

**Parental Support and Motivation towards Learning among Students in Ibadan North  
Local Government Area of Oyo State**

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**Abstract**

This study investigated the influence of parental support on students' motivation towards learning among Senior Secondary School 2 (SSS2) students in Ibadan North Local Government Area, Oyo State, Nigeria. The study was guided by three research questions, two hypotheses, and the Hoover-Dempsey and Sandler Model of Parental Involvement Process guided the study. A descriptive survey design was employed. The study population comprised 1,343 SSS2 students across the 42 public secondary schools in the local government area. Using disproportionate-to-size sampling technique, ten schools were selected and 400 students (40 per school) were sampled for the study. A self-constructed questionnaire titled: "Parental Support and Motivation towards Learning among Students Questionnaire" (PSMLSQ) was used to collect data. The questionnaire was subjected to face and content validity and demonstrated high reliability, with a Cronbach's Alpha coefficient of  $r = .858$ . This reliability value was considered adequate for the study. Data collected were analysed using descriptive and inferential statistics. Results showed that students are sometimes motivated towards learning ( $x\bar{=} = 2.302$ ) and there was a good relationship between parental emotional support and students' motivation towards learning ( $x\bar{=} = 2.676$ ). However, the relationship between parental instrumental support and students' motivation towards learning was poor ( $x\bar{=} = 2.676$ ). Results also showed a positive significant relationship between parental emotional support and students' motivation towards learning ( $r = .359, P < 0.05$ ); but a negative significant relationship between parental instrumental support and students' motivation towards learning ( $r = -.323, P < 0.05$ ). It was concluded that there is a positive significant impact of parental emotional support but negative impact of parental instrumental support on motivation towards learning among the students. It was recommended that parents should provide more warmth, care, empathy, guidance and basic resources to boost their children's motivation towards learning both at home and school.

**Keywords:** Parental Support, Emotional Support, Instrumental Support, Motivation towards Learning

**Word Count:** 293

## **Introduction**

Public secondary school students must be motivated to learn to succeed. This is because motivation drives, energises, and inspires pupils to focus on teaching and learning, which changes their behaviour. Secondary school is vital for pupils. Students are prepared for college and the workforce at this point. When students struggle at this time, they may have academic issues later. Therefore, they must be motivated to learn in high school. Motivation is the internal drive to attain a goal (Sunarti & Rumyani, 2018). Learning is a complex process that changes disposition and behaviour over time through experience (Okechukwu et al., 2020). Thus, students' passion to learn drives them to reach academic goals. It shows in their dedication, participation, and perseverance to follow their teacher and complete their schoolwork (Saptono & Aylina, 2022). The study has found that some secondary school students in Oyo State lack learning motivation, despite the importance of learning drive to academic progress and goals. The researcher, who has visited various public secondary schools in Oyo State without invitation, has noticed that some students lose interest, are easily distracted, and seem unmotivated to learn. They want every lecture to finish, even the first. Some children seem unmotivated in school.

Oyo State students are also unmotivated, according to other researchers. Mogbeyiteren and Ileuma (2023) found that state students lack intellectual enthusiasm. They're not trying in school. Similarly, Oyekola et al. (2020) found low student interest in Oyo State secondary schools for science topics like chemistry. Poor learning motivation among state pupils worries educational stakeholders. Because of its far-reaching effects on student academic performance. The National Bureau of Statistics (2021) found poor to average academic performance in Oyo State WAEC exams between 2019 and 2021. Only 21,510 of 50,082 public secondary school students who took the WAEC-organized exams in 2019 received five credits or more, including English Language and Mathematics, for a poor pass rate of 42.95%. In 2020, 45,738 public secondary school students took the exams, but only 15,733 passed with five credits or more, including English Language and Mathematics, for a 34.39% pass rate. An improvement was seen in 2021, when 55,057 students took the exams and 30,155 passed five credits or more, including English Language and Mathematics, for a 54.77% pass rate. Oyo State scored poorly in WAEC exams compared to other Southern states (National Bureau of Statistics, 2021).

