

The Influence of Academic Motivation of Teaching and Non Teaching Mothers on Academic Achievement of Senior Primary School Pupils in Anambra State

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Abstract

The study investigated the academic motivation and achievement of senior primary school pupils among teaching mothers and non-teaching mothers in Anambra State. The purpose is to find out the extent to which teaching and non-teaching mothers motivate senior primary school children in their academic achievement as this will help to assess the level of awareness of the benefits of education among the mothers. The study was guided by two research questions and two hypotheses. The sample consisted of 506 students whose mothers are teaching and students whose mothers are not teaching including students whose mothers are traders. The sample is selected through multi-stage sampling technique. The descriptive survey and ex-post facto research design were used for the study. Data was collected through two sets of data collection instruments. Mean scores and standard deviation were used to answer the research questions while t-test was used to test the hypotheses. The findings showed that there was a high influence of academic motivation of senior primary school pupils of teaching and non-teaching mothers however it was also found that the average academic achievement level of senior primary school pupils whose mothers are teachers was the credit pass grade while senior primary school pupils whose mothers are traders was the pass grade. Furthermore, there were no significant differences between the motivation and achievement levels of senior primary school pupils with teaching and non-teaching mothers in the state. Based on the findings, it was concluded that the extents of academic motivation and achievement of senior primary school pupils with teaching and non-teaching mothers in Anambra State were similar. The recommendations made, among others, were that the importance of mother engagement, involvement in their children's education should be made known to mothers and the activities they should engaged in while supporting their children in their academics should also be streamlined.

Keywords: academic, achievement, motivation, mothers, primary school

INTRODUCTION

Every member of the family occupies a vital position in meeting the needs of the child but the role of the mother is very important and varied. According to Obi (2011), among the various agents of socialization in the family, mother plays a distinct and important role in the development of personal characteristics, social behavior and emotional adjustment, motivation and many of such traits. Mothers therefore, are in a key position to satisfy these basic needs. In other words students are motivated to learn and achieve when they perceive that their mothers care about them. Mothers who care have been described as demonstrating democratic interaction styles, developing expectations for student behaviours in light of individual differences, modeling a caring attitude toward their own work, and providing constructive feedback.

Motivation is used in many different disciplines to analyze the why of human action (Ryan & Deci 2000). Kaspow (2001) declared that motivation is the combination of willingness to attain a goal and the

effort exerted towards that goal. The person will engage in, or be attracted toward activities that are perceived as having the potential to meet this need or desire while Gottfried (2009) regarded motivation as a force that pushes one to react to a situation in a certain manner. These definitions indicate that Motivation is a drive for something. Hence, motivation is the attribute that moves people to do or not to do something.

Academic motivation has been defined as the cognitive emotional and behavioural indicators of student's investment in attachment to education (Velmurugan & Balakrishnan, 2013). It consists of internal processes that direct individuals to reading. However, for Jones (2009), it involves those components that have been derived from research and theory as being critical to student engagement in academic settings. Such component include: empowerment, usefulness, success, interest and caring. Jones, Ruff, Snyder, Petrich and Koonce (2012) noted that it is typically conceptualized as the forces that account for the arousal selection, and

continuation of academic behavior. Academic motivation then is described as the extent to which a learner finds enjoyment and pleasure in the process of learning either to satisfy himself or others.

Academic motivation just like learning and attitudes, manifests in behavior of the individual which could be directly observed (Jing & Zhou, 2012; Prokop&Kubiakto, 2014). Therefore, to understand motivational outcomes, one has to study the behaviors that are usually aroused, sustained and directed towards the goal or predetermined objective. Shelly, Thind and Jawal (2006, p.254) stipulated that the extent of student's academic motivation could be approximately conceptualized through five constructs:

Degree of enjoyment of an exercise, appreciation of the usefulness and importance of the exercise, performing an action to impress a significant other, persistence in working to solve a problem or complete a task, and willingness to repeat a similar exercise to show off capability.

