

**PARENTS' MOTIVATION AS A PINNACLE TO ACHIEVEMENT MOTIVATION AMONG IN-SCHOOL ADOLESCENTS IN NIGERIA****BY**

**Dr Usman, Jimoh Abdulkareem:** School of Education, Kwara State College of Education, Oro,  
[Kareemusman32@gmail.com](mailto:Kareemusman32@gmail.com)  
**Alanamu, Mustapha Lanre:** School of Education, Kwara State College of Education, Oro,  
[Mustyalanamu1@gmail.com](mailto:Mustyalanamu1@gmail.com)  
**Omokanye, Olayemi Oyekale:** School of Education, Kwara State College of Education, Oro,  
[omokanyeolayemi@gmail.com](mailto:omokanyeolayemi@gmail.com)

**Abstract**

*Education plays a vital role in enhancing the level of thinking and standard of living. Educated parents transfer the value of education to their children which hitherto affect the aspiration level and achievement of the child. The findings of present study and earlier researches supported the notion that parents' education is one of the most important factors influencing child's achievement motivation. Highly educated parents have greater success in providing their children with the cognitive and language skills that contribute to early success in school. The relationship of parents' education to their children's achievement motivation in academic area is assisted by parents' beliefs and behaviours. As their children reach the adolescent stage of development, they become highly influenced positively or negatively by these actions. This paper sheds light on how parents' motivation can enhance achievement motivation of In-school Adolescents in Nigeria. Attention was focused on concept of adolescence and adolescents, types of parents' motivational levels, effects of parents' motivation on achievement motivation of adolescents and implications of the study findings for counselling. It is suggested, therefore, that Professional counsellors should endeavour to help in-school adolescents in various schools by organizing seminars that will expose their motivational factors and the effects on achievement motivation within the school settings. Counsellors should collaborate with different religious organisations in sensitizing parents on numerous strategies that can be employed in motivating children's schooling appropriately. Steps should be taken to bring awareness in the community about the importance of parents' involvement in their children's education.*

**Keywords:** Achievement, Motivation, Adolescence, In-school Adolescents

**Introduction**

Education is a procedure whereby an individual advances attitudes and capabilities that are painstaking to have worth and bearing in the society. It is the paramount inheritance a nation can give to her citizens, specifically the youth. Every nation expecting to have optimistic prospect needs to stress education because it is the single way to abundant growth and development. Yusuf and Al-Banawi (2013) postulated that education must be well-thought-out as a key investment in modern economies because, as formerly appreciated within the framework of a knowledge-based economy, there are robust and positive correlation between economic activity and education in clarifying economic growth. Asiru (2014) detailed that education is a facilitator to the development of individuals, society and the nation as a whole.

Dagbo (2014) similarly preached that education is an essential device for social growth, improvement and collaboration of all elements in the society for its economics, social and political well-being. Olayanju (2014) postulated that education performs a critical role in human capability building and skills procurement. Regardless of the fact that the progress of any nation hinges principally on the superiority of education of her citizen, regrettably, the academic performance of most Nigerian youth in secondary schools is declining. This has therefore come to be a major distress of education stake-holders and researchers. Imogie (2002) depicted the attention of researchers to the public uproars concerning the low quality of education in Nigeria which has become a major concern to the over-all development of this important sector.

It was discovered that, many researchers stressed the influence of peer groups on students' motivation. It seems, however, that family (parents) has a noteworthy influence on the students' achievement motivation. Although, some debated that the significance of parents' role on children's development has been exaggerated (Haris, 2006). Researchers nevertheless, are progressively obtaining support for the precarious role of parents in the development of their children's education (Collins; Maccoby, Steinberg, Hetherington & Bornstein, 2008). Many of the same factors at work with peers also seem to be influential in the parents; for example, the extent at which parents encourage and the level of their involvement in children's schooling is predictive of motivation. When one looks at the parents, however, one will see the key influences due to other factors such as parents' socioeconomic status, home environment, mother's belief and skills as well as father's involvement in their children's education.

