

GENDER AND PARENTS' EDUCATIONAL QUALIFICATIONS ON ACHIEVEMENT MOTIVATION OF COVENANT UNIVERSITY STUDENTS

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Abstract

Achievement motivation level among university students varies. Some are highly motivated and achieve success while others are lowly motivated and experience little success. This study examined the influence of gender and parents' educational qualifications on achievement motivation level of Covenant University students. The scope was limited to undergraduate students of the four Colleges in Covenant University, namely - College of Business and Social Sciences, Engineering, Science and Technology, and Leadership Development Studies. To achieve the objective of this study, two research questions and four hypotheses were raised and formulated respectively to guide the investigation of the study. The sample of the study consisted of three hundred (300) students comprising 206 males and 94 females randomly selected. Questionnaire forms were used for data collection. The study made use of the ex-post factor method which consists of survey and descriptive designs. Results show that female students' achievement motivation level is stronger than that of the males at 1% level of significance (0.626). There is no significant correlation between father's highest educational qualification and students' achievement motivation level for both males and females at (0.064). However, there was a significant relationship between mother's highest educational qualification and students' achievement motivation level. (0.105). Based on the findings, it was recommended that male students should be given the same level of attention as the females by parents. In addition, the university should introduce sustainable mentorship programmes with faculty as role models to motivate the male students.

Keywords: Achievement, Motivation, Gender, Parents Education Qualifications.

1 INTRODUCTION

Education is the catalyst for economic and social development of any nation. It is an instrument which can be used to train the future generations for the acquisition of knowledge and skills. For learning to occur some necessary factors have to be in place that will stimulate the individual. One of the important factor that leads individuals to their goal is drive. The drive is motivation which is also the underlying reason for human behavior.

Achievement Motivation has been the research focus of many scholars in recent times. Many individuals set goals that they want to accomplish in life and within a time frame. The ability to accomplish these goals will depend on the motivating force within the individual. It is the drive and determination with a kind of burning desire that leads one to persevere to reach greater heights in all sphere of life no matter the obstacles. This drive may come from internal or external sources. The factors that motivate an individual may change over time and may keep changing as one climb the ladder in one's personal or professional life. Motivation refers to the dynamic and pulling forces which result in persistent behaviour directed toward a particular goal. In order to accomplish something, an individual need to have a strong force which is referred to as motivation. Muola (2010) noted that motivation is one of the factors that contribute to academic success that parents and educators should strive to understand the importance of promoting and encouraging academic motivation early in life. Encouraging students in higher education to learn is a topic of great concern for educationist today and inspiring students so that they can succeed is one of the greatest challenges of the century (Awan, Nourdeen and Nas 2011).

According to Atkinson and Feather (1966 cited in R. K Adsul and V. Kamble) "Accomplishment is considered as a talent personality which is manifested in obvious performance as instrumental to a sense of personal accomplishment." Highly motivated individuals are at their best when they can maintain a high level of involvement in ensuring the excellence of activities under their coordination or control. However, they do relatively less well when required to manage excessive tasks or to function in highly stressful environments. Gender has been identified to play a prominent role in the motivation

of the individual likewise one's parental educational qualifications. In the Nigeria society, boys and girls often undergo different socialization experiences in which they tend to learn different gender roles and behaviour patterns and subsequently develop different interests and these roles and interests could later become the dominant factors in their academic performance as students (Igbinedion, 2011).

Achievement motivation level among students varies. Some are highly motivated and achieve success while others are lowly motivated and experience little or no success. The ability of parents to motivate their children to achieve success also depends on their education qualifications. The penchant would be that highly educated parents would want their children to be better than them and therefore motivate them. Likewise, children of parents with higher qualification would be motivated to attain greater height than their parents. The role of gender in achievement motivation level is also important; most literatures around the world agree that the level of education which the parents had achieved can also affect the child's achievement motivation level. Literate parents have the ability and likelihood to inculcate knowledge acquired by them to their children. "Literate and illiterate parents differ in the sense of being able to read and write and the accumulation of skills and knowledge of certain fields of study". (Khan et al., 2015). Achievement motivation is one type of motivation that helps to determine how and why an individual behaved in certain ways.

1.1 Objectives of the Study

The objectives of this study include the following:

- Determine the effect of gender on the achievement motivation level of Covenant University students.
- Determine the influence of parents' educational qualifications on the achievement motivation level of students.
- Highlight the importance of achievement motivation of students in the learning process.
- Suggest means of improving the achievement motivation levels of students for better academic performance.