Thus, academic motivation can be understood as the motivation to enjoy' appreciate, perform, persist and continue with studies. Therefore, academic motivation in students is of important concern for educators because of their inherent importance for future motivation as well as for student's effective school functioning(World Bank, 2013). Moreover, studies that have examined academic motivation in young children found that it is a strong predictor of academic (Anyikwa&Obidike 2012;Joshe, 2013).

Academic achievement on the other hand refers to a student's ability to meet or exceed the academic standards of a given institution. That is why Baker (2003) defined academic achievement as a measure of student's present proficiency, mastery and understanding of general and specific areas of knowledge. From the perspective of Chang (2005), it depicts student's performance on a standard of measurement such as performance test, skills tests and analytical thinking test. In other word, it reflects a measure of students' acquisition of important skills and attributes considered necessary to demonstrate that learning has occurred. Some benefits of student academic achievement represent public interests, such as increasing a nation's global competitiveness and increased productivity (Jones, 2010; Ifelunni, 2011). Other benefits of student achievement reflect private interests.

In Anambra State, students' academic motivation and achievement in primary school have received much attention because this level of education according to National Policy on Education, (2012), is the key to the success or failure of the whole system of education since the rest of the education system is

built upon it. It is therefore pertinent that primary school children should be properly and adequately motivated to cultivate and promote the ability to achieve in them. The problem of this study therefore is to examine the extent to which teaching and non-teaching mothers are helping to motivate their senior primary school children in their academic achievement.

This paper therefore examines the influence of academic motivation of teaching and non-teaching mothers on academic achievement of senior primary school pupils in Anambra State with the view of sounding a wake- up call for the group of mothers who are lagging behind in this respect. The group of mothers includes mothers who are teaching and non-teaching mothers (which is made up of mothers earning salary and mothers trading).One major limitation of this study is that the data was collected by the help of research assistants who are teachers from the selected secondary schools and not solely by the researcher.

RESEARCH QUESTIONS

The following research questions were used for the study:

1. What is the extent of academic motivation of senior primary pupils of teaching and non-teaching mothers in Anambra State?
2. What are the different mean academic achievement scores of senior primary pupils of teaching and non-teaching mothers in Anambra State?

HYPOTHESES

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean academic motivation ratings of senior primary pupils of teaching and non-teaching mothers in Anambra State.
2. There is no significant difference in the mean academic scores of senior primary pupils of teaching and non-teaching mothers in Anambra State.

METHOD

The research design adopted in this study was the descriptive survey and ex-post-facto research design. By using the survey design, the researcher collected information from students of teaching and non teaching mothers to determine their academic motivation levels while the ex-post-facto design was used because students' academic achievements already existed so the researcher could not manipulate them.

The study was conducted in Anambra State of Nigeria. The population for this study comprised students of teaching and non- teaching mothers in

Anambra State. The target population comprised all the 50, 280 Junior Secondary School One students (J.S.S.I) in the 257 public secondary schools in the State. The choice of this group of students is based on the assumption that the students would have completed their State Common Entrance Examinations (SCIE).

The study sample was made up of 506 students selected using the multistage sample procedure. At the first stage, 6 Local Government Area (30 percent of the LGAs) were randomly selected from 21 Local Government Area in Anambra State. At the second stage, stratified random sampling technique was used to select 2 schools from each of the selected LGAs. This resulted in a total of 12 public secondary schools. In each of the schools, the intact JSS1 class was randomly selected. Then all the students in these classes totaling 506 constituted the study sample.

Two data collection instruments were used. One is a questionnaire titled Student’s Academic Motivation Assessment Scale (SAMAS) developed by Uke, 2014. This instrument contains 20 items structured in a 4 point rating scale of very high extent, high extent, low extent and very low extent. The other collection instrument was the State Common Entrance Examination Result which was focused on English, Maths and general studies. The face validity of the instrument was established by three experts in Measurement and Evaluation, Educational Psychology and Guidance, Counseling and Early Childhood Education respectively.

