Socio-Economic Status of Parents as Predictor of Achievement Motivation of Students of Covenant University Ota, Ogun State

Oluwatoyin M. Deinde, Sussan O. Adeusi & Olujide A. Adekeye

Department of Psychology, Covenant University
sussan.adeusi@covenantuniversity.edu.ng

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Abstract: The research investigated the socio-economic status of parents as predictor of achievement motivation of students of Covenant University Ota, Ogun State. Data for the study were collected using an adapted version of Achievement Motivation Scale Questionnaire by Atkinson & McClelland. Stratified random sampling technique was used for selecting the sample. The sample consists of 300 students from 3 colleges in the university. Two null hypotheses were raised and tested using Pearson Product Moment Correlation Coefficient. Findings indicated that there is a significant correlation between parents' income and achievement motivation and also, a significant relationship between parents' type of accommodation and achievement motivation of the students. The null hypotheses raised were rejected which contradicts popular assumptions that students from higher socio-economic status have higher achievement motivation. Based on the findings, the study recommends that further research be carried out to determine the likely factors that may be responsible for low achievement motivation among students of high socio-economic background.

Key-words: Achievement-motivation, parents, predictor, socio-economic status, students,

Introduction
Motivation has been described as a driving force, energizing force or propelling force that triggers action. It pushes humans to achieve goals and advance the total quality of life. It is believed to be the reason underlying behaviour (Guay, Chanal, Ratelle, Marsh, Larose, & Boivin, 2010). According to Riffat-Un-Nisa and Ghahazala & Anjum (2011), motivation is defined as an internal
condition that stimulates, directs and maintains behaviour. Adapting Maslow's hierarchy of needs theory, it is believed that learning would be enhanced when an individual's needs are met and satisfied. Physiological or biological needs are basic and are considered first to pursue intrinsic satisfaction on a higher level (Decker, 2018). The concept of motivation stands at the centre of the educational enterprise. To highlight and lay emphasis on the great relationship between motivation and education, the former United State Secretary of Education Terrel Bell said "There are three things to remember about education. The first is motivation. The second one is motivation. The third one is motivation." Achievement refers to competence, a condition of quality of effectiveness, having ability, adequacy or success.

Researchers have discovered that there is a great connection between learning, motivation and achievement (Liu, Wang, Ryan, 2016, Ozen, 2017). Over the years, different conceptions of achievement motivation have been discussed. One of the conceptions views motivation as "a drive" that is, an internal set need or condition that compels the individual towards action. Requirements in this conceptual domain are said to be intrinsic or residing largely within the individual. It is believed to be "trait like". However, because of the limitation of mainly applying a physiological approach to evaluating or explaining human behaviour, researchers widened their perspectives to postulate that motivation is a "learned drive" or "psychological motive" for social approval, power and achievement (Deci & Ryan, 2016; Ozen, 2017).

Some proponents who regarded achievement motivation as a great learned drive are Atkinson (1957, 1964) and McClelland (1961). According to these proponents, the achievement is an outcome of emotional conflict between aspiring for success and wanting to avoid failure. Here, the hope for success or the resultant pride at winning or outwitting others is an encouragement drive or motivational factor for success-oriented individuals. On the other hand, the thought of experiencing or encountering shame or defeat as unpalatable is the "drive" that makes failure oriented people avoid situations or activities in which they believe they are likely to fail. It is opined by the developers who say that achievement as a learned drive is the "balance" or "imbalance" between "striving for success" and "failure avoidance" which determines the process, gravity and quality of achievement behaviour.

Achievement motivation could be expressed as a personal determination to succeed in all spheres of one's endeavours. The urge, drive or desire to achieve or to succeed is different in each individual. Some individuals' need for achievement is very high, while that of others is very low. This, therefore, brings about the categories of high achievers, moderate achievers and low achievers. Different researchers have highlighted that various variables influence achievement motivation. These variables are identified as' types', intrinsic, extrinsic, achievement or social motivation (Azizoglu, Aslan, & Pekcan, 2015; Ozen, 2017).

