

**PARENTAL MOTIVATION AND ACADEMIC SELF-CONCEPT OF PRIMARY
SCHOOL PUPILS IN UYO LOCAL GOVERNMENT AREA, AKWA IBOM STATE**

Nseobong James Effiong

Department of Early Childhood Education

Faculty of Education, University of Uyo

Akwa Ibom State

nseobongjames2021@gmail.com

08033701630

Nduehe David Essiet

Department of Administration

Faculty of Management Science

National Open University of Nigeria

Akwa Ibom State

Nduehedavid@gmail.com

0805794390

Aniediong Okon Udoh

Department of Educational Administration and Planning

Faculty of Management Science

National Open University of Nigeria,

Akwa Ibom State

Anediongmoses@gmail.com

08038817103

Abstract

This study investigated the relationship between parental motivation and academic self-concept of primary school pupils in Uyo Local Government Area, Akwa Ibom State. The study was guided by four objectives, four research questions and four hypotheses. The population of the study comprised all 2, 309 primary school pupils in Uyo Local Government Area, Akwa Ibom State. A sample size of 320 respondents was selected for the study through simple random sampling technique. Two researcher developed instruments titled “Parental Motivation Questionnaire (PMQ)” and “Pupils’ Academic Self-Concept Questionnaire (PASCQ)” were used to gather data for this study. The reliability coefficient of the study was calculated using Cronbach Alpha reliability coefficient statistics and the reliability coefficient of 0.82 and 0.74 were obtained respectively. Data collected were analysed using Pearson Product Moment Correlation(PPMC). The results obtained indicated that significant relationship exists between parental motivation and academic self-concept of primary school pupils in Uyo Local Government Area, Akwa Ibom State. The study recommended among others, that parents should adopt effective parental motivational strategies to enhance pupils’ academic self-concept development in schools.

Keywords: Parental motivation, parental reward, effective communication and, pupils’ academic self-concept.

Introduction

In recent times, research on academic self-concept as outcome of parental motivation has increased. Motivation may be regarded as a force that energizes an individual to behave in a particular manner at a particular time for attaining some specific goal or purpose. It is the reason people act in a particular ways especially in the school system. It is the process of having desire, of parental status (Abdu, 2019; Adeoye; 2018; Adler, 2020 and Agbisit, 2018). Parental motivation is an impulse that arises from intrinsic and extrinsic factors to enhance students’ self concept. The motivation that parents provide to their students can have a significant impact on academic self concept of students in school. Parental motivation is given by the parents towards their children to make them work harder or being determine their studies that leads them to have better achievements in schools.

Motivation is the internal state that arouses students to action and engaged students in certain activities to improve their self concept. According to Okumbe (2018) motivation is a psychological or physiological need that activates behaviour or drives that is arrived at a goal or incentive. Balungwa (2018) viewed motivation as the indecent of a desired behaviour within subordinates. Parental motivation are practices that aim to create good behaviour among students and to develop policies that will provide for higher levels of performance of students. parental motivational play a major role in students' academic work, performance and then self concept. It reflects in students' choices of learning tasks in their coping with the obstacles they encounter in the learning process (Bendalos, 2018). In addition, Roche (2019) emphasized that effective parental motivation helps parents to supervise their children activities at home which has the potential to make them not to display bad habit at school. Parents who monitor their children by setting firm rules, supervises social activity and discussing sexual issues with them, will have children who are more likely to postpone becoming sexually active, deviant and focus on their academic work to build their academic self concept.

The importance of parental motivation on pupils' self concept cannot be over emphasized. According to Kochhar (2018) parental motivational helps to encourage pupils to become self-motivated independent learners, ensure opportunities for pupils success by assigning tasks that are neither too easy nor too difficult, help pupils to find personal meaning and value during teaching and learning process. parental motivational also helps to create an atmosphere that is open and positive and also help pupils to find out that they are valued members of the learning community. Tella (2017) noted that when parents are caring, supportive and emphasize the teaching and learning process over the performance outcomes, pupils tend to be motivated, achieve and expect good success. This also happens when parent are interested on their children academic work in schools. give feedback to the pupils and parents.

