy (2000) proposed that highly efficacious teachers motivate students and boost academic achievement even among difficulty students. This may be true in the context of eager students who are always in fond of knowledge and achievement but it does not characterize less motivated students who have no clearly stated life goal or for those students who expected low value from their own education.

Generally, no matter how students' performance may be affected by several factors attributed internally or externally, teachers support should be underlined and continuously accompany with parental support that directly influence students' motivation.

## **5. Summary, Conclusion and Recommendations**

### **5.1 Summary**

The purpose of this study was to investigate parental involvement, achievement motivation and teachers' support as predictors of students' academic performance. The data was collected using questionnaires from randomly selected students from Mizan Teferi secondary and preparatory school and Sheiy Benchi secondary school. About 192 students participated on this study but final data analysis was made on only 140 students due to incomplete response obtained from about 52 students were discarded. There were different statistical tools like mean standard deviation, coefficient of correlation, t-test and linear regression used in analysis of data collected from respondents. The finding of this study reveals that there is moderate relationship between achievement motivation and students' academic performance. There is statistically significant difference between female and male students perception of parental involvement in that parents are more involved in education of their female students than male students.

Teacher support is least predictor of students' academic performance. Parents are involved in their students' education both in terms of moral and material support. The level of motivation of students at both Mizan Teferi and Sheiy Benchi schools were not this much good as their mean score was the minimum. There was no statistically significant difference in Parental demographic background with regard to involvement in education of their children.

### **5.2. Conclusion**

Based on the findings of this study the following conclusions are made as follows:

Achievement motivation has moderate relationship with students' academic performance. Therefore, it very important to motivate students so as to enable them performs better.

Both moral and material support of parents is highly related with students' motivation and this in turn better predicts students' academic performance. Teachers support is not this much related to students performance yet it has to be there.

Students' academic performance is somehow low as the sample mean is below the mean of the national level.

### **5.3. Recommendations**

Even though students' perception of parental involvement in their education is positive, parents need to be aware of how much their support is invaluable to their children education and encouraged to support their children at home and school.

Motivation is the indispensable condition for learning to occur and for students perform better in their education. Hence, all the concerned bodies particularly parents and teachers need to play enormous role to motivate their students.

Finally, professional advice and guidance is recommended to teachers and students to improve the performance of students at both schools.

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