Although student motivation is crucial to learning, Oyo State has little studies on its components. Thus, this study examined how parental support affects state kids' learning motivation. According to this study, parental support means parents are committed to providing basic needs, moral and psychological guidance, and extracurricular classes to help children learn. Parental support includes writing materials, textbooks, and a good learning environment (Nnamani et al., 2020; Anierobi, 2021). As defined above, parental support comprises emotional and instrumental support.

Parental emotional support includes showing warmth, care, and affection to show children they are loved and accepted; comfort and reassurance, especially during difficult times; and positive reinforcement and motivation to build self-esteem and confidence. Parental instrumental support involves meeting a child's physical needs (food, shelter, clothing, etc.), providing age-appropriate instruction, guidance, discipline, and boundaries, and helping with homework, chores, and other academic or home responsibilities. According to Anierobi and Unachukwu

(2020), parental support may affect children's school performance. Literature rarely discusses parental emotional and instrumental supports on student motivation to learn. This necessitated a comprehensive investigation into the influence of parental support in areas of emotional and instrumental support on students' motivation towards learning: A case study of Ibadan North Local Government Area of Oyo State.

### **Statement of the Problem**

Low motivation towards learning among some students has been observed in public secondary schools in Oyo State. Some students display low enthusiasm, desire, determination and drive towards learning which culminate in low academic achievement in internal and external examinations in the State. Low motivation towards learning among some students does not just happen; it is usually caused by several factors of which parental support may play a major role especially because the students spend most of their time with their parents. Hence, there was the need to examine whether parental support in areas of emotional and instrumental support could be the reason for the observed low motivation towards learning among the students in Oyo State. Moreso, a thorough search of literature indicated that the influence of parental support on students' motivation towards learning have not been given attention.

### **Aim and Objectives of the Study**

The aim of this study was to examine the influence of parental support on motivation towards learning among students in public secondary schools in Ibadan North Local Government area of Oyo state. The objectives were to;

- i. Ascertain the status of students' motivation towards learning in Ibadan North Local Government area of Oyo State;
- ii. Determine the relationship between parental emotional support and motivation towards learning among students in Ibadan North Local Government area of Oyo State; and
- iii. Ascertain the relationship between parental instrumental support and motivation towards learning among students in Ibadan North Local Government area of Oyo State.

### **Research Questions**

This study provided answers to the following research questions:

1. What is the status of students' motivation towards learning in Ibadan North Local Government area of Oyo State?
2. What is the relationship between parental emotional support and motivation towards learning among students in Ibadan North Local Government area of Oyo State?
3. What is the relationship between parental instrumental support and motivation towards learning among students in Ibadan North Local Government area of Oyo State?

## **Literature Review**

### **Theoretical Review**

#### **Hoover-Dempsey and Sandler Model of the Parent Involvement Process**

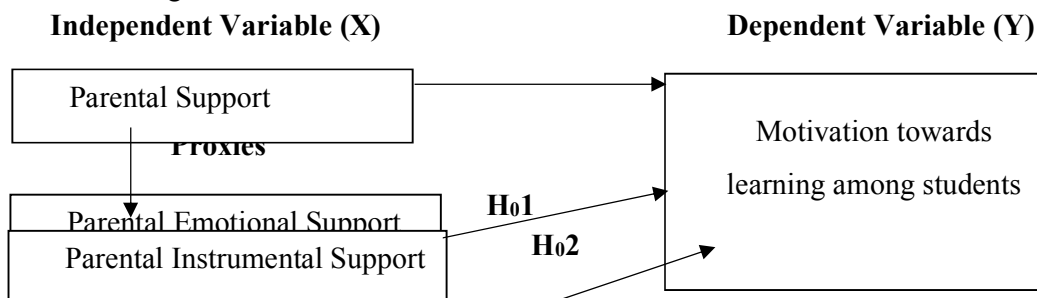
Hoover-Dempsey and Sandler Model anchored this research. Hoover-Dempsey and Sandler (1995) proposed the model, which Walker, et al., (2005) refined. The Hoover-Dempsey and

Sandler model of parent involvement says that family engagement and support begin with families' decisions to support and be active in their children's lives and end with kids' academic outcomes. The paradigm states that involvement, support, and self-efficacy for school success motivate children to learn and succeed. It also shows that parents' support and involvement in their children's learning can be categorised as encouragement, modelling, reinforcement, and instruction (Walker et al., 2005).