Parental motivation is given by the parents towards their pupils to make them work harder or being determine their studies that leads them to have better achievements in school. The checklist is made up of two parts, parental motivation and the level of achievement. The research was a quantitative correlation design. Parents should be aware in interacting with their children and should be more responsible in doing their roles(Abdu, 2019 and Adeoye; 2018). . Through the parents' motivation, it encourages the children to believe in themselves that they can do everything. The proper role of the parent is to provide encouragement, support, and access to activities that enable the child to master key developmental tasks. A child's learning and socialization are most influenced by their family since the family is the child's primary social group. Happy parents raise happy children. Parental motivation is given by the parents towards their students to make them work harder or being determine their studies that leads them to have better achievements in school(Adler, 2020 andAgbisit, 2018). . Parental motivation is a process which is undertaken by the parents to direct the child's. behaviour towards higher academic progress.

The major role of the parents is to provide. encouragement, support and access to the activities that enable the child to master all-round. development of personality. Without parents

with effective motivation strategies, children will find it difficult to be encouraged and supported which is the basis for pupils' academic self concept in schools (Adeoye 2018 and Adler, 2020). In the role of motivation, parents must be able to provide enthusiasm for learning for their children. Effective parental motivation help parents to improve pupils' academic self-concept. Effective parental motivation help parents to have control over their children. Parental control in this context is defined as the degree and manner in which parents attempt to place limits on their children's behavior (Barber, 2019). According to Roche (2019) parents with effective motivational techniques and motivational family structure are more likely to place limits on problem behaviours or risky behaviours which has the potential to enhance students' academic self concept.

According to Adepogu (2018) parents should ensure the provisions of learning materials as the most predictor variable and conducive school environment for learners' motivation. The effectiveness of any parents motivation depends to a large extent on how the learner is being motivated to take academic serious. The motivation of the students by parents enhances pupils' self concept, participation in the learning process and improves academic performance. The parental motivation adopted in this study are parental reward, parental effective communication, parental supervisions and parental provision of basic need. Effective parental motivation help both parent and children to spend high-quality time together at sharing good experiences that improve pupils' academic self concept. According to Uchechukwu (2018), pupils from family background with effective parental motivation have high level of parental control, monitoring and supervision which is very influential in enhancing students' self concept.

Parental motivation play a very significant role on pupils' academic self concept. According to Brown (2018) parental motivation enable children to have close relationship with the parents which in turns can help to improves pupils' self concept. Parental motivation intact play the following roles on children: parents have freedom with the children, more peace of mind, freedom of speech and expression, spend more quality time with the children and also help children to get closer to the parents. Parental motivation are the best family structure for children upbringing for effective academic performance and self concept (Effiong, 2018). According to Emmeh (2017), when parents cultivate the habit of motivating their children, it helps to enhance pupils self concept irrespective of gender. Parental positive motivation has the potential to enable the children to have a close connection to the biological parents, refrain from engaging in antisocial behaviour and helps in enhancing pupils' self concept in schools. Several studies has been conducted by different researcher like Amino, (2019); Akpan (2020) and Akande (2017) and found that parental motivation is effective in enhancing pupils' self concept in secondary schools.

Academic self concept is a product of parental motivation. According to Brown (2018) an academic self-perception is the awareness and perceptions about oneself in achievement situations. Positive self-perceptions about one's own academic capabilities form a significant part in adolescent students' to their adjustment in school. Self-concept is students' way of seeing and thinking about themselves. When a student knows and understands their self, strengths, struggles,

and style, they will be able to seek help, feel confident, and succeed as a thinker and learner and also improve their self concept academically. Academic self-concept refers to individuals' knowledge and perceptions about themselves in academic achievement situations (Wigfield, 2019). Academic self-efficacy refers to individuals' convictions that they can successfully perform given academic tasks at designated levels (Schunk, 2019). Academic self-concept relates to how well an individual feels they can learn when they are effectively motivated by either parents or teachers. Parental motivation is the ability of a parent to support, encourage, reward, provide basic need, effectively communicate with the students, supervising students' progress and reward of good characters. Although, there are several parental motivation variables that can enhance students' self concept, this study focuses on parental effective communication and parental rewards.