According to Onukwufor and Ugwu (2017), achievement motivation is influenced by many factors that interact
to produce expected or less expected performance. Different Achievement motivation variables have been studied over the years. Examples are in Elliot & McGregor (2001), who highlight that students engage in academic activities to achieve personal goals. To achieve mastery goals, according to Noar, Andermen, Zimmerman, and Cupp (2005), students tend to engage in more "effective cognitive processing strategies". As observed by Dowson & McInerney (2001), social reasons also serve as motivation for high achievement or great success in academic performances. For Maehr (2008), achievement motivation is largely social/psychological. On the part of Wang & Lin (2008) self-concept/level of individual self-concept is the determinant of individual's academic accomplishment; this study focuses on the socio-economic status of parents as being predictors of achievement motivation of selected students of Covenant University, Ota. Okpara (2004) opines that motivation is the hidden force within, which drives an individual to behave in a particular way. The propelling force is usually a mixture of intuitive and rational decisions emerging at varying instances or situations. Motivation involves all processes that compel an individual to take actions that would satisfy needs or goals. The compelling force may be environmental factors, which may account for the strength of motivation to achieve in a particular person facing a certain challenge(s) in a specific situation. Though an individual is motivated to a particular time, he may not be strongly motivated at other times; hence such individuals though a high achiever may not achieve much when not driven.

Spence and Helmreich (1983) postulate that achievement is a task-oriented behaviour that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others or that otherwise consists of some standard of excellence. McCelland, Atkinson, Clark & Lowell (1953) opined that achievement motivation focuses on individuals being motivated to succeed by seeking out achievement that is, people are encouraged when they succeed at given difficult tasks and are therefore propelled to look for diverse better methods of accomplishing higher tasks. Different achievement motivation variables have been studied over the years by various researchers. These include achievement aspirations, achievement needs, test anxiety, achievement attribution, achievement goals, perceived competence and competence valuation (Elliot, Faler, McGregor, Campbell, Sedikides, & Harackiewicz, 2000; Yeung, Craven, & Kaur, 2014; Wigfield, Tonks, and Klauda, 2016; Steinnmayr, Weidinger, Schwinger, and Spinath, 2019).

Socio-economic factors affecting achievement

Socio-economic status (SES) depends on a combination of variables including occupation, education, income, wealth and place of residence (Conger, and Donnellan, 2007). Sociologists often use socio-economic status as a means of predicting behaviour. Findings from some researchers, (Zarina, 2012; & Okioga 2013) revealed that a family's socio-economic level or status, SES is defined by the income, education and occupation of members of the
household. A family's SES is categorized as high, middle or low. A relationship exists between SES and achievement motivation outcomes. Duncan and Magnuson (2005) postulate that increasing evidence indicates a correlation between socio-economic status and educational outcomes. SES appears to create achievement gaps for Black & Hispanic children when compared to the achievement levels of White children. Findings from Hochschild (2003), reveal that children from low SES score at least 10% lower than the national average on national achievement scores in Mathematics and Reading. Zhang (2003) further asserted that children from poor background tend to play truancy throughout their educational experiences, thus increasing the learning gap. Findings from (Barry, 2006; Zarina, 2012; Okioga, 2013; Organisation for Economic Cooperation and Development, 2016) highlighted that:

1. Advantaged students tend to outscore their disadvantaged peers by large margins.
2. Students from low SES families usually achieve lower than students from middle or high SES.
3. Students of parents with higher educational status and professional careers have good language skills, and this enhances their language and proficiency and better learning in classrooms.

These studies also identified potential challenges for students from a low socio-economic background as difficulty in meeting basic needs, non-availability of educational resources at home, poor transportation to school, poor nutrition, poor accommodation, inadequate health care, less help from parents with homework, being saddled with adult responsibilities because of parents' multiple jobs to survive, less supervision at home and fewer hours of sleep.

All these cumulating challenges would deter students from effective learning as a result of attendant poor motivation resulting from the various problems. Dzever (2015) stated that the home environment is influenced by factors such as occupation, income, and facilities provided to their children. All the already mentioned can be summed up as socio-economic status (SES) of parents that affect the learning achievements of students. The social status is indicated in social position and economic/financial status portrayed by the amount of money and wealth of parents. Akhtar's research findings revealed that the SES of parents had strong effects on students' achievements aside from other factors.