The updated Hoover-Dempsey and Sandler model emphasises that parental assistance is multimodal, including emotional and instrumental elements that improve academic performance. Emotional support includes warmth, care, and affection to convey a sense of being loved and accepted, comfort and reassurance during difficult times, and positive reinforcement and motivation to build self-esteem and confidence in children. Parental instrumental support involves meeting a child's physical needs (food, shelter, and clothing), providing age-appropriate instruction, guidance, discipline, and boundaries, and helping with homework, chores, and other academic or home responsibilities.

### **Conceptual Model**

The conceptual model for this study showed the relationship between the independent variable (parental support) and dependent variable (motivation towards learning among students) as illustrated in figure 1:



**Figure 1:** Conceptual Model (Source: Researcher, 2025)

### **Methodology**

This study adopted the descriptive survey research design. The target population comprised 1,343 senior secondary school two (SSS2) students in Forty two (42) schools in the local government area public secondary schools in Ibadan North Local Government area of Oyo State as shown in table 1.

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S/N	Name of Public Secondary School	Population SSS2 Students	of Sample Selected (40 per school)
1	Abadina Grammar School, University of Ibadan	102	40
2	Anglican Commercial Grammar School (Senior), Orita Mefa, Ibadan	141	40
3	Abadina College, University of Ibadan	145	40
4	Agbowo Ibodija Community High School, UI-Sango Road, Ibadan	152	40
5	Ibadan North Government Secondary School, Mokola, Ibadan	123	40
6	Methodist Grammar School, Bodija-Ojurin Road, Ibadan	115	40
7	Community Grammar School 1, Mokola, Ibadan	154	40
8	Oba Akinyele Memorial High School, Idi-Ape, Ibadan	138	40
9	Immanuel College High School (Senior), UI-Sango Road, Ibadan	140	40
10	Ikolaba Grammar School (Senior), Agodi GRA, Ibadan	133	40
<b>Total</b>		<b>1,343</b>	<b>400</b>

**Source:** Ministry of Education, 2024.

The study population consisted of 1,343 Senior Secondary Class 2 (SSS2) students enrolled in all forty-two (42) public secondary schools in Ibadan North Local Government Area. From this population, ten (10) schools were purposively selected, and a uniform sample of 40 students was drawn from each school (total n = 400), representing approximately 29.8% of the total SSS2 population in the selected schools and about 29.8% coverage of the overall SSS2 student population across the 42 public secondary schools in the local government area.

Primary data were gathered using self-constructed questionnaire titled: “Parental Support and Motivation towards Learning among Students Questionnaire” (PSMLSQ)”. This questionnaire consisted of three sections. The first section consisted of bio-data of the students such as their gender and age. The second section consisted of five items on students’ motivation towards learning. The rating technique was a four point scale of Strongly Agreed (SA) = 4; Agreed (A) = 3; Strongly Disagreed (SD) = 2; Disagreed (D) = 1. The third section consisted of ten items on the

relationship between parental support (emotional and instrumental support) and students' motivation towards learning. The rating technique was also a four point scale of Strongly Agreed (SA) = 4; Agreed (A) = 3; Strongly Disagreed (SD) = 2; Disagreed (D) = 1.