The theoretical framework of this study is based on Maslow's Theory of Self-Actualization (1954) . The relevance of Maslow's Theory of Self-Actualization (1954) to parental motivation is that this theory will enable the parents to apply different motivational technique to improve their children self-concept . The theory will also enable the parents to know the motivational techniques needed to improve academic self concept of their children. Parental reward is a motivational tools that plays an imperative part in enhancing pupils' academic self concept. Parental reward is one of the major determinants of pupils' academic self concept in schools. When pupils' are constantly rewarded by the parents, helps to enhance students' self concept. According to Mora, (2018) parental reward is a motivational technique that has the potential to encourage students to work hard and be interested during teaching and learning process to improve pupils' academic self concept. Effective parental reward helps to motivate the pupils to study effectively in schools in order to improve their academic self concept. Parental reward takes an important part in improving pupils' academic self concept because it is a strong parental motivational tools.

Reward is a motivational technique that play a significant role in teaching and learning for the improvement of pupils self concept. It may comes in the form of praise which is an expression for admiring words use to appreciate individual performance and appropriate behaviour. According to Mike (2019), reward is the frequent intermittent and associated comment on the effect of favourable action. It is to recognize an individual orientation that can answer the need of belongingness, self - esteem and self-actualization. It is a strong motivator and determiner of puplls' academic performance and interest towards learning (Okon, 2018) which in turns help to promote students' academic self concept in schools. Effective reward in at home by parents helps to enhance students' academic self concept in school. Praise help to energizes pupils during teaching and learning process to learn effectively. Effective parental reward enhances communication between parents and children. Ekot (2020) reported that effective parental communication is attained by helping pupils feel good about their accomplishments and allowing them to exert some degree of control over the learning experience. Communication by parents who knows how to encourage stand a greater chance to improve academic self concept in school better than communication by parents without good knowledge of encouragement.

Parental communication is a communication between parents and children. Effective communication is an important generic skill that is found in every aspect of life especially in the family and between parents and children (Okon, 2018). It is needed for successful learning and to improve pupils academic self concept. When parents communicate effectively with their children, it help to enhance pupils' academic self concept. According to Mark (2018), when parents communicate, it is important for them to come down to their children's level both verbally and physically. Verbally, parents should try to use age-appropriate language that their children can easily understand. With younger children, this can be done by using simple words. Parental communication is all about communication with children in the family. Positive two-way communication is essential to building your child's self-esteem. While children thrive with words of encouragement and reward listening to child boosts their self-esteem and enables them to feel worthy and loved. Therefore, based on this background the present study intend to investigate the relationship between parental motivation and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State

Statement of the problem

Parental motivation is an impulse that arises from intrinsic and extrinsic factors to enhance students' academic self concept. The motivation that parents provide to their students can have a significant impact on academic self concept of pupils in school. Over the years, it has been observed by the researcher that pupils' academic self concept in primary schools in Uyo Local Government Area, Akwa Ibom State tends be poor. Today teachers are often blamed for poor students' academic self concept and low academic performance of the pupils, without actually finding out other related factors that can contribute to the pupils' problem such as poor pupils' academic self concept. As far as academic is concerned most people are quick in pointing accusing fingers on both the pupils' and the teachers. Should the whole problem of pupils be heaped on the teachers who always want the best from their students?. It becomes necessary to find out the causes of such poor pupils' academic self concept in primary schools in Local Government Area, Akwa Ibom State. Though these poor students' academic self concept have been attributed to a lot of industries such as students' factors, like student's attitude to school, approach to learning and peer influence. Apart from students' factors, school factors and parent's factors, there are other indicators that cause poor students' academic self concept.