Over the years, behavioural scientists have remarked that some people have passionate desires to achieve something while others may not appear troubled about their achievements. This occurrence has enticed a lot of discussions and debates. Scientists have perceived that people with a high level of achievement motivation display definite features. Achievement motivation is the disposition to striving for success and to select goal oriented success or failure activities (Colman, 2001). People who are concerned with achievement, in all-purpose, appreciate life and feel in control. Being motivated preserves people vibrant and gives them self-respect. They fixed reasonably challenging but easily achievable goals which help them to accomplish their aims and objectives. They do not fix extremely difficult or tremendously easy targets. By doing this, they make sure that they only assume tasks that can be achieved by them (Eccles & Wigfield, 2002).

Achievement motivation is an effort to outshine in learning chores combined with the ability to experience strained in success (Ngwoke & Obikwelu, 2010). These researchers were amongst those that concentrated on the study of achievement motivation. People who struggle for distinction in a field for the sake of achieving and not for some gratifications are considered to have a high need for achievement. According to Mangal (2008), motivation may be viewed as something which stimulates, obliges and strengthens an individual to act or behave in a particular manner at a particular time for accomplishing some particular aims or purposes. Nonetheless, factors that are accountable for the motivation of an individual are multi-dimensional in nature and are the actual stimulating forces that push and pull an individual to move for accomplishing a precise goal.

Parents always want the best for their children and always want their children to live a better life than they did. Parents provide as many resources as they can, but this can also be negative to the child's education at times. Some parents typically do not become involved in their children's education unless difficulty arises, which then can lead to frustration from the parents (Pomerantz, 2005). High motivation and engagement in learning have consistently been linked to reduced dropout rate and increased level of students' success.

### **Concepts of Adolescence and Adolescents**

Steinberg (2002) opined that the word "adolescence" is coined from the Latin verb "adolescere", meaning, "to grow into maturity". In line with this meaning, adolescence could then be perceived as a process rather than just a period of human development, a process of achieving the attitudes and beliefs needed for active participation in society. Adolescence may also be seen as a period of physical development, a chronological age span, a socio-cultural phenomenon and even as an abstract concept suggesting an idea or an attitude towards life.

Adolescence is a phenomenon that is distinctively human (Falaye, 2001); while many other living things pass through the normal growth stages of childhood to adulthood, only human beings manifest certain characteristics that fall in between childhood and adulthood. This period is here referred to as adolescence. It is an abnormal period of "dependency" when the individual is too old to be treated like a child, yet he/she is not able to take on the responsibilities of an adult. It is generally seen as the teenage years, a period between puberty and adulthood.

Lerner, Noh and Wilson (2005) described adolescence as a phase of life beginning in biology and ending in society. It is an “in between” developmental stage in which young people are no longer considered children, but are yet to be accepted as adults. Indeed, adolescence may be defined as the period within the life, when most of a person’s biological, cognitive, psychological and social characteristics are varying into what typical is considered adult-like.

Socio-scientists who study adolescence, usually differentiate among early adolescence, which covers the period from about age 10 through age 13; middle adolescence from about age 14 through age 18; and late adolescence (or youth) from about age 19 through age 22 (Steinberg, 2002). Adolescence is described as a crisis period in life during which there is mixture of childhood and adulthood roles, drives, dependence and high expectations. An adolescent is variously referred to as a youth or teenager. Most secondary school students in Nigeria are usually within the adolescent age range of 10-25 years (Adegoke, 2003). Adolescence is a period of conflict with self, peer, parents and the society (Anderman, 2012).

For the adolescents, this period is a dramatic challenge, one requiring adjustment to changes in the self, in the family and in the peer group. In contemporary society, adolescents experience institutional changes as well. Among young adolescents, there is a change in school setting, typically involving an evolution from elementary school to either junior high school or middle school; and in late adolescence, there is transition from high school to the university, to the world of work or childrearing (Steinberg, 2002). Olayinka (2008) in his psychological description says that, the adolescent is a person of many facades. The writer further reflects that the adolescence period is not necessarily that of persistent stress, strain as emphasized by some writers. According to the researcher, some young people are helped to experience a gradual, relatively peaceful and successful continuous development from childhood to adulthood. However, this depends on their home background as well as other environmental factors.

