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Self-esteem, Parenting styles and Gender as Predictors of Achievement Motivation among Adolescents

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Abstract

This study investigated self-esteem, parenting style and gender as predictors of achievement motivation among adolescents. There were two hundred and fifteen (215) adolescents (97 males and 118 females), ages ranged from 10 to 18 years who participated in the study. Cross-sectional survey design was adopted for the study. Three instruments were used for data collection: the Index of Self-esteem; the Parenting Care Scale and the Achievement Motivation Scale. Hierarchical multiple regression statistic was employed for data analysis. Five null hypotheses were proposed and tested in the study. Results showed that self-esteem, permissive and authoritarian parenting styles significantly predicted achievement motivation among adolescents, while authoritative parenting style and gender were not significant predictors of achievement motivation among adolescents. Implications for educational system for the restoration of its fallen standard were highlighted. Limitations of the study were stated and suggestions equally made for further studies.

Keywords :Self-esteem, Parenting style, Gender, Achievement motivation, Adolescents

Introduction

Achievement motivation is a multi-dimensional as well as cross-cultural construct as it pervades all human endeavours in every society, but the focus of this study is on achievement motivation in relation to academic performance among adolescents. For the destiny and future of young people (as the leaders of tomorrow) to be secured and the development of any nation ensured, then the relevance of education cannot be over-emphasized, as buttressed by Hasan and Sarka (2018) that education is not simply the acquisition of knowledge, but also involves right application of the intellectual resources for the improvement of the quality of human life. Surprisingly, the persistent rapid decline in the quality of education in Nigeria, especially as shown in public examinations and performance of the so-called educated young people who are practically unfit for employment has for long provoked serious public outcry (Ibrahim, Babalola & Awaisu, 2017; Uwameiye, 2014), reporting that 98.25% of all the candidates for 2009 National Examinations Council

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(NECO) examinations could not obtain five-subject passes. Moreover, it has become an ugly trademark on the nation's integrity globally, because in any instance of the issue of educational system in Nigeria, what saturate the mind are: apparent decline in its quality, deterioration of facilities, examination malpractices, mass promotion syndrome, etc (Odia & Omofonmwa, 2007). Therefore, for a nation to have global impact, there should be viable socio-economic development, which can be orchestrated majorly by high standard of education. To this effect, secondary school education period plays a crucial role in a bid to build the nation's future manpower for effective development (Quist, 2003; Kumari & Qasim, 2015).

Actually, the dynamism of the factors of human existence sets life in a persistent competitive course for survival, hence, achievement motivation becomes inevitably important. It really plays a pivotal role among adolescents, as it is construed to be the zest and determination with a kind of excitement that lead a person to perseverance for reaching greater height, no matter what avenue of their life, be it - personal or professional (Kulwinder, 2011). In this case, there is usually a propelling force/drive for achievement which could either be from internal or external sources (intrinsic and extrinsic motivation). Colman (2001) sees it as a social form of motivation which entails motives for competition in order to acquire certain levels of excellence. It is also seen as a prerequisite for the fulfillment of one's need, for success, and for appreciable performance vis-a-viz a standard of excellence (Rani & Reddy, 2019). Motivation is a pertinent factor in a every human endeavour, as Rabideau (2005) explains that it is the driving force behind the actions of individuals and affects their needs, desires and life ambitions.

Self-esteem is an individual's subjective evaluation of his or her worth as a person (Orth & Robins, 2014) Self-Esteem is a basic motivational factor in sports. An individual undergoes a form of positive or negative Self-Esteem. Positive Self-Esteem is characterized by positive achievement, good behavior and sustains motivation. Negative Self-Esteem is characterized by a by-functional pattern of achievement and bad behavior (Arun, 2016).

According to Baumrind (1971), parenting styles can be broken into four categories: authoritarian, permissive, authoritative, and rejecting-neglecting. According to Holt, Tamminen, Black, Mandigo, and Fox (2009), an authoritarian parenting style refers to a strict and demanding parental presence while a permissive parenting style tends to pamper the child and praise even the smallest

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of accomplishments. An authoritative parenting style is a moderate approach to parenting that does not incorporate either of the extremes.