Despite the many factors that have contributed to pupils' poor academic, the researcher that has observed that self- concept among pupils is low and this tends to contributes to abysmal performance in examination among primary schools pupils. The reasons for the low self-concept tends to stem from the fact, the pupils seem not to be properly motivated by their parents. Parents could not rewards, communicate, monitoring and provide basic need to their children effectively. This become the central problem of the study. Therefore, this study intends to investigate whether

parental motivation and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State.

Purpose of the Study

The main purpose of this study is to determine the relationship between parental motivation and academic self-concept of primary school pupils in Uyo Local Government Area, Akwa Ibom State. The specific objectives of the study are:

1. To determine the relationship between parental reward and academic self-concept of primary school pupils in Uyo Local Government Area, Akwa Ibom State.
2. To ascertain the relationship between parental effective communication and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State

Research Questions:

The study will answer the following questions;

1. What is the relationship between parental reward and academic self-concept of primary schoolspupils inUyo Local Government Area, Akwa Ibom State?
2. What is the relationship between parental effective communication and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State?

Research Hypotheses

The following null hypotheses will be tested in the study.

1. There is no significant relationship between parental reward and academic self-concept of primary schoolspupils inUyo Local Government Area, Akwa Ibom State
2. There is no significant relationship between parental effective communication and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State

Methodology

The study adopted correlational research design was used in this study. Correlational research design is a type of research that seeks to determine the relationship between dependent and independent variables. The target population for the study consisted all the 2,309 Primary two pupils in public primary school in Uyo Local Government Area during the 2024/2025 academic year. The sample size of 320 students was selected from the study from eight (15) public primary schools in Uyo Local Government Area of Akwa Ibom State through multi-stage sampling technique. The research instruments that was use for the collection of data for the study was Parental Motivation Questionnaire (PMQ and Pupils' Academic Self-Concept Questionnaire (PASCQ). The Parental Motivation Questionnaire (PMQ) and Pupils' Academic Self-Concept Questionnaire (PASCQ) was measured by the items in the questionnaire. The questionnaire will made up of three section A, B and C. section A focused on socio-demographic characteristics of the respondents while section B focuses on item independent variable (Parental Motivation) based on objective of the study while section consisted of items on dependent variables (Pupils'

Academic Self-Concept). The Parental Motivation Questionnaire consisted of 20 items based on the variables under study while Pupils' Academic Self-Concept Questionnaire (PASCQ) consisted of 10 items. The items in both questionnaires was placed on a 4 likert scale of strongly Agree (4 points), Agree (3 points), Disagree (2 points) and strongly Disagree (1 point). The instruments "Parental Motivation and Pupils' Academic Self-Concept Questionnaire (PASC)" was subjected to face validity by three validates, one in the Department of Psychological Foundations of Education and two validates in the Department of Early Childhood and Special Education both in Faculty of Education, University of Uyo, Uyo to scrutinize the items on the basis of coverage, knowledge, content and items arrangement. The suggestions was incorporated into the final form of the instrument and adjusted valid before administration, so that the items can truly test the intended objective of the study. The reliability of the instrument title Parental Motivation and Students 'Academic Self-Concept Questionnaire (SASC) was establish by administering the instrument on 30 students who will not part of the actual study sample. The scores obtained from this pilot group was subjected to Cronbach's Apha Reliability Coefficient Analysis and the reliability coefficient of 0.82 and 0.74 will be obtained for the two instruments which will be deemed adequate for the study. The data collected from the instrument was analyzed using Pearson Product Moment Correlation statistics will be use in answering the four research questions and in testing the four null hypotheses at .05 level of significance.

Results

The result of this study are presented based on research questions and hypotheses.

Research Question 1: What is the relationship between parental reward and academic self-concept of primary school pupils in Uyo Local Government Area, Akwa Ibom State?