The questionnaire was validated using face and content validity type while split-half technique was used to determine the reliability of the instrument. A reliability value of .858 was obtained for the questionnaire. This value was reliable. The instrument was made into several copies and administered to the sample number of 400 students. However, only 386 were retrieved while 380 were found to be valid and therefore used for statistical analysis. Students' bio-data were presented using frequency and percentage. Research questions were answered using frequency, percentages, mean, and standard deviation while inferential statistics such as Pearson product moment correlation was used to analyse the hypotheses at 0.05 level of significance.

## **Results**

### **Presentation of Students' Bio-data**

**Table 2: Frequency Distribution of Students' Bio-Data (n = 380)**

<b>Demographic Data</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
<b>Gender</b>		
Male	173	45.5
Female	207	54.5
<b>Age (years)</b>		
Below 17	138	36.3
18-20	154	40.5
Above 20	88	23.2

**Source:** Field Survey, 2025

Table 2 revealed that 45.5% of the public senior secondary school two students are males while 54.5% are females. Majority of the students (40.5%) are within 18-20 years which is followed by 36.3% who are below 17 years of age. However, few of them (23.2%) are above 20 years of age.

### **Answer to Research Questions**

**Research Question One:** What is the status of students' motivation towards learning in Ibadan North Local Government area of Oyo State?

**Table 3: Status of Students' Motivation towards Learning (n = 380)**

S/N	Items	HM	FM	SM	RM	$\bar{x}$	Std. Dev.
1	Interest in learning even in a boring class	74 (19.5%)	97 (25.5%)	108 (28.4%)	101 (26.6%)	2.379	.82
2	Engaging in all class academic activities	90 (23.7%)	114 (30.0%)	85 (22.4%)	91 (23.9%)	2.534	.80
3	Looking forward to learning everyday in class	63 (16.6%)	77 (20.3%)	139 (36.6%)	101 (26.6%)	2.268	.83
4	Doing all my home-works/assignments	33 (8.7%)	68 (17.9%)	155 (40.8%)	124 (32.6%)	2.026	.85

**Grand Mean = 2.302; Std. Dev. = .83; Overall Decision = Sometimes Motivated**

**Source:** Field Survey, 2025

**KEY:** Highly Motivated (HM) = 4; Frequently Motivated (FM) = 3; Sometimes Motivated (SM) = 2; Rarely Motivated (RM) = 1; Std. Dev. = Standard Deviation;  $\bar{x}$  = Mean

**\*\*\*Threshold:** mean value of 1.000-1.750 = Rarely Motivated; 1.751-2.500 = Sometimes Motivated; 2.501-3.250 = Frequently Motivated; 3.251 - 4.000 = Highly Motivated

Table 3 showed that the students are sometimes motivated towards learning in Ibadan North Local Government area of Oyo State (Grand  $\bar{x}$  = 2.302).

**Research Question Two:** What is the relationship between parental emotional support and motivation towards learning among students in Ibadan North Local Government area of Oyo State.

**Table 4: Parental Emotional Support and Motivation towards Learning among Students (n = 380)**

S/N	Items (My parents)	SA	A	D	SD	$\bar{x}$	Std. Dev.
1	provide comfort and reassurance to me in such a way that it boost my motivation towards learning	110 (28.9%)	154 (40.5%)	62 (16.3%)	54 (14.2%)	2.842	.91
2	are able to understand and respond to my emotional needs which helps my confidence and motivation for academic activities	136 (35.8%)	128 (33.7%)	68 (17.9%)	48 (12.6%)	2.926	.89
3	express affection and warmth towards my academic life motivating me to learn and succeed	82 (21.6%)	103 (27.1%)	100 (26.3%)	95 (25.0%)	2.453	.95
4	show empathy praise, and encourage my academic life which tend to motivate me to learn better	91 (23.9%)	96 (25.3%)	99 (26.1%)	94 (24.7%)	2.484	.97

**Grand Mean = 2.676; Std. Dev. = .93; Overall Decision = Agreed (Good)**

**Source:** Field Survey, 2025

**KEY:** SA = Strongly Agreed (4); A = Agreed (3); D = Disagreed (2); SD = Strongly Disagreed (1); Std. Dev. = Standard Deviation;  $\bar{x}$  = Mean

**\*\*\*Threshold:** mean value of 1.000-1.750 = Strongly Disagreed (Very Poor); 1.751-2.500 = Disagreed (Poor); 2.501-3.250 = Agreed (Good); 3.251 - 4.000 = Strongly Agreed (Very Good)

Table 4 showed that the relationship between parental emotional support and motivation towards learning among students in Ibadan North Local Government area of Oyo State is good (Grand  $\bar{x}$  = 2.676) as generally agreed by the students to the above positive items.