Statement of the problem
The process of motivating students to accomplish great success is one of the big challenges of the present time. The desire for achievement is of a varying degree from one individual to another. Some individuals' need for achievement is very high; some others' needs or desires for achievement are very low. This varying degree brings about high achievers, moderate achievers and low achievers. There is a strong relationship between motivation and learning, as discovered by different researchers (Liu, Wang, Ryan, 2016, Ozen, 2017). Motivating students to learn in school is of paramount interest.
McClelland (1961), in his research findings, discovered that the need for achievement is a distinct human motive and that it can be isolated and assessed in any group. McClelland (1961) observed that individuals who have a high need for achievement have better characteristics in comparison to individuals with low achievement needs. High achievers are usually found engaging in deep thinking on how to make things happen and get things done in a better way. Discoveries from research work reveal that people with high achievement motive usually act in ways that make them more outstanding or unique than their contemporaries.

Success is not cheap; it is a function of hard work. To this end, it is believed that students with a strong desire for success work hard to achieve it. High achievers respond more effectively to tasks at the workplace, in academic settings and make better grades than their counterparts with lower achievement needs. McClelland (1961) expanded his analysis and concluded that with an increase in individuals who are highly achievement motivated so also is the increase in the economic growth of the nation of such individuals. Lack of motivation for learning is a big challenge responsible for the deterioration in education standards of students in schools. With the various findings, it is of utmost importance to explore the variables that would influence students' motivation and improve achievement standards of students at the university level.

Theoretical Framework of the study
Theories of achievement motivation are of great importance because they help predict, and explain appropriate behaviour in a systematic and derivative way. Models of achievement motivation help highlight how factors apart from intelligence and ability, influence achievement outcomes. Some of the achievement motivation theories are highlighted in this study.

Theory of Motivation Based On Causal Perception:
Attribution theory has been used to explain the difference in motivation between high and low achievers. The theory of motivation and emotion, according to Weiner (1985), highlights that causal attributes of motivation are evident in different cultures throughout history. A large number of causal factors lie within motivational domains and disparate domains. These causal factors or causal properties of motivation include ability, effort, stability, controllability, intentionality and globality and other factors.

Expectancy Theory of Cole & Kelly (2011)
Cole and Kelly (2011), submit that individual motivation depends on the results of outcomes in the explanation that, expectancy, which would initiate a good performance, would produce results. Expectancy comes with the belief that a particular result is desired. "Valence" is the strength of the belief that attractive or benefitting rewards are available. Theories in this tradition assert that personal choice, resilience and actions can be explained by their perceptions on how well they can handle an activity and the extent to which they value the activity.

Atkinson Theory of Achievement Motivation
This is one of the most preferred theories of motive in psychology.
research. The theory focuses on motivation influencing cognitive processes. It highlights the expected value of the effects of an action. The achievement motivation theory supports the idea that actions are compelled by the motivation to perform better than a certain standard of excellence as perceived by an individual or a society. The Achievement Motivation, (AM) theory postulates that the need to achieve or meet a certain standard starts from the 1st early years of a child, resulting from the ways parents reward individual child in terms of expectations from children's behaviours and actions. The resultant effect is the disparity in the achievement motivation in each individual. For children coming from backgrounds of high reward for independence, the achievement motivation factors are higher in their cognitive process. In contrast, children who were neglected do not have a high record of having great pride in meeting a certain standard of excellence.

McClelland, Atkinson, Clark and Lowell (1953), believed that when children are properly motivated at their early life stages, the emotional arousal that occurs within the unconscious domain becomes stronger and easily come into action when a child is challenged with the possibility of achieving success. Under the achievement motivation theory, it is opined that children with high achievement motivation have parents who stress the importance of independence and high expectations to maintain high standards of performance in all they do right early in their infancy. Such parents use strong positive reinforcement of warmth and approval for success, and strong negative reinforcements such as rebuke or reprimands for failure. Abdul-Abudu-Raheem, (2015) and Rather and Sharma (2015), also revealed that there is a positive relationship between levels of socio-economic status and achievement motivation which is the major focus of this study.