Table 1: Pearson Product Moment Correlation analysis of parental reward and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State

Variables	Σx	Σx^2	Σxy	r-cal	Decision
	Σy	Σy^2			

$n = 320$, *Significant; $p < .05$; $df = 318$; critical r -value = 0.139

The result presented in Table 3 reveals that calculated r -value of 0.88 is greater than the critical r -value of 0.139 at 318 degrees of freedom and .05 alpha level. Therefore, the null hypothesis was rejected. This shows that there is a significant relationship between parental reward and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State

Null Hypothesis 2: There is no significant relationship between parental effective communication and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State

Table 4: Correlation Analysis of the relationship between parental effective communication and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State

Variables	Σx	Σx^2	Σxy	r-cal
	Σy	Σy^2		
Parental effective communication X	3547	59769	70295	0.83*
Academic self-concept Y	3587	71717		

$n = 320$, *Significant; $P < .05$, $df = 318$, critical r -value = 0.139

The result presented in Table 4 reveals that the calculated r -value of 0.87 is greater than the critical r -value of 0.139 at 318 degrees of freedom and .05 alpha level. Therefore, the null hypothesis is rejected. This shows that there is a significant relationship between parental effective communication and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State

Discussion of Findings

The result presented in Table 1 indicated that high positive relationship exist between parental reward and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State. The result presented in Table 3 showed that There is a significant relationship between parental reward and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State. This finding may be due to the fact that parental reward is effective in enhancing pupils' self concept in schools. This finding is in line with the finding of Onyeike (2017) reported that effective parental rewards system helps to increase students' academic performance and academic self concept in school irrespective of gender. Onunkwo (2017) also pointed out that reward systems help to improves pupils' commitment to take home assignment as well as improving pupils' self-concept respectively. Effective parental reward system helps to promote students' self- concept control late coming behaviour among primary schools pupils.

The result presented in Table 2 revealed that high positive relationship exist between parental effective communication and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State. The result presented in Table 4 showed that there is a significant relationship between parental effective communication and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State. This finding may be due to the fact that parental effective communication play a pivotal role on academic self-concept of secondary schools students. This finding is in line with the finding of Kauchak (2018) who reported that effective parental communication skills prepare pupils to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. David, (2018) effective parental communication is an ultimate icon that addresses pupils' behavioural content, taking into account context, global issues, local priorities and enhances academic self concept. It alsohelp in building moral capacities based on rational decision-making, social tolerance, environmental stewardship, adaptable student force, quality of life and academic performance of pupils.

Conclusion

Based on the findings of the study, it was concluded that high positive relationship exist between parental reward and academic self-concept of primary schools pupils, high positive relationship exist between parental effective communication and academic self-concept of primary schools pupils, that there is a significant relationship between parental reward and academic self-concept of primary schools pupils and there is a significant relationship between parental effective communication and academic self-concept of primary schools pupils in Uyo Local Government Area, Akwa Ibom State

Recommendations

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

1. Parents should always reward their children to improve their academic self-concept
2. Parent should effectively communicate with children to enhance their academic self-concept

References

- Abdu, T (2019). The relationship between effective communication and pupils' academic self concept in Calabar Municipal Area of Cross River State. *Journal of Educational Strategies, issues and Ideas*. 3(1) 18-27.
- Adeoye, Y. I (2018). The influence of parental provision of basic need on pupils' academic performance in secondary schools in Edo State *Journal of Education*. 10(2) 12-22.