Considering the change in time, and the growth in understanding about gender roles and abilities, choices are being made based on achievement motivation and appraisal. Boys and girls are given different treatment when it comes to the choice of subjects for a career or participating in sports or adventurous activities in schools or colleges, reason being that some believe that girls do not possess the physical or mental endurance or abilities to sustain themselves given the choice of activities (Devakumar, 2018).

It has been well established by several researchers that achievement motivation has positive correlation with academic performance. A study conducted by Lateef (2018) to determine influence of achievement motivation on Nigerian undergraduates' attitude towards examinations, using 1,536 participants found that majority of Nigerian students has achievement motivation, which correlated with positive attitude towards examinations. This positive relationship of achievement motivation and academic achievement of students is corroborated by other findings (Kumari & Qasim, 2015; Obiero, 2018; Phan & Ngu, 2014). These findings, among others, show the role of achievement motivation on students' academic performance, and though intellectual endowments may differ in individuals, one can still do well by practical effort.

Theoretical basis of the study: Various theoretical frameworks exist to account for human motivation towards achievement. However, this study is anchored on McClelland (1965) 'Need for Achievement Theory', which provides precise input to the conceptualization of achievement motivation as regards this study. This identified three basic motivators which all men have, namely: need for **power**, need for **affiliation**, and need for **achievement** (the focal point here). The need for achievement takes pre-eminence among others because it leads to the fulfillment of others (need for power and affiliation). It is characterized by strong motive to set and accomplish challenging goal(s), taking calculated risks, need to receive regular feedback on progress and achievements, etc. Therefore, the researchers operationalized achievement motivation, specifying it to academic achievement as the conscious aspiration towards attaining desired height of excellence and competence for better quality of life and stable society. At this point, let us consider how this trait is affected by self-esteem, parenting styles and gender from previous studies.

Empirical review

The examination of the findings of previous studies is aimed at provide clear insight into the possibility of addressing the problem of this study. Self-esteem as a measure of someone's level of self-value, worth, confidence and the ability to interact with others in a competitive atmosphere has really attracted huge literature. Many researchers have found its positive significant relationship with achievement motivation, especially in terms of academic performance (Awan, Noureen & Naz, 2011; Khawla, 2012; Seyedan & Fakur, 2015; Arshad, Zaidi & Mahmood, 2015; Liu & Cheng, 2018), while only Khan, Tufail & Hussain(2014) differed in their finding. In their study on the impact of parenting styles and self-esteem on academic achievement of postgraduate students found that self-esteem was not a significant correlate of academic achievement.

Furthermore, socialization commences from the family, hence, parenting style is influential on the behaviour of children. This is because motivation to achieve is not only stimulated by internal factors, but also external ones, and parents are good source. To that effect, results of previous researches affirm its importance in developing achievement - motivation - oriented mindset in adolescents. Among the dimensions of parenting style, Khan, Tufail & Hussain (2014) found only the authoritarian style to be significantly related to academic achievement of students. This is supported by Gupta & Mehtani (2017), but Munyi ((2013) report favoured authoritative style to have significant relationship with academic achievement of adolescents. Also, in comparing United States and Japan, Watabe & Hibbard (2014) found both authoritarian and authoritative parenting styles to have significant relationship with academic achievement of children in the former but not in the latter. Generally, parenting style is seen to have significant contribution to promoting achievement motivation in individuals, but there could be variability in its dimensions.

Gender is also an important factor that can play role in achievement motivation of people, according to empirical findings. The result of Gupta & Mehtani (2017) showed that gender had significant relationship with achievement motivation which agreed with the finding of Rani & Reddy (2019). It is the same with those of (Awan, Noureen & Naz, 2011; Devakumar, 2018), but with specificity that the scores of the female participants were more than their male counterparts, showing that females are more achievement motivated.

