

Parent-Child and Teacher-Pupil Relationships as Predictors of Academic Motivation and Achievement among Primary School Pupils

Emmanuella U. Anozie

Fabian O. Ugwu

Department of Psychology

Federal University, Ndufu-Alike, Ikwo

PMB: 1010, Abakaliki, Ebonyi State, Nigeria

e-mail: fabian.ugwu@funai.edu.ng

&

Okechukwu O Anozie

Humanities Unit

School of General Studies

University of Nigeria, Nsukka

Email: anozie.okechukwu@unn.edu.ng

Abstract

This study investigated parent-child and teacher-pupil relationship as predictors of academic motivation and achievement among school children. Participants were 299 Primary 5 and 6 school pupils. They were randomly selected from two primary schools in southeast Nigeria. Their ages ranged from 7-12 years, with a mean age of 10.06 years. Three instruments were used to elicit information from respondents. They include Parent as a Social Context Questionnaire (Child Report Version), Teacher as a Social Context Questionnaire (Child Report Version), and the adapted version of Herman's Questionnaire Measure of Need Achievement. The students' cumulative results were assessed from the official school record to determine their academic achievements. The study tested four hypotheses and the results of the regression analyses showed that parent-child relationship was a significant predictor of academic achievement. Teacher-pupil relationship also significantly predicted academic achievement and academic motivation, whereas parent-child relationship did not predict academic motivation. Implications and limitations of the study were discussed and suggestions were made for further studies.

Keywords: Parent-child, teacher-pupil, academic achievement, academic motivation.

Primary school education plays a fundamental role in the nation's development plan. This is why successive Nigerian governments have made several efforts to improve the standards of learning through enacting edicts believed to have the potential to reposition the education sector. Despite these efforts, the standard still seems to remain low, especially at the primary school level. This has prompted several researches into more effective ways of improving academic standards. It is speculated that inadequate motivation for parents to get involved, teachers' inability to be real professionals and failure of students to show readiness are issues that are pertinent for improving standards, but which has been ignored by previous researchers. Stimulating or encouraging motivation between parent-child interaction and teacher-pupil relation seem to hold the key to enhancing academic motivation and then achievement. School is a child's workplace, so it is vital that the educational environment be

a positive one. For a child, parents are the dominant force at home, and teachers are the dominant force at school. Therefore, a triangle of teacher-student-parent is given in a child's life. A child is apt to be confused and upset if there is disconnect between the adults in these two huge parts of his/her world. Parent needs to accept the existence of this triangle and make it work in their child's best interests.

However, there is substantial research on the importance of teacher-pupil and parent-child relationships in the early elementary years (Pianta, 1992; Hamre & Pianta, 2001), but most of such studies were carried out in developed societies of North America and Europe. However, little or nothing is known about the effects of teacher-student and parent-child relationships among primary school pupils in developing societies of Africa such as Nigeria. It would be unfair to limit our understanding of such relationships on Western data only. To broaden our understanding of these relationships researchers should also focus on cultures other than the Western. It is out of this concern that the current study examined parent-child and teacher-pupil relationships as predictors of academic motivation and achievement among primary school children.

One of the most important factors that lead one to one's goals is the drive. This drive is known as motivation. Motivating students to learn in school, is a topic of great concern for educationist today, and remains one of the greatest challenges of this century. Lack of motivation is a big barrier in learning and a pertinent cause in the deterioration of education standards. Motivation is the driving force behind our actions and affects our needs, desires and life ambition (Rabideau, 2005). According to Deci and Ryan (2000), motivation is greatly appreciated because of the consequences it produces. Psychologists believe that motivation is a necessary ingredient for learning (Biehler & Snowman, 1986). According to Muola (2010), pupils who are motivated are likely to perform well in their examination. Slavin (2006) posited that motivation is what gets one going, and determine where one is to go. It is something which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose. One definition that is consistent with prior research is that motivation is the process by which goal directed activities are instigated and sustained (Pintrich & Schunk, 2002). Satisfactory school learning is unlikely to take place in absence of sufficient motivation to learn (Fontana, 1981). Denhardt, Denhardt, and Aristigueta, (2008) defined motivation as what causes people to behave the way they do. Lawler (1994) stated that motivation is goal directed. Motivation outlines the achievement and pursuit of goals (Denhardt et al., 2008).