2 METHODOLOGY

The study made use of the ex-post facto research method. It consists of survey and descriptive designs. Questionnaires were designed and administered for a cross-sectional study of 300 students. The respondents consist of students from four Colleges namely- Business & Social Sciences (CBSS), Science and Technology (CST), Leadership and Development Studies (CLDS) and Engineering (CoE). Respondents were randomly selected and consists of 206 male and 94 female students. A self-developed questionnaire was used for data collection. The research instrument was divided into four sections. The Achievement motivation variables were open-ended. The other sections consist of multi-choice structured questionnaire with 5-point Likert-type scale ranging from completely agree, mostly agree, agree to some extent, mostly disagree to completely disagree. The data collected were analysed and the formulated hypotheses were tested using descriptive statistics, cross-tabulation and correlation analysis.

3 RESULTS

Table 1: Total number of male and female students in four Colleges.

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Father's highest level of Educational qualification * I desire to be the best student in my class. * Sex	300	100.0%	0	0.0%	300	100.0%

Table 1 show the total of 300 students surveyed representing 100 percent of the total sample observation as shown in table 1 above.

Table 2 Father's highest level of Educational qualification * I like to be the best student in my class. * Sex.

Sex		I like to be the best student in my class.					Total	
		Completely disagree	Mostly Agree	Agree to some extent	Mostly disagree	Completely Agree		
Male	Father's highest level of Educational qualification	SSCE	0	0	2	2	5	9
		ND	0	0	0	1	1	2
		HND	0	0	1	3	9	13
		B.Sc.	1	0	1	29	42	73
		Masters	2	0	1	16	38	57
		Ph.D. Level	0	7	0	16	29	52
		Total	3	7	5	67	124	206
Female	Father's highest level of Educational qualification	Never attended school	1	1	1	0	0	3
		Primary school level	0	2	1	0	0	3
		SSCE	0	1	3	1	1	6
		ND	0	1	1	0	1	3
		HND	0	0	2	0	0	2
		B.Sc.	0	0	16	6	4	26
		Masters	0	3	15	13	7	38
Ph.D. Level	0	0	6	5	2	13		
Total	1	8	45	25	15	94		
Total	Father's highest level of Educational qualification	Never attended school	1	1	1	0	0	3
		Primary school level	0	2	1	0	0	3
		SSCE	0	1	5	3	6	15
		ND	0	1	1	1	2	5
		HND	0	0	3	3	9	15
		B.Sc.	1	0	17	35	46	99
		Masters	2	3	16	29	45	95
Ph.D. Level	0	7	6	21	31	65		
Total	4	15	50	92	139	300		

The cross tabulation result in table 2 shows that most of the male (42) students who completely agree that they desire to be the best at school are those whose fathers had B.Sc. as their highest qualification while the female students consists of those whose fathers have master's degree.

Hypothesis 1

H₀: There is no significant difference between the achievement motivation level of male and female students.

H₁: There is a significant difference between the achievement motivation level of male and female students.

Table 3 Chi-Square Tests.

Sex		Value	df	Asymp. Sig. (2-sided)
Male	Pearson Chi-Square	44.552 ^b	20	.001
	Likelihood Ratio	35.311	20	.019
	Linear-by-Linear Association	.768	1	.381
	N of Valid Cases	206		
Female	Pearson Chi-Square	60.479 ^c	28	.000
	Likelihood Ratio	35.052	28	.168
	Linear-by-Linear Association	11.793	1	.001
	N of Valid Cases	94		
Total	Pearson Chi-Square	78.872 ^a	28	.000
	Likelihood Ratio	50.856	28	.005
	Linear-by-Linear Association	8.379	1	.004
	N of Valid Cases	300		

The result of the chi-Square test in table 3 as indicated by the Pearson Chi-Square (44.552), Likelihood Ratio (0.19) show a significant direct relationship with achievement motivation at 1 percent and 5 percent significance level while the Pearson Chi-Square (60.479) and Linear-by-Linear Association (11.793) indicates a significant direct relationship between female gender and achievement motivation at 1 percent level of significance. This shows that the female students have stronger relationship with achievement motivation level than the male students. This study rejects the null hypothesis that there is no significant difference between the achievement motivation level of male and female students and accepts the hypothesis that there is a significant difference between the achievement motivation level of male and female students. This further implies that the female students are more achievement motivated than their male counterparts.