Anderman (2012) was of the view that parents who comprehend the dynamics of adolescent growth and can embrace some management approaches stand a better chance of instituting genuine communication with the youngsters. Moronkola (2005) was of the view that many parents dispel countless energy in upholding their adolescents because of the impression that adolescence exhibits more problems than other stages of human growths. Truly, during adolescence, there are numerous developmental tasks. Each teenager is an individual with an exclusive personality and distinct interests of likes and dislikes. Conversely, there are also plentiful developmental concerns that everyone faces during the adolescent years.

Marshall (2004) affirmed five physical indices of puberty. These are:

- (i). A speedy acceleration in growth in both height and weight;
- (ii). The development of primary sex characteristics of sex organs such as testes in males and ovaries in females;
- (iii). The development of secondary sexual characteristics comprising the genitals and breasts, and the growth of pubic hair, facial and body hair as well as advance development of the sex organs;
- (iv). Changes in the body structure, magnitude and the dissemination of fats and muscles; and
- (v). Changes in circulatory and respiratory system that pointers to upsurge in strength and forbearance for exercise.

Dependable with the feedback mechanism of the expectancy-value model, adolescents are probable to have enhanced long-term academic achievement result if they have higher educational opportunities during earlier periods. As pointed out by Anderman (2012), adolescents are amongst those affected by this feedback mechanism. They have noted a universal deficiency of motivation, particularly concerning school tasks, absence of guidance and understanding about the future, manifest “live-in-the present” attitude linked with lessened aptitude for deferred gratification and absence of determination and capacity for effort. Indisputably, this condition is strictly related to adolescents’ likelihood of imagining life goals proficient of sustaining present action and providing it with meanings.

### **Types of Parents' Motivational Levels**

Parents' Motivational levels may be considered as something, which stimulates, compels and rejuvenates an individual to act or perform in a specific way at a precise time for accomplishing some exact goal or purpose. However, what precisely is accountable for the motivation of an individual and the real stimulating forces that push and pull an individual to move for accomplishing a precise goal needs to be copiously established (Mangal, 2008).

Psychological researchers have identified multiple factors which play important roles in predicting adolescents' achievement motivation. These factors are Parental level of education, Parental Socio-Economic Status (SES), Parents' level of socialization, Home environment as well as Parent-child interactions. All these factors summed together are referred to as parental motivational levels (Pomerantz, 2005). These factors may have either positive or negative effects on the level of the achievement motivation of adolescent individuals.

**Parental Level of Education:** Education has a crucial role in nation as well as individual's character building. It is a life line for any society and nation. Education of a child needs multidimensional struggles. Students, teachers, institute and parents have their roles to play in students' course of learning. Dagbo (2014) discoursed that education is a central device for social growth, development and interaction of all features in the society for its economics, social and political well-being. Olayanju (2014) speculated that education plays a precarious role in human capacity building and skills procurement. Parents' education therefore, is such an exciting force for a child which paves the way for his/her future. It is an acknowledged fact that the children of educated parents are more self-reliant, inventive and experienced than the children whose parents lack education. Maya (2001) specified that the family plays an essential role in formal and informal education of their children. Family's characteristics represent a number of variables like education, income, beliefs, occupation as well as size of family and they all have inferences on the performance of children. Significant research studies stated that, though, socio-economic status of parent is the best predictor of students' academic achievement; however, parental education is considered the most stable (permanent) aspect of socio-economic status (Hoff, 2003). Hoff (2003) stated further that family plays a vital role in a child's academic realization and improvement.