Objectives of the study
This study seeks to investigate how socio-economic status in the form of income and type of accommodation of parents will predict the achievement motivation of students of Covenant University, Ota.

Research hypotheses
The following null hypotheses were generated for testing as being predictors of achievement motivation of students:

1. There is no significant correlation between parents' income and the achievement motivation of students.
2. There is no significant correlation between parents' type of accommodation and the achievement motivation of students.

Methods
This study adopted a survey research method to elicit required information from respondents of sampled identified population. Three hundred students from three colleges of Covenant University were sampled, and the responses were used to generalize for the entire population of undergraduate students of Covenant University, Ota. McClelland Achievements Motivation Scale was adapted in the form of a five-point Likert scaled questionnaire. In section A & B, respondents were to pick from options as applicable to them. In section C, respondents were to
choose ranging from: completely agree, mostly agree, agree to some extent, mostly disagree, and completely disagree.

**Results**

The results are presented based on the hypotheses formulated for the study.

**Hypothesis 1**

There is no significant correlation between parents' income and achievement motivation of students.

Table 1: Monthly income of your parents * I enjoy spending most of my time alone concentrating on my school work

<table>
<thead>
<tr>
<th>Monthly income of your parents</th>
<th>I enjoy spending most of my time alone concentrating on my school work</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completely disagree</td>
<td>Mostly Agree</td>
</tr>
<tr>
<td>Below N100,000 per month</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>N100,000 – N200,000 per month</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>N250,000 – N300,000 per month</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>N350,000– N450,000 per month</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>N500,000- 1m per month</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>N1m and above per month</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Undecided</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>83</strong></td>
</tr>
</tbody>
</table>

Table 1 shows that the highest respondents (44) agree to some extent on students' motivation achievement by individual concentration on school work are from the parents whose monthly income fall within the range of 1million naira and above while the highest level of those who completely agree were those with parents income of 500,000- 1 million per month.

Table 2: Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>192.783</td>
<td>24</td>
<td>.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>166.497</td>
<td>24</td>
<td>.000</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>30.300</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Chi-Square test in table 2 indicates a significant positive correlation between parents monthly income and achievement motivation evidenced from the Pearson chi-square (192.783), likelihood ratio (166.497) and linear-
by-linear association value (30.00) with significant levels of 1 per cent for all the results. This shows that income levels of parents/Guardians associated with students' achievement motivation. Based on Table 2, there is a significant correlation between parents/Guardian income and achievement motivation of students.

Further evidence from the symmetric measures of contingency coefficient (0.625), Pearson’s correlation coefficient (-0.318) and Spearman correlation (-0.319) all significant 1 per cent level respectively suggest the existence of a significant inverse correlation between parents income and student achievement motivation. This implies that on the average students from high-income parents and guardians tend to exhibit lower achievement motivation.

### Hypothesis 2
There is no significant correlation between parents’ accommodation and achievement motivation of students.

| Table 3: Symmetric Measures | Value | Asymp. Std. Error
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal by Nominal</td>
<td>Contingency Coefficient</td>
<td>.625</td>
</tr>
<tr>
<td>Interval by Interval</td>
<td>Pearson's R</td>
<td>-.318</td>
</tr>
<tr>
<td>Ordinal by Ordinal</td>
<td>Spearman Correlation</td>
<td>-.319</td>
</tr>
</tbody>
</table>

| N of Valid Cases | 300 |

| Table 4: The house in which you live/reside with your parents * I enjoy spending most of my time alone concentrating on my school work |
|-----------------------------------------------|-----------------|-----------------|-----------------|-----------------|------------------|
| I enjoy spending most of my time alone concentrating on my school work | Completely disagree | Mostly Agree | Agree to some extent | Mostly disagree | Completely Agree |
| The house in which you live/reside with your parents | Rented | 1 | 0 | 49 | 29 | 19 | 98 |
| | Family owned | 6 | 83 | 53 | 35 | 24 | 201 |
| | Undecided | 1 | 0 | 0 | 0 | 0 | 1 |
| Total | 8 | 83 | 102 | 64 | 43 | 300 |