Table 4 Symmetric Measures.

Sex			Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Male	Nominal by Nominal	Contingency Coefficient	.422			.001
	Interval by Interval	Pearson's R	-.061	.072	-.876	.382 ^c
	Ordinal by Ordinal	Spearman Correlation	-.028	.073	-.399	.691 ^c
	N of Valid Cases		206			
Female	Nominal by Nominal	Contingency Coefficient	.626			.000
	Interval by Interval	Pearson's R	.356	.106	3.655	.000 ^c
	Ordinal by Ordinal	Spearman Correlation	.279	.102	2.785	.006 ^c
	N of Valid Cases		94			
Total	Nominal by Nominal	Contingency Coefficient	.456			.000
	Interval by Interval	Pearson's R	.167	.075	2.931	.004 ^c
	Ordinal by Ordinal	Spearman Correlation	.064	.061	1.099	.273 ^c
	N of Valid Cases		300			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The result from the symmetric measures of the male students in table 4 with respect to Pearson's R coefficient (-0.061) and Spearman correlation (-0.028) shows poor relationship between the male students and achievement motivation except for the contingency coefficient (0.422) significant at 1 percent level. However, the female students revealed a significant direct relationship with achievement motivation as shown in the contingency coefficient (0.626), Pearson's R coefficient (0.356) and Spearman correlation (0.279) all significant at 1 percent level. This further supports the evidence that the female students are more achievement motivated than the male students notwithstanding their low representation in the departments surveyed.

Hypothesis 2

H₀: Parents' educational qualification has no significant relationship with students' achievement motivation.

H₁: Parents' educational qualification has significant relationship on students' achievement motivation.

Table 5 Correlations.

		Father's highest level of Educational qualification	I desire to be the best student in my class.
Spearman's	Correlation Coefficient	1.000	.064
	Father's highest level of Educational qualification		
	Sig. (2-tailed)	.	.273
	N	300	300
	Correlation Coefficient	.064	1.000
	I like to be the best student in my class.		
	Sig. (2-tailed)	.273	.
	N	300	300

The test for significant relationship between father's highest educational qualification and student achievement motivation level was conducted using Spearman's correlation test as shown in table 5 above. The Spearman's correlation coefficient (0.064; probability level (0.274) indicates that there is no significant correlation between father's highest educational qualification and students' achievement motivation level.

Table 6 Correlations.

		Mother's highest level of Educational qualification	I desire to be the best student in my class.
Spearman's	Correlation Coefficient	1.000	.105
	Mother's highest level of Educational qualification		
	Sig. (2-tailed)	.	.069
	N	300	300
	Correlation Coefficient	.105	1.000
	I like to be the best student in my class.		
	Sig. (2-tailed)	.069	.
	N	300	300

The test for significant relationship between mother's highest educational qualification and student achievement motivation level in table 6 was examined with Spearman's correlation test as shown above. However, the evidence from the Spearman's correlation coefficient (0.105; probability level (0.069) suggests a significant direct relationship between mother's highest educational qualification and students' achievement motivation level. This implies that mothers with higher educational qualification tends to have higher positive influence on their children which further enhances their achievement motivation level for better academic performance in school.

4 CONCLUSION

Findings of this study indicate that gender difference in achievement motivation is significant. There is a significant effect of gender on achievement motivation level of the students. Parents' educational qualification has significant relationship on achievement motivation level with respect to mother's qualifications to this end, the females should be encouraged to pursue higher degrees as this has the ripple effect of motivating both the female and male child.

Recommendations

There is need to explore the challenges that male students are facing in the university.

- 1 Parents are encouraged to pay the same level of attention to male children as they do to the females
- 2 Parents and Guidance should instil the desire to achieve early in the lives of their children.
- 3 Parents should endeavour to provide adequately for their children educational needs as well as encouraging them intrinsically and extrinsically.
- 4 Establishment of cordial relationship between the male and their parents, especially the fathers, being good role models to their children.
- 5 Offering academic counselling and advice to the male students on a regular basis.
- 6 The school authority and lecturers should adopt strategies of improving the achievement motivation of students with particular attention to the male students.
- 7 Mentorship programmes should be put in place with good role models to motivate the male students.

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