**Parents' Socioeconomic Status:** Socioeconomic status (SES) includes social status (position, rank) and economic indexes (wealth, education). Today, many definitions of socioeconomic status include the idea of capital (resources, assets) (Brandly & Corwyn, 2002). Capital includes financial and material resources (e.g., incomes, assets), human and nonmaterial resources (e.g. parental education) and social resources (those obtained through networks and connections) (Putnam, 2002). Intuitively, capital seems to be influential for children's motivation and learning. Despite the complexity of the socioeconomic status, one must keep in mind that it is a descriptive variable, not an explanatory one. According to Meece (2002), the links between family socioeconomic status and children's academic motivation is well established. Children from lower socioeconomic backgrounds typically display lower academic motivation and achievement and are at greater risk for school failure and dropout (Borkowski & Thorpe, 2009). However, low socioeconomic status is not associated with low motivation, but it is the factors that frequently accompany low socioeconomic status that influence motivation and achievement.

**Parents' Level of Socialization:** Socialization as a factor influences lower socioeconomic status and often do not match or prepare students for the middle-class orientation of schools and classrooms. This mismatch and lack of proper training can lead to lower socioeconomic status and students having more behaviour and discipline problems in schools, which negatively related to motivation and achievement. Lower socioeconomic status students may not understand the full benefit of schooling (Meece, 2002). They may not comprehend that if they get a good education, they increase their chances of securing college acceptance, good jobs and financial stability. In addition, they may not want to or be financially able to put off the short-term benefits of working now in exchange for the long-term benefits of schooling. In their present situations, they may have few positive role models who had succeeded and display these attributes. Instead, they may

believe that college is out of reach and follow the models they do have, many of whom may have quit school and hold low-paying jobs or are unemployed.

**Home Environment:** It has been stressed that children are inspired to work on activities and learn new information and skills when their environments are rich in interesting activities provided by their parents. This, however, may awaken their curiosity, interest and moderate challenges. The same can be said about the home environment. Regrettably, there is much variability in motivational influences in homes. Some homes have many activities that excite children's thinking such as computers, books, puzzles and the likes. Parents may be profoundly interested in their children's cognitive development and devote time with them on learning. Other homes do not have these resources and adults in the environment may pay minute attention to children's education (Eccles, 2008). Much of the inconsistency in the variation between family income and children's intellectual development may not, however, come from socioeconomic status but slightly from the family's provision of a motivating home environment (Meece, 2002).

**Parents-Child Interactions:** Parent-child interactions can influence students' enthusiasm to school. For example, Newman (2002) stated that parents who give children clues and hints rather than automatically supplying answers boost students' questioning and critical thinking. Research proposes that parents help to adjust their children's self-perception of capability through causative acknowledgments or unambiguous statements about their children's performance, as well as the types of undertakings they inspire or discourage (Eccles, 2008). Parents, who make adaptive acknowledgments for their children's performance have high assurance in the children's capabilities and significance school works, inspire their children's positive motivational beliefs such as acknowledgments, self-efficacy and task values. Pape (2009) specified that parents who are involved in their child's academic life have a thoughtful effect on the child's capability to learn and help inculcate in them a gratitude for learning that can last a lifetime.

#### **Effects of Parents' Motivation on Achievement Motivation of Adolescents**

Children habitually remain with parents in their homes, so, it is the obligation of the parents to satisfy the basic needs (food, clothing, shelter, security, love) as well as educational needs of their children. Furthermore, parents are continuously in favour of monitoring the life of their children. They also produce such atmosphere at home which does not affect the growth and education of their children. Therefore, parents always engage themselves to motivate their children for better success in life. It has been presumed that academic achievement of students may not only hinge on the worth of schools attended and the teachers, rather the magnitude of parents' motivational levels which has vigorous role to play in academic achievement of their kids.

The evolution from middle school to secondary school may be an awe-inspiring and traumatic experience for young adolescents. Developmentally, students are arriving a period in their lives when their physical, cognitive, psychological and social characteristics are beginning to advance. Secondary school students experience both a circumstantial change and a personal change during this transition. It may habitually a bewildering time for students, their families and the other adults in their lives who seek to support their healthy development and learning. The secondary school learning environment may be more multifaceted than elementary school and academic achievement prospects increase. Children are more probable to have higher academic achievement levels and enhanced behaviour when families are involved in their education (Bryan, 2005). Learning originates at home through interaction with one's family.