The test-retest procedure was applied to establish the reliability of the instrument. After an interval of two

weeks, the test was administered again to a sample of 20 JSS1 students who are not part of the students sampled. Application of Pearson Product Moment Correlation Coefficient on the scores obtained from the first and second test yield a coefficient of 0.85 which the researcher considers adequate for the study.

The data was collected by the help of research assistants who were teachers from the selected secondary schools. The corresponding achievement data of the students were collated from their school results and utilized for data analysis. The data analysis was done using mean ratings and standard deviations in analyzing responses to the questionnaire items. The responses of students of teaching and non-teaching mothers to each item were analyzed separately. The responses were weighed thus: - Very High Extent:3.50 – 4.00, High Extent:2.5 - 3.49,Low Extent: 1.5 – 2.49, Very Low Extent:1.0 – 1.49.

The results of students’ achievement at the State Common Entrance Examination in 2013 were obtained from the 12 schools being studied.

In analyzing the students result, National Common Entrance Examination scores grade of A & B for distinction, C for Credit, P for Pass and F for fail were assigned for the purpose of analysis as follows; 70 and above = A Distinction, 60-69 Very Good, 50 – 59 = C: Credit, 40 – 49 = D Pass and 39 and below = F: fail.

RESULTS

Research Question 1

1. What is the extent of academic motivation of senior primary pupils of teaching and non-teaching mothers in Anambra State.

Table 1: Mean and Standard Deviations of Academic Motivation of Senior Primary School Pupils with teaching and non-teaching mothers

ITEMS	Teaching			Non –Teaching Traders					
	(Salary Earners)			(Market Women)					
Traders	N=126			N=275			N=103		
	X	SD	Dec.	X	SD	Dec.	X	SD	Dec
1. I stay at home because it is important to my mother.	3.51	.82	VHE	3.20	.93	HE	1.52	1.64	LE
2. I Listen attentively to school lessons because my mother would ask me question on my school work.	2.60	1.46	HE	2.72	1.39	HE	2.12	1.23	LE
3. I do not like missing lessons taught in class because my mother says I cannot do well if I skip lessons.	3.54	.75	VHE	3.34	.68	HE	2.64	.74	HE
4. I enjoy doing my home woke because my mother supervises me when I do it.	1.88	.96	LE	1.50	1.66	LE	1.88	.96	LE
5. I always raise discussions on my school work with my mother because she shows interest.	2.64	.80	HE	3.17	.93	HE	2.00	1.24	LE
6. I find the discussion of my lesson with my mother interesting because she shows interest.	3.76	.46	VHE	3.50	.75	VHE	1.88	.96	LE

Table 1: Mean and Standard Deviations of Academic Motivation of Senior Primary School Pupils with teaching and non-teaching mothers (Continuation)

ITEMS	Teaching			Non –Teaching			Traders		
	(Salary Earners)			(Market Women)					
Traders	N=126			N=275			N=103		
	X	SD	Dec.	X	SD	Dec.	X	SD	Dec
7. I enjoy participating in school activities such as reading to the class and doing practical demonstration because my mother could demand that I demonstrate them at home.	2.82	.49	HE	2.65	.87	HE	2.02	1.26	LE
8. I value my studies because they teach me about some social problems like examination malpractice, robbery, dishonesty, which my mother said I should avoid.	2.00	1.24	LE	2.11	1.25	LE	1.98	1.05	LE
9. I appreciate showing my mother my school result because she would be proud of me.	3.29	.58	HE	3.00	.75	HE	2.86	.73	HE
10. I like to be punctual to school because my mother is happy when I do so.	2.65	.73	HE	2.77	.98	HE	1.85	1.66	LE
11. I try to be punctual to school because my mother is so happy when I do so.	2.67	1.04	HE	2.63	1.08	HE	2.43	1.26	LE
12. I am always attentive during classes because my mother would ask my teacher how I behave school.	3.49	.91	HE	3.29	.96	HE	1.50	1.68	LE
13. I try hard to discuss lessons I do not understand with my friends because my mother insisted that I am capable of finding the new information.	2.07	1.42	LE	1.95	1.05	LE	1.94	1.50	LE
14. I always complete my assignments and projects because if I don't, my mother would be angry with me.	3.62	.54	VHE	3.42	.56	VHE	1.83	1.62	LE
15. If I fail any test, I try to do better next time because my mother tells me that one will succeed if he/she really tries hard.	3.98	.17	VHE	3.57	.63	VHE	2.45	.75	HE
16. I read many books in my school library to get more ideas because my mother encourages me to do so.	2.11	1.31	HE	1.64	.92	HE	1.72	1.15	LE
17. I find the discussion of my lessons with my mother interesting because my mother tells me that I will succeed if I really tried hard.	3.89	1.17	VHE	3.63	.69	VHE	1.82	1.17	LE
18. I like being among the best in my school because my mother likes me always to be the leader.	2.86	.71	HE	2.83	.65	HE	2.86	.71	HE
19. My mother likes surprises so I persist in solving difficult mathematics and science problem to impress her.	1.93	.84	LE	1.36	.68	LE	1.80	1.15	LE
20. I study very hard to pass my exams because my mother would not take it lightly with me if I fail any exams.	3.21	.84	HE	3.38	.90	HE	2.78	.74	HE
CLUSTER AVERAGE	2.84	.43	HE	2.75	.25	HE	2.09	.86	LE