Problem Statement

The high rate of decline in educational standard in the country strikes the imagination of the right-thinking individuals, as to what will be the fate of our nation in near future. Therefore, in a bid to achieve lasting panacea to this menacing situation, this study focuses on investigating whether or not self-esteem, parenting styles and gender can significantly predict achievement motivation among adolescents, which is expected to promote excellent academic performances, thereby restoring the quality of education for all-round development in our nation. Thus, it is aimed that a search for partial solution to the nation's fall in educational value will, to a large extent, fill a costly gap in knowledge and contribute to the quality of the existing literature.

Hypotheses of the study:

There were five null hypotheses postulated and tested in the study as follows:

Ho(1): Self-esteem will significantly predictor of achievement motivation among adolescents.

Ho(2): Authoritative parenting style will significantly predict achievement motivation among adolescents.

Ho(3): Authoritarian parenting style will significantly predict achievement motivation among adolescents.

Ho(4): Permissive parenting style will significantly predict achievement motivation among adolescents.

Ho(5): There is a significant difference between gender and achievement motivation among adolescents.

Method

Participants: There were two hundred and fifteen (215) adolescents who took part in this study, comprising 97 males and 118 females drawn from secondary schools. Their ages ranged from 10 to 18 years, with a mean age of 13.10 and SD of 1.73. The participants were selected using

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convenience sampling technique. Demographic information of the participants, especially gender as one of the predictors in this study was built in the instruments used for data collection.

Instruments: There were three different instruments used in the course of this research for data collection, namely: Index of Self-esteem (ISE), Parental Care Scale (PCS) and Achievement Motivation Questionnaire (AMQ).

Index of Self-esteem (ISE) : This was developed by Hudson(1982) to measure the level of self-esteem /self-concept of individuals above 12 years, to ascertain the self-perceived and self-evaluative components of self-concept which is the sum total of the self-perceived and other perceived views of the self. It is a 25-item scale designed in five-point Likert response format as follows : Rarely or none of the time (1),A little of the time(2), Some of the time(3), A good part of the time(4), and Most of the time(5). It is scored in both direct and reverse method, with the items- 1,2,8,9,10,11,12,13,16,17,19,20,24 and 3,4,5,6,7,14,15,18,21,22,23,25, respectively. The sub-totals are added and 25 subtracted to get each participant's ISE score. The psychometrics for Nigerian samples were obtained by Onighaiye (1996), 30.89 for males and 32.04 for females.

Parental Care Scale (PCS): This was developed by Baumrind (1971) to measure the perception of people as to the dominant styles or approaches used by their parents in taking care of them. It is a 20-item scale, having three dimensions (authoritative, authoritarian an permissive styles) designed in "Yes" or "No" response order, with 1 point awarded to each of the correct responses to any of the dimensions, and scores higher than the norms indicate the dominance of the parenting style. Baumrind (1971) provided the original psychometric properties for American samples, with internal consistency alpha coefficient of .36, while Omoluabi (2002) and Tumasi-Ankra (2002) validated it for local use, obtaining concurrent validity coefficient of .73 by correlating it with IFR (Hudson, 1982).

Achievement Motivation Questionnaire (AMQ): It was developed by Herman (1970) to measure individuals' level of drive /motive for achievement. The AMQ has 29 items designed in a scale of 1- 3, in which positive responses to positive items are scored "3" ,and positive responses to negative items are scored "1", while responses to the middle items are scored "2". It has three values: 87 is the highest point, 58 is the middle point, and 29 is the lowest point. Therefore, any

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score from 58 and above indicates high achievement motivation, while score below 58 is an indication of low achievement motivation (Eze, 1994). All the instruments were considered by the researchers to have reliable psychometric properties, and each can be administered individually and in groups.

Procedure

The researchers approached the Principals of the schools targeted from which to draw the participants with letters of request for permission, and got official approval to carry out the research exercise using their students, but emphasis was made by the Principals on the use of only break period. This was in order not to interrupt the schools' daily academic activities, which were strictly adhered to. The questionnaires were administered to the respondents in class rooms, after recruiting them using convenience sampling method, and obtaining their informed consent as well as establishing rapport with them. No participant was under duress to participate in the exercise, only those who were available in the classrooms during break periods, and selecting them from different class levels. The completed questionnaires were collected immediately each participant finished, which were later scored and the coding done on Microsoft Excel. At the end, each of them was given a pen in appreciation.

Design/Statistics:

The researchers adopted cross-sectional design in this study. Multiple Regression Statistic was employed for data analysis, using the Statistical Package for Social Sciences (SPSS) 20.0

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Result

Table 1: *Descriptive statistics for the variables*

	n	Mean	SD	Min	Max
Gender	215	-	-	-	-
Male	97	-	-	-	-
Female	118	-	-	-	-
Age	215	13.10	1.73	10	18
Authoritative	215	17.54	19.51	15	19
Authoritarian	215	12.91	13.25	8	14
Permissive	215	6.87	15.73	4	7
Self-esteem	215	69.20	12.48	18	121
Achievement Motivation	215	63.41	9.43	79	35

The table above shows the descriptive statistics of the variables gotten from the study. It shows the demographic data and the descriptive result of the scales used in the research study.

Table 2: Showing the multiple regression coefficients of self-esteem, parenting styles and gender on achievement motivation

	B	SE	t
Constant	66.486**	4.336	15.334
Authoritative	-.346	.133	-2.601
Authoritarian	.236**	.180	2.421
Permissive	.377**	.133	2.826
Self-esteem	.302**	.138	1.736
Gender	-.216	.220	-2.440
<i>R</i>	.25		
<i>R</i> ²	.07		
<i>Adjusted R</i> ²	.051		
<i>F</i>	4.495**		

Note: ** significant at $p < 0.01$

The result in the above table shows that the value of the total variation (R Square = 7%) in the dependent variable (achievement motivation) can be accounted for in this study by the independent variables (self-esteem, parenting styles and gender), showing the strength of interaction of the variables ($Adjusted R$ Square = .051) and the model was significant, $F = 4.495$, $p < .001$.

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The result in the above table also shows that among all the independent variables, authoritative parenting style and gender did not significantly predict achievement motivation among adolescents ($B=-.346, t=-2.60$) and ($B=-.216, t=-2.44$), respectively; but authoritarian parenting style ($B=.436, t=2.42, p<0.001$), permissive parenting style ($B=.377, t=2.83, p<0.001$), and Self-esteem ($B=.302, t=1.73, p<0.001$) significantly predicted achievement motivation among adolescents.

Discussion of findings

In this study, five alternative hypotheses were proposed and tested by the researchers, with meticulous control of the entire requested variables in multiple regression statistical analysis.

It was hypothesized that self-esteem will significantly predict achievement motivation among adolescents, the result confirmed the hypothesis. This finding is consistent with those of other researchers who also found positive relationship between self-esteem and achievement motivation among adolescents, especially in academics (Awan, Noreen&Naz, 2011; Khawla, 2012; Seyedan&Fakur, 2015; Liu & Cheng, 2018; Arshad, Zaidi&Mahmood, 2015) to which this research is pointed, while only Khan, Tufail and Hussain (2014) differed in their own finding, showing that self-esteem was not a significant correlate of achievement motivation.

Among the dimensions of parenting style according to Baumrind (1971), authoritative style did not significantly predict achievement motivation among adolescents which is not in line with the proposition in this study, hence, the hypothesis was rejected. This result is in tandem with the finding of Khan, Tufail and Hussain (2014). On the other hand, this is parallel with the findings of Gupta and Mehtani (2017); Munyi (2013); and Watabe & Hibbard (2014).

The hypothesis which stated that authoritarian parenting style will significantly predict achievement motivation among adolescents was confirmed by the result of this study; therefore, the researchers accepted the hypothesis. This outcome is in alignment with the findings of previous studies which revealed its statistical significance with achievement motivation in either isolation or in combination with other dimensions (Khan, Tufail & Hussain, 2014; Gupta & Mehtani, 2017; Watabe & Hibbard, 2014); while that of Munyi (2013) countered it.

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Permissive parenting style statistically predicted achievement motivation among adolescents. It showed the highest statistically significant value in relation to achievement motivation among adolescents. This result parallel to that of Baumrind and Black (1967).

Inclusive in the problems of this study was whether or not there could be statistically significant gender difference in predicting achievement motivation among adolescents. It was found that gender was not a significant predictor of achievement motivation among adolescents. This result agrees with Rani & Reddy (2019), but disagrees with many researchers who found significant relationship between them (Gupta & Mehtani, 2017; Devakumar, 2018; Awan, Noureen & Naz, 2011).

Implications of the findings

The result of this study revealed that self-esteem, authoritarian and permissive parenting styles significantly predicted achievement motivation among adolescents, while authoritative parenting style and gender did not. The prime aim of this study was to investigate how achievement motivation could be promoted among adolescents (streamlining it to academic performance) so as to serve as a part solution to the current decline in educational standard nationwide.

It is, therefore, implied that students who have high self-esteem are better adapted to competitive environments, where self-concept plays vital roles. Academic performance is usually high when people with goal-oriented mindset are involved because it entails competition and high expectations. So, to achieve successful revival of educational standard, the adolescents (who are called leaders of tomorrow) should build high self-concept, believing in one's self worth and abilities, thereby eschewing every sense of indolence which breeds corruption in education, with its attendant national shame.

Parenting care method is also seen to influence achievement motivation among adolescents. According to the findings here, authoritarian and permissive parenting styles showed significantly predicting relationship with achievement motivation among adolescents, but authoritative parenting style did not. The implication is that the higher the level of authoritarian and permissive parenting styles, the more the likelihood of children to be achievement - motivated. The reason, perhaps, being that both involve setting high targets as well as allowing children sense of freedom

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to act, while still maintaining responsiveness to their feelings and opinions. Therefore, parents of these days (both old and young) should learn to appropriately motivate their children toward excellent academic performance, using authoritarian and permissive parenting styles. On the other hand, they should be conscious not to apply authoritative style, since it has negative effect on achievement motivation of their children. It may be because it involves high-handedness- military-like approach in which the led have no right of objection in any situation, which possibly makes children lose sense of belonging, ability to make choices and anxiety-prone.

Finally, from the result of this study, gender did not significantly predict achievement motivation among adolescents, since there was no statistically significant gender difference found. Therefore, it implies that both boys and girls can achieve equally academically, provided they keep focus for high achievement.

Limitations of the study

It is well acknowledged that this study, though it provided useful contribution to the solution of decline in the quality of education, it does not have overarching capacity to provide full remedy. Thus, it has the following limitations:

Considering the population of this study, the sample used here may not be large enough to meet international standard. Again, the volume of the literature reviewed is minimal as a result of the constraint of the requirement placed for this conference. Moreover, the cross-sectional design adopted in this study may not be the best to achieve a highly reliable result for better inference over time. The study did not cover other important variables which can predict achievement motivation among adolescents.

Suggestions for further studies

In view of the limitations of this study as highlighted above, the following suggestions are put forward by the researchers for further studies:

The sample size should be enlarged and/or alternatively using children population (primary school pupils) to see if the result applies to them.

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Future studies should investigate other factors which are considered to have possible significant predictive effect on achievement motivation of adolescents, such as locus of control, personality, teaching skills, availability of infrastructure, etc.

There should be consideration for longitudinal design to ascertain if this result has long-term impact in fully reviving the fallen standard of education in the country.

Conclusion

This study has, in all ramifications, demonstrated the need to promote achievement motivation among adolescents in order to apply it to academic performance, thereby salvaging the downfall of educational standard in the country. The choice of adolescent population was informed by the sensitive nature of this developmental stage - the preoccupation of most people is learning, and to ensure a stable nation, the young ones should not be neglected. This study has established with clear emphasis that self-esteem, and parenting styles, but not gender are good predictors of achievement motivation among adolescents, which has educational implication as it suggest partial remedy to current quagmire in the sector. Therefore, if the problem of education can be solved through promoting achievement motivation among adolescents in Nigeria, we will be able to achieve socio-economic development, thereby blending in the globalization exercise.

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