**Table 5: Pearson Product Moment Correlation for Parental Emotional Support and Motivation towards Learning among Students**

		<b>Motivation towards learning among students</b>
<b>School Environment</b>	Pearson Correlation	.359*
	Sig. (2-tailed)	.005
	N	380

\*r value is significant at the P<0.05 level (2-tailed).

**Source: Field Survey, 2025**

Table 5 revealed a positive significant relationship between parental emotional support and motivation towards learning among students in Ibadan North Local Government Area of Oyo State ( $r = .359$ ,  $P < 0.05$ ). This finding implied that an increase in the good emotional support by the parents as revealed in this study led to an increase in motivation towards learning among students.

**Research Question Three:** What is the relationship between parental instrumental support and motivation towards learning among students in Ibadan North Local Government area of Oyo State?

**Table 6: Parental Instrumental Support and Motivation towards Learning among Students (n = 380)**

S/N	Items (My parents)	SA	A	D	SD	$\bar{x}$	Std. Dev.
1	provide regular guidance, and advice that help my motivation towards learning	86 (22.6%)	57 (15.0%)	120 (31.6%)	117 (30.8%)	2.295	.99
2	provide the necessary writing materials, textbooks and conducive learning environment at home to motivate my learning	82 (21.6%)	95 (25.0%)	100 (26.3%)	103 (27.1%)	2.411	.97
3	engages the service of a lesson teacher to guide me in my assignments and subjects studied at school with the aim of propelling the desire to learn in me	54 (14.2%)	62 (16.3%)	154 (40.5%)	110 (28.9%)	2.158	1.02
4	provide transportation and feeding money to encourage my learning at school	81 (21.3%)	85 (22.4%)	119 (31.3%)	95 (25.0%)	2.400	.97

**Grand Mean = 2.316; Std. Dev. = .99; Overall Decision = Disagreed (Poor)**

**Source:** Field Survey, 2025

**KEY:** SA = Strongly Agreed (4); A = Agreed (3); D = Disagreed (2); SD = Strongly Disagreed (1); Std. Dev. = Standard Deviation;  $\bar{x}$  = Mean

**\*\*\*Threshold:** mean value of 1.000-1.750 = Strongly Disagreed (Very Poor); 1.751-2.500 = Disagreed (Poor); 2.501-3.250 = Agreed (Good); 3.251 - 4.000 = Strongly Agreed (Very Good)

Table 6 showed that the relationship between parental instrumental support and motivation towards learning among students in Ibadan North Local Government area of Oyo State is poor (Grand  $\bar{x}$  = 2.676) as generally disagreed by the students to the above positive items.

**Table 7: Pearson Product Moment Correlation for Parental Instrumental Support and Motivation towards Learning among Students**

<b>School Location</b>	<b>Motivation towards learning among students</b>
	Pearson Correlation -.323*
	Sig. (2-tailed) .010
	N 380

\*r value is significant at the  $P < 0.05$  level (2-tailed).

**Source: Field Survey, 2025**

Table 7 revealed a negative significant relationship between parental instrumental support and motivation towards learning among students in Ibadan North Local Government Area of Oyo State ( $r = -.323$ ,  $P < 0.05$ ). This finding implied that an increase in the poor instrumental support by the parents as revealed in this study led to a decrease in motivation towards learning among students.