Gottfried (2000) surveyed the positive correlation between motivation and achievement. Explicitly, young students with higher academic intrinsic motivation were establishing to have had considerably higher achievement and intelligent performance. Jencks (2012) stated that the family plays a significant role in formal and informal education of their children. Family characteristics denote a number of variables like education, income, beliefs, occupation, size of family and they all have consequences on the performance of children. Noteworthy reliable research studies have acknowledged that socio-economic status of parents is the best forecaster of students' academic achievement (Coleman, 2005). Nevertheless, parental education is

painstaking the most stable (permanent) aspect of socio-economic status. It has been well recognized that family plays a vibrant role in a child's academic achievement and development (Cornell & Gross, 2007).

Ajila and Olutola (2000) postulated that the home upsets specific individual since the parents are the first socializing agents in such individual's life. Uwaifo (2008) admitted that family upbringing of a child affects his/her response to life circumstances as well as his/her level of performance. Omirin and Adeyinka (2009) established that parental upkeep financially and morally has been discovered to be powerful in enhancing students' performance. Ebeonuwa-Okoh (2010) expressed that if the finances of students are inadequate, such circumstance may affect their academic well beings. Egbule (2010) stressed further that student's academic performance may be improved if their financial requirements are sufficiently met.

Caro (2009) established that the correlation between family socio-economic status and academic achievement is pleasant. Chen (2009) also postulated that parental education is the basic determining factor of student's achievement. The above researchers observed that there is breach in academic attainment between students of high socio-economic and that of low socio-economic families. They explained further that for the reason that children from low socio-economic status have moderately poor skills, they are disposed to leave school early and less probable to gain admission to colleges or universities. Udida, Ukway and Ogodo (2012) furthermore stressed that family characteristics are foremost cause of inequality in student's educational outcomes. They added that student's academic performance is prejudiced by the socio-economic upbringing of their parents; as parents that receive high income can take outright responsibilities of their children's education in relation with parents that earn inadequate wages.

Huang (2007) established that there is a relationship between parents' education attainment and children's motivation and achievement at higher secondary schools. Hansen and Masterkaasa (2006) revealed that students who originated in a farm household display the lowest educational accomplishment while those who originated in academic family do better. Unity, Osagioba and Edith (2013), in their findings accentuated that a child is affected adversely if he/she comes from an economically underprivileged household. The researchers hassled further that such children are confronted with irresistible difficulties that pointers to pitiable school performance.

The parents' interest and encouragement therefore, have a great impact on student's performance in the school. More so, children's school achievement is specifically dependent on parents' level of motivation. Lankard (2005) pointed out that where parental encouragement is low, relatively few students regardless of their intelligence or socio-economic status levels, plan to go to college. On the other hand, where parental encouragement is high, even when socio-economic status and intelligence are relatively low; more students plan to go to school. The researcher concluded that the way and manner in which the family is organized and the direction in which the family system is changing is important and this reflects on the child's performance in school.

The implication of this is that appropriate motivation from parents will lead to positive achievement motivation and vice-versa. This assertion is in consonance with the study of Isabelle, Barbara, Anna-Lena, Hanna, Brigitte, Benjamin and Ulrich (2017) who investigated motivational effects of students from families with little interest in mathematics and those without interest in mathematics. The results of the findings show that students from families with little interest in mathematics benefited more from a school intervention programme that aims at increasing mathematics motivation than do students whose parents regard mathematics as not important. The study indicated the intervention programme has a "Robin Hood effect" which reduces the "motivational gap" between students from different family backgrounds because new information about the importance of mathematics is made accessible to underprivileged students. In the light of this, parents should be encouraged to imbibe the habit of motivating their adolescent individuals in order to serves as catalyst to their educational pursuits and eventually become responsible members of the society.

Bamidele (2007) affirmed that parents' ambition for the child might upset his/her achievement in school while Morish (2005) assumed that well educated parents will poise their own children to profit as they have

done from their worthy education and resolve to make available the needed fund in order that this may be achieved. Articulating this in terms of high socio-economic home, Ezewu (2013) specified that in order for high socio-economic status' families to uphold their position, they do everything imaginable to guarantee that their children go to the greatest nursery and primary schools which warranty admission to extremely placed secondary schools. These exceedingly placed secondary schools offer the best paths to university education, hence, ensuring access to esteemed occupation and high wages for their children.