From Table 4, most of the respondents (83) who mostly agree that they enjoy spending most of their time alone concentrating on school work were those who reside/live in a family-owned house with their parents or guardian while those in the rented house had no response score.
The result of the Chi-Square test in table 5 reveals a significant positive correlation between parents' residence/accommodation and achievement motivation as shown in the Pearson chi-square (96.129), likelihood ratio (91.485) and linear-by-linear association (32.946) at 1 per cent level of significance respectively. This shows that higher parents' accommodations are strongly related to students' achievement motivation. Hence, this study proceeds to reject the null hypotheses that there is no significant relationship between parents' accommodation and the achievement motivation of students.

Table 6: Symmetric Measures

<table>
<thead>
<tr>
<th>Nominal by Nominal</th>
<th>Value</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingency Coefficient</td>
<td>Pearson Chi-Square</td>
<td>96.129a</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>91.485</td>
<td>8</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>32.946</td>
<td>1</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

Evidence from the symmetric measures of contingency coefficient (0.493), Pearson's correlation coefficient (-0.332) and Spearman correlation (-0.354) all significant 1 per cent level respectively further reveal the existence of a significant inverse relationship between parents' accommodation and student achievement motivation. This implies that on the average students from highly rated residence/accommodation background have a higher tendency to portray lower achievement motivation.

**Discussion**

This study found out that there is a significant correlation between parents' income and achievement motivation of students. Also, the study discovered that parents' accommodation is highly correlated with students' achievement motivation. This implies that there is a strong relationship between the socio-economic status of parents and the achievement motivation of selected students of Covenant University. The study is in line with Abdul-Raheem (2015), who confirmed that income is highly correlated with students' achievement motivation. However, findings from this study run contrary to popular assumptions from extant literatures (Caro, 2009; Asikhia, 2010; Razza, Martin, Brooks-Gunn, 2010; Dzever, 2015) that discovered that students from high socio-economic parental background usually achieve higher than their counterparts from low socio-economic background, this study revealed that the average number of students from highly rated residence/accommodation background have a higher tendency to portray lower achievement motivation.
selected students of Covenant University from high-income parents tend to exhibit lower achievement motivation than their counterparts of low-income parents. Also, students from highly rated residence/accommodation displayed lower achievement motivation. To this end, one can submit that students' achievement motivation is a matter of individual determination than parents' socio-economic status.

**Conclusion and Recommendations**

This study concludes that regardless of any generally accepted assumptions, the social-economic background or parental status of any student, other variables would influence the achievement motivation of students either negatively or positively. Based on the literature review and findings from this study, it is evident that students' attitude to learning and achievement motivation is shaped by the different stimuli offered to them by their various environments in terms of family background, parental/social orientation, educational exposure and so on. The following are therefore recommended:

1. Family as an important institution influence different aspects of a child's life and should take the duty of parenting very seriously and carefully in shaping the lives of children towards having a successful future experience.
2. Parents from all economic status either high, middle or low should adequately motivate their children/wards to improved learning and life through love, warmth and counselling early in childhood training. Appropriate disciplinary measures and monitoring/mentoring should also be applied. Students' school work, assignments and engagements should be scrutinized and monitored.

3. Praises, incentives and other reward systems should be employed by both home and school as motivational factors to stimulate higher achievements in all students.

4. Schools' environment, curriculum and activities should be planned to accommodate and cater for students from all socio-economic background and be able to integrate them successfully to achieve balanced educational attainments.

5. Schools should create an atmosphere that promotes active parental participation in children academic lives via parents' fora, parents/teachers associations and feedback networks.

6. Government should plan policies and curriculum to cover different interest areas of children development, provide schools with adequate infrastructure and facilities that would enhance effective teaching and learning.

7. This study suggests further studies that would highlight factors determining low achievement motivation among students/children of high socio-economic background.

**References**