Generally, the data analyzed and presented in table 1 shows that pupils of teaching and non-teaching mothers had cluster average mean ratings of 2.84 and 2.75 respectively. The standard deviations of these items are 0.43 and 0.25 which showed homogeneity of the mean ratings. Therefore, there was a high influence of academic motivation of primary school pupils of teaching and non teaching mothers in Anambra State.

Research Question 2

1. What are the different mean academic achievement scores of senior primary pupils of teaching and non-teaching mothers in Anambra State?

Table 2: Mean and Standard Deviation of Academic Achievement Scores of Junior Secondary School

ITEMS	Students with Teaching Mothers		Non-Teaching Mothers		Grade	Pass
	X	SD	X	SD		
General Studies	51.0	19.84	50.89	8.90	Credit	Pass
Mathematics	50.2	18.86	48.97	9.51	Credit	Pass
English	50.0	38.42	49.89	7.82	Credit	Pass
Average	50.4	14.17	49.92	4.19	Credit	Pass

Data in a table shows that while students of teaching mothers scored an average mean of 50.41 with a standard deviation of 4.17 which is a credit pass, students of non-teaching mothers have an average mean of 49.92 with standard deviation of 4.19 which is a pass grade.

HYPOTHESES

Hypothesis 1: There is no significant difference in the mean academic motivation ratings of senior primary pupils of teaching and non-teaching mothers in Anambra State.

Table 3: t- test of the difference between the Mean Academic Motivation Ratings of Senior Primary Pupils of Teaching and Non-Teaching Mothers in Anambra State

Variable	N	X	SD	DF	t-Cal	t-Crit	Decision
Pupils of Teaching mothers	126	2.84	0.42				Not Significant
Pupils of Non- Teaching Mothers	504	3.17	1.96				
	380	2.75	0.27				

Table 3 shows that the t-calculated of 3.17 is less than the t-critical of 1.96 tested at 0.05 level of significances and 504 degrees of freedom. The test of significant shows no significant difference in the academic motivation of senior primary school pupils of teaching and non teaching mothers in Anambra State. Therefore there is no significant difference between the academic motivation of senior primary

school pupils of teaching and non teaching mothers in Anambra State.

Hypothesis 2

There is no significant difference in the mean academic scores of senior primary pupils of teaching and non-teaching mothers in Anambra State.