Children frequently stay with parents in their home, so, it is the obligation of the parents to fulfil the basic needs/educational needs of their children. Moreover, parents are always in the favour of controlling the lives of their children. They also produce such atmosphere at home which does not affect the growth and education of their children. Therefore, parents are enjoined to always engage themselves in motivating their children for better success through; discussing with their children about the benefits of education, discussing with their children about their family background and discussing with their children about the lower income community and possibility of going abroad for further learning. Parents always engage themselves in giving such other examples to their children about school related topics which could invariably serve as motivating factors for children's success in life.

From the above findings, one can deduce that parental involvement in their children's education nowadays was high due to the level of awareness as well as enlightenment on the part of parents. Every parent irrespective of their level of education, socialization, socioeconomic status wishes their children attend school and become responsible members of a society. Based on this premise, parents are enjoined to continue in partaking in the education of their children through their appropriate use of motivation in the lives of the adolescent individuals especially from the elementary school up till tertiary institutions.

#### **Implications of the Study Findings for Counselling**

The findings of this study have inferences for counsellors in training and practice. The implication of this finding for counsellors in training is that counsellors need to be furnished with appropriate skills to guide and counsel parents on the suitable components of motivational techniques that could be employed to assist adolescents so that they could progress on their academic achievement.

Parental motivation in students' educational achievement tallies with many constructs of school such as commitment; which includes attendance at parent-teacher seminars, contributing to extracurricular activities, monitoring student performance, conveying parental values, assisting in doing homework and providing intrinsic and extrinsic motivation. Conversely, it was famous that many schools have failed to involve parents wholly. Educational leaders such as counsellors need to involve and embrace parents as vibrant stakeholders within the educational system and inspire teamwork and partnership in them.

It was discovered from the research that family involvement in students' schooling is a positive and essential factor that contributes to academic achievement. In fact, most of the researchers whose works were consulted intensely supported the position that family involvement as well as parental motivation upholds academic achievement.

It was also observed from the findings that the most important factor associated with the educational achievement of children is not race, ethnicity or immigrant status but socio-economic factors. These factors include parental educational levels, neighbourhood conditions, poverty, parental occupational status and family income. It was therefore germane to state that there is a link between family socioeconomic status and children's academic motivation. Children from lower socioeconomic backgrounds typically display lower academic motivation and achievement and are at greater risk for school failure and dropout.

Contrarily, the fact that a child comes from a low socioeconomic status family does not guarantee that the child will have the preceding problems. There are countless individuals who were raised in poverty but succeeded academically and professionally. Despite this however, counsellor, can thus, work with policy makers in order to ensure how educational policies complement with family welfare, work, poverty, housing and neighbourhood conditions, so that, it will be easier to face significant obstacles in attaining the goal of

narrowing the achievement gaps. This conclusion clearly points to the fact that motivations in socio-economic background of the students breed achievement in their careers.

### Recommendations

To determine all the influencing factors enhancing achievement motivation of students in a single attempt is a complex and difficult task. Professional counsellors should endeavour to help in-school adolescents in various schools by organizing seminars that will expose their motivational factors and the effects on achievement motivation within the school settings.

Counsellors should encourage parents to pay more attention to students, especially, during their adolescence period because this is the period they move from one transition to another.

Steps should be taken to bring awareness in the community about the importance of parents' involvement in their children's education. Equally, the family lays the psychological, moral and spiritual foundation in the overall development of the children. Thus, intellectual skills can be developed and enhanced if parents can show concern about their children by providing their academic needs and give the needed moral support.

Parents involvement in schools' activities should be encouraged through P.T.A and the government should consider developing and implementing policies that support this. This collaborative effort enhances children learning.

Conclusively, counsellors should collaborate with different religious organisations in sensitizing parents on numerous strategies that can be employed in motivating appropriately towards their children's schooling.