- Adepogu, T (2018). The relationship between effective communication and pupils' academic self concept in Calabar Municipal Area of Cross River State. *Journal of Educational Strategies, issues and Ideas*. 3(1) 18-27.
- Adler, U (2020). The relationship between parental motivation and pupils' academic self concept in public primary schools in Oruk Anam Local Government Area, Akwa Ibom State. *Journal of Educational Strategies, issues and Ideas*. 23(9) 190-194.
- Agbisit, W (2018). The relationship between teachers- motivation and pupils' self-concept in primary schools in Port Harcourt city of Rivers State. *Journal of Educational Strategies, issues and Ideas*. 78(5) 190-192.
- Akande, Y (2017). The influence of parental provision of basic need on pupils' self-concept in primary schools in Abakiliki urban of Ebonyi State. *Journal of Education*. 5(2) 10-20.
- Akpan. A. (2020). The knowledge of communication skills of secondary graduate students' teachers and their understanding of the relationship between communication skills and teaching *West African Journal of Education* 5 (2): 1-10.
- Amino, I (2019). The relationship between parental effective communication and students' pupils' self-concept in primary schools in Imo State *Journal of Educational Strategies, issues and Ideas*. 9(2) 10-20.
- Balungwa, W. (2018). The influence of teachers' motivation and pupils' self-concept in primary schools in Port Harcourt city of Rivers State *Journal of Educational Strategies, issues and Ideas*. 78(5) 90-102.
- Barber, Y (2019). The influence of parental motivation among primary pupils in selected primary school in Lagos State Nigeria *Journal of Educational Strategies, issues and Ideas*. 8(5) 10-2.2
- Bendalos, O (2018). The influence of effective communication on students' academic self concept in Tafa Local Government Area of Niger State *Journal of Educational Strategies, issues and Ideas*. 6(2) 190-192.
- Brown, J. (2018). Teacher Qualities in Educational Production. Tracking, Decay and Students Achievement. *Quarterly Journal of Economic* 125 (1): 175-214.
- Effiong, A. (2017). The relationship between parental effective communication and pupils' self-concept in primary schools in Abia State *Journal of Educational Strategies, issues and Ideas*. 9(2) 10-20.

- Ekot, J. (2020). Teacher Qualities in Educational Production. Tracking, Decay and Students Achievement. *Quarterly Journal of Economic* 125 (1): 175-214.
- Emmeh, C. (2017). Influence of Instructional Material on Student academic performance and self-concept in schools. *West African Journal of Education* 5(2) 6-12.
- Kochhlar, B. (2018) investigated the relationship between parental supervision and its effect on students academic self concept in public secondary schools in Oyo State Nigeria *Journal of Education*. 7(5) 10-20.
- Mark, M. M. (2018). *Typologies of Instructional Methods Strategies and techniques in Nzeribe A.B.C and Sawa, M. M. (Eds) Principles and methods of teaching*. Yola, Nigeria Practice Publisher.
- Mike, J. (2019). Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigeria Secondary Schools. *Education Research and Review* 2(7): 165-171.
- Mora, M (2018). The influence of teachers' motivation and students academic performance in business studies in secondary schools in Port Harcourt city of Rivers State *Journal of Educational Strategies, issues and Ideas*. 18(3) 90-102.
- Okon, J. (2018). The relationship between parental motivation and pupils attitude toward learning of social studies in public secondary schools in Ekiti State. *Journal of Educational Strategies, issues and Ideas*. 10(7) 190-192.
- Okumbe, E. (2018). The attitude of students towards learning and their actual performance. *Journal of education* 8(2): 233-240.
- Roche, H (2018). The influence of teachers' communication skills among primary school students in selected secondary school in Lagos State Nigeria *Journal of Educational Strategies, issues and Ideas*. 78(5) 1-12.
- Tella, U. I (2017). The relationship between parental supervision and its effect on pupils' academic performance in public secondary schools in Lagos State Nigeria *Journal of Education*. 7(5) 10-20.
- Uchecchukwu, E. (2018). *Cases of Low Academic pupils' self-concept in primary schools in the Lamia Sub-metro of Shama Ahanta East Metropolitan Assembly of Ghana*. Regional Conference of Education in West African, Dakar Senegal 1st – 2nd November, 2005.

Wgfield, O. (2019). The relationship between parental motivation and pupils' self-concept in primary schools in Anambah State. *Journal of Educational Strategies, issues and Ideas*. 8(9) 90-102.

Okon, M. M. (2018). Pupils' self-concept in primary schools (*trend and issues*) Kwara. Nigeria Gashen Print-Media Publisher.

Schunk, M. A. (2018). *Cognitive Psychology for teachers*. New York: Macmillan.