Table 4: t- test of the difference between the Mean Academic Achievement Scores of Senior Primary Pupils of Teaching and Non-Teaching Mothers in Anambra State

Variable	N	X	SD	DF	t-Cal	t-Crit	Decision
Pupils of Teaching mothers	126	50.4	14.17				Not Significant
Pupils of Non- Teaching Mothers	504	2.26	1.96				
	380	49.42	4.19				

Table 4 shows that the t-calculated of 2.26 is less than the t-critical of 1.96 tested at 0.05 level of significances and 504 degrees of freedom. The test of significant shows no significant difference in the academic achievement of senior primary school pupils of teaching and non teaching mothers in Anambra State. Therefore there is no significant difference between the academic achievement of senior primary school pupils of teaching and non teaching mothers in Anambra State. In other words their performance is similar and may be rated at pass level.

finding might be due to the global emphasis on the value of education as a result both teaching and non teaching mothers in different parts of the world care for their children’s educational success and show interest in their children academic endeavours. By so doing, they motivate their children academically. For example, both students with teaching and non teaching mothers indicated that they were highly motivated to study because their mothers would ask questions on their school work. In addition, many of the pupils try to do better in their tests because their mothers tell them that they would succeed if they really try hard. This shows that being a teaching or non teaching mother did not reduce the extent of the student’s academic motivation. This may be as a result of increasing awareness of the importance of education. However this result is contrary to Nwachukwu, 2002 who observation that market women especially the petty traders appreciate the value of education but however due to illiteracy and lack of financial support their involvement and encouragement in their wards’ education is minimal.

DISCUSSION OF FINDINGS

The findings of this study revealed that there was a high influence of academic motivation among senior primary school pupils with teaching and non teaching mothers in Anambra State. The study also indicated no significant difference in their motivation levels. The finding is similar to Nwachukwu (2002) who found that there was a high extent of academic motivation among children of teaching and non teaching mothers in Ghana. The reason for the similar

Data in table 2 shows that while students of teaching mothers scored an average mean of 50.41 with a standard deviation of 4.17 which is a credit pass, students of non-teaching mothers have an average mean of 49.92 with standard deviation of 4.19 which is a pass grade. This result agrees with the popular opinion that children whose parents, especially mothers, are teachers generally do better in school than others. However, the test of significance shows no significant difference in the academic achievement of senior primary school pupils of teaching and non-teaching mothers in Anambra State. In other words, although the academic achievement of senior primary school pupils of teaching mothers apparently seems higher, majority of the pupil of both teaching and non-teaching mothers performed at a pass level. The similar performance may be due to the fact that, generally children of nowadays do not have interest in studying and working hard so their performances are always similar. Therefore any difference in their achievement is usually marginal. This finding is in line with Nwachukwu (2002) observation that most children of the present age are lazy and are at ease with average performance especially in school activities.

Another reason for the similarity in this finding is also likely to be that teaching mothers affect their children's academic achievement in the same ways. In other words whether a mother teaches or not does not actually matter.

CONCLUSIONS

The study investigated the influence of teaching and non-teaching mothers' status on the academic motivation and achievement of senior primary school pupils in Anambra State. The study reveals a high extent of academic motivation of senior primary school pupil with teaching and non-teaching mothers in Anambra State

Furthermore, the study also revealed that the academic achievement level of the senior primary school pupil with teaching and non-teaching mothers in Anambra state was similar and on the average since there was no significant difference in the pupils' performance. In other words being a teaching and non-teaching mother could not all alone affect the academic motivation or achievement of the pupils. It is not a sole significant determinant of a child academic achievement.

RECOMMENDATIONS

Based on the findings, the following recommendations are made:

1. School guidance counselor should hold regular meetings and seminars with all mothers of school-age children to enlighten them on the strategies they can use to improve the academic motivation and achievement of their wards.

2. Mothers of school age children should be made to realize the importance of making out time to supervise their children's school work as well as emphasize the importance of studying to their children.
3. Alternative arrangements should be made where teaching and non-teaching mothers are not always available or not capable of teaching and motivating their children.
4. Mothers of school-age children should also be made to be regularly involved in the school activities of their children.
5. Mothers should also form mothers' forum to discuss and share experiences on their children's school activities and how to improve on them.
6. The importance of mother engagement, involvement in their children's education should be made known to mothers especially for non-teaching mothers.
7. The activities mothers should be involved in should also be streamlined.
8. Self-development and improvement of mothers of school age children is also recommended especially in the area of reading culture and improving on their educational status and technological skills.

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