### References

- Adegoke, A. A. (2003). *Adolescents in Africa: Revealing the problems of teenagers in a contemporary African society*. Ibadan: Hadassah Publishing.
- Ajila, C. & Olutola, A. (2000). Impact of parents' socio-economic status on university students' academic performance. *Ife Journal of Educational Studies*, 7(1), 31-39.
- Anderman, E. M. (2012). *Adolescence: Educational psychology handbook*. Washington, DC: US. Printing Press.
- Asiru, T. A. (2014). Primary education and national development in Nigeria. *International Journal of Special and General Education*, 3, 155-165.
- Bamidele, O. A. (2007). The influence of language of instruction on students' levels of cognitive development and achievement in science. *Journal of Research in Science Teaching*, 25, 166-172.
- Borkowski, M. O. & Thorpe, T. J. (2009). Parents' influences on students' adjustment to school. *Educational Psychology*, 34, 15-29.
- Bradley, R. H. & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, 53, 371-399.
- Bryan, J. B. (2005). Fostering educational resilience and achievement in urban schools through school-family-community partnerships. *Professional School of Counseling*, 8, 219-227.
- Caro, D. H. (2009). Socio-economic status and academic achievement trajectories from childhood to adolescence. *Canadian Journal of Education*, 32(3), 558-590.
- Chen, Q. (2009). *Family background, ability and students' achievement in rural China: Identifying the effects of unobservable ability using feminine-generated instruments*: [http://repository.upenn.edu/gansu\\_papers/26](http://repository.upenn.edu/gansu_papers/26)
- Coleman, J. (2005). Social capital in the creation of human capital. *American Journal of Sociology*, 94, S95-S120.
- Collins, B. T., Maccoby, E. E., Steinberg, L., Hetherington, B. F. & Bornstein, C. H. (2008). *The role of the father on child development*. New York: Wiley.
- Colman, A. M. (2001). Predictors of academic achievement and academic self-concept: A longitudinal perspective. *British Journal of Educational Psychology*, 67(3), 263-277.

- Cornell, D. & Grossberg, I. (2007). Family environment and personality adjustment in gifted programme children. *Gifted Child Quarterly*, 31(2), 59-64.
- Dagbo, S. S. (2014). Deaf children: their right to education through sign language. *Journal of International Journal of Special and General Education*, 3, 103-107.
- Ebenuwa-Okoh, E. E. (2010). Influence of age, financial status and gender on academic performance among undergraduates, *Journal of Psychology*, 1(2), 99-103.
- Eccles, J. S. (2008). Motivation beliefs, values and the roles of family. *Annual Review of Psychology*, 78, 123-204.
- Eccles, J. S. & Wigfield, A. (2002). Motivational beliefs, values and goals. *Annual Review of Psychology*, 53, 109-132.
- Egbule, F. O. (2010). The influence of poverty on students' behaviour and academic achievement. *International Journal of Educational Research*, 2(1), 151-160.
- Ezewu, E. (2013). Social stratification and education. *Journal of Sociology of Education*, 22(1), 21-29.
- Falaye, A. O. (2001). *Human Life Span. A basic text in developmental psychology*. Ibadan: Stirlin Holden Publishers Nigeria Ltd.
- Gottfried, A. E. (2000). Academic intrinsic motivation in young elementary school children. *Journal of Education Psychology*, 82(3), 525-538.
- Hansen, D. O. & Masterkaasa, R. (2006). Parents academic involvement as related to school behaviour achievement and aspiration: Demographic variations across adolescence, *Child Development*, 75 (5), 1491-1509.
- Haris, M. O. (2006). Family background, educational resources and educational attainment, *American Sociological Review*, 52, 548-557.
- Hoff, E. (2003). The specificity of environmental influence, socio-economic status affects early vocabulary development via maternal speech, *Child Development*, 7(5), 1368-1378.
- Huang, C. (2007). Academic interactions among classroom peers: A cross country comparison using TIMSS, *Applied Economics*, 39(12), 1531-1544.
- Imogie, I. A. (2002). Counselling for quality assurance in education: *A keynote address delivered on the occasion of 26<sup>th</sup> Annual Conference of CASSON*, University of Benin, Benin City, August, 2002.
- Isabelle, H., Barbara, F., Anna-Lena, D., Hanna, G., Brigitte, M. B., Benjamin, N. & Ulrich, T. (2017). **Robin Hood effects on motivation in math: Family interest moderates the effects of relevance interventions.** *Developmental Psychology*, 53(8), 1522-1637.
- Jencks, C. (2012). *Inequality: A reassessment of the effect of family and schooling in America*. New York: Basic Books.
- Lankard, B. A. (2005). *Family role in career development*. Eric Document Reproduction Service No. Ed389878.
- Lerner, R. W., Noh, S. D. & Wilson, F. G. (2005). Social cognitive predictors of academic interests and goals in engineering: Utility for women and students at historically black universities. *Journal of Counseling Psychology*, 52(1), 84-92.
- Mangal, S. K. (2008). *Advanced Educational Psychology*, (2<sup>nd</sup> ed.), Prentice Hall of India Private Limited New Delhi, 101, 110-138.
- Marshall, E. G. (2004). Physical manifestations of puberty, Adolescents with their challenges, *Developmental Psychology*, 51(5), 445-467.
- Maya, C. (2001). *Factors affecting the achievement motivation of high school students in Manine, Running Head: Achievement Motivation*. University of Southern Marine, USA.
- Meece, J. L. (2002). Family background, educational resources and educational attainment, *American Sociological Review*, 52, 548-557.
- Morish, J. A. (2005). The environment of the child and its relationship to his achievement in science. *Journal of Educational Research*, 85(2), 362-369.
- Moronkola, T. E. (2005). Adolescents, challenges and solutions. *Psychological Bulletin*, 95, 450-479.