### **Discussion of Findings**

This research examined the impact of parental support on motivation towards learning among students in public secondary schools in the Ibadan North Local Government Area of Oyo State.

Research question one found that Ibadan North LGA kids are occasionally motivated to learn. This supports Mogbeyiteren and Ileuma (2023), who found that state pupils are unmotivated and unfocused on schoolwork. Oyekola, et al. (2020) found that secondary school students in Oyo State were unmotivated to study science topics like chemistry.

Research question two found that parental emotional support and learning motivation are good in Ibadan North LGA, Oyo State. This contradicts Eremie and Dimkpa (2020), who found no significant effect of parental nurture, attention, and care on Rivers State secondary school kids' academic achievement. Pacaña (2024) found a positive correlation between parental emotional support and student motivation in science learning. Angwaomaodoko (2023) found that affective parental involvement improves Delta State secondary school children' academic performance.

Research question three found a poor association between parental instrumental support and learning motivation in Ibadan North, Oyo State. Obi, Ushang, and Igboh (2024) found that Calabar Metropolis pupils' Home Economics performance was severely affected by parents' incapacity to supply instructional materials and financial resources. However, Okeke (2024) discovered that instrumental support, such as employing home tutors, helping with homework, and providing learning materials, improved primary school students' academic performance in Anambra State. The effect of instrumental support may vary by setting, as Fathi et al. (2024) found no significant association between parental academic or instrumental support and students' academic well-being.

Hypothesis one found a favourable and substantial association between parental emotional support and student motivation in Ibadan North, Oyo State. This supports Amalia and Latifah (2019), who found a favourable association between parental emotional support, learning method, and academic achievement among first-year university students in West Java. In contrast, Arowosegbe and Solomon (2018) found no correlation between parental care and secondary school academic achievement in Ekiti State. The current research supports Atuhaire and Ssenyonga (2024), who found a favourable correlation between parental emotional attachment and secondary school pupils' academic achievement in Mbarara Municipality, Uganda. Apeh and Nteh (2020) found that social and emotional support greatly affects senior secondary school students' academic performance in Abuja, Nigeria.

Hypothesis two found a negative connection between parental instrumental support and learning motivation in Ibadan North, Oyo State. This contradicts Okeke (2024), who found a favourable correlation between instrumental support and academic achievement. In contrast, Fathi et al. (2024) found no significant association between parental academic or instrumental assistance and student academic well-being. Huang et al., (2023) found that parental instrumental support improved online hospitality and tourism students' psychological capital and academic well-being.

### **Conclusion**

It can be concluded based on the findings that there is a positive significant impact of parental emotional support on motivation towards learning among students. However, there is negative significant impact of parental instrumental support on motivation towards learning among students in public secondary schools in Ibadan North Local Government Area of Oyo State.

### **Recommendations**

1. Parents should be more involved emotionally in the academic lives of their children. They should ensure that they provide warmth, care, empathy, love and acceptance to their children in order to boost their motivation towards learning both at home and school; and
2. Parents should also ensure that they improve their instrumental support to their children through higher provision of regular guidance, necessary writing materials, textbooks and conducive learning environment at home to motivate their motivation towards learning both at home and school. Introduce after-school support clubs or digital reminders to encourage consistent completion of assignments, targeting the low mean

in this area. Parental involvement could be encouraged through workshops on monitoring homework without pressure.

3. Schools should implement interactive teaching methods, such as gamification or group activities, to boost interest in classes, particularly addressing the moderate motivation in boring sessions. Teachers could undergo training in motivational pedagogy to make lessons more appealing. Establish school-based counseling sessions to identify and address barriers to daily motivation, such as stress or disinterest, aiming to shift students from "sometimes" to "frequently" motivated through personalized goal-setting.

### **Implications**

The findings of this study has several important implications. First, it underscores the crucial role parents play in shaping their children's motivation towards learning and academic success and suggests strategies for fostering this support. Specifically, increased parental emotional and instrumental support can lead to higher student motivation, better academic performance, and a more positive attitude towards learning.

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