Academic motivation is the pupils need or drive toward the achievement of success in academic work (Moen & Doyle, 1997). Woolfork (1995) defines academic motivation as a child's tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefit from them. Academic motivation affects academic achievement through various quantitative and qualitative indicators of the learning as it is connected with storing information in long term memory and in recognition and retrieval, (Schiefele & Rheinberg, 1997). Jarvela and Niemivirta (2001) point out that academic motivation encourages higher forms of learning and consequently contribute to higher quality knowledge; therefore academic motivation is the driving force of the learning process, activating it first and directing it towards the learning goal. Gesinde (2000), states that the urge to succeed varies from one person to the other. In some individuals, he postulated that the need for achievement is high, for others it is low and to some it is average. The variation could be that academic motivation is believed to be developed during the process of

socialization. All students are influenced by a need to achieve to a certain degree. Those students, who hold a high desire of success, work hard to achieve (Zenzen, 2002).

Need for Achievement (nAch) (McClelland, 1961; McClelland & Winter, 1969) is one of the psychological motives that play an important role in success and achievement of individuals. Achievement motivation is one's inner drive to achieve. Motivation as an academic engagement refers to "cognitive, emotional, and behavioral indicators of student investment in and attachment to education" (Tucker et al., 2002, p. 477). Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland, 1985). People with high achievement motives will act in ways that will help them to outperform others, meet or surpass some standard of excellence, or do something unique (Schmidt & Frieze, 1997).

Academic achievement of pupils is of utmost important to parents, educators, concerned Nigerians and government. Achievement simply put is accomplishing whatever goals one sets for oneself. It is also the attainment of a standard of excellence (Umeano, 2010). Academic achievement is the extent to which pupils make success in academic work. O'Donnell, Reeve and Smith (2006) perceive academic achievement as the extent of an individual's knowledge in a given task in school. They further explained that it indicates how well a learner performs after learning experiences. Academic achievement is a mark of success for both pupils and teachers. It is commonly measured by examination or continuous assessment. As stated by Scales and Roehlkepartan (2003) academic achievement in the school system is the overall academic performance of a student in the school; it is measured within the term and at the end of school session. Kyoshiba (2005) opined that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all these is the idea of enhancing good academic achievement. Over the years, parents, teachers, counsellors have expressed considerable concern over the deteriorating pupils' achievement in schools. Aremu (2002) stressed that academic failure is not only frustrating to the children and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of economy and politics.

Investigation of factors that influences academic motivation and academic achievement of pupils over the years have attracted the interest and concern of teachers, school psychologists, researchers and school administrators in Nigeria. Numerous factors have been identified as causes of academic motivation and achievement. Morakinyo (2003) believes that the falling level of academic achievement is attributed to teacher's non use of verbal reinforcement strategy. Welsch (2007) also found that the attitude of some teachers to their job, poor teaching method and the likes influence pupil's academic motivation and achievement. Several other studies also indicated that family factors including parental monitoring, involvement in youngsters education as well as a good quality relationship with parents are indeed social capital resources that motivate positive behaviour towards academics, (Spera, 2005; Sandefur, Meier & Campell, 2006). In the view of Ajila and Olutola (2007) the state of the home influences the children since the parents are the first socializing agents in a child's life. Therefore, child relationship with parents/teachers and other significant others in the first few years of life are very important for the establishment of competences such as cognitive, socio-emotional and self-regulatory skills.

Literature review

Relationship between parents and children is at the very heart of early learning and development. According to Onah (2013), parent–child relationship has four components; parents awareness of the child’s signals, an accurate interpretation of them, an appropriate response to them and a prompt response to them.

Positive parent-child relationship form an important background for academic motivation; letting your child know that you think school is important and providing recognition for their effort and success can motivate learning. Teaching children effective study skills and habits will also be helpful. Reading with children will affect children’s reading abilities (Barker, Mackler, Sonnenschein, Serpell, 2001). Furthermore, parent’s use of vocabulary and their attitude towards homework appear to influence corresponding outcomes in their children (Weizman & Snow, 2001). Not surprisingly, children of parents who provide appropriate help with their homework tend to fare better in school.

Teachers play important role in the development of children throughout the formal schooling experience, (Baker, Grant & Morlock, 2008). Although most research regarding teacher-student relationships investigate the elementary years of schooling, teachers also have the unique opportunity to support children’s academic and social development at all levels of schooling (Baker et al., 2008; Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998). Aligned with attachment theory (Ainsworth, 1