- Newman, R. S. (2002). Social influence on the development of children's adaptive help seeking. The role of parents, teachers and peers. *Developmental Review*, 20, 350-404.
- Ngwoke, D. U. & Obikwelu, C. L. (2010). Self-esteem as a correlate of career preference of in-school adolescents in Anambra State, *Institute of Education journal*, 21(1), 110-118.
- Olayanju, O. J. (2014). Historical analysis of the implementation of teacher education policy in Nigeria: *International Journal of Special and General Education*, 3, 131-154.
- Olayinka, M. S. (2008). Counselling and students. *A paper presented at the 2008 Trainers Workshop by Federal Ministry of Education, (Guidance and Counselling Unit.), Lagos.*
- Omirin, M. S. & Adeyinka, A. (2009). Predictive validity of the junior secondary school certificate examinations (JSSCE) for senior secondary school certificate examinations (SSCE) in Ekiti State, *Journal of Educational Focus*, 2(1), 142-147.
- Osagioba, F. J. & Edith, D. G. (2013). A motivational science perspective on the role of parents' motivation in learning and teaching contexts. *Journal of Educational Research*, 15(3), 167-186.
- Pape, B. (2009). Involving parents: Let students and teachers win. *Education Digest*, 64(6), 47-51.
- Putman, G. N. (2002). *The role of the father in child's development*. New York: Wiley.
- Pomerantz, E. M. (2005). Mothers' affection in the homework context: The importance of staying positive. *Developmental Psychology*, 41(2), 414-427.
- Steinberg, L. (2002). We know some things: Parent-adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence*, 11(1), 1-19.
- Udida, L. A., Ukway, J. K. & Ogoto, F. A. (2012). Parental socio-economic background as a determinant of students' academic performance in selected public secondary schools in Calabar municipal local government area, Cross River State, Nigeria. *Journal of Education and Practice*, 3(16), 129-135.
- Uwaifo, V. O. (2008). Effects of family structure and parenthood on academic performance of Nigerian university students, *Study Home Comm. Sc.*, 2(2), 121-124.
- Yusuf, N. & Al-Banawi, N. (2013). The impact of changing technology: the case of e-learning, *International Journal of Contemporary Issues in Educational Research*, 6(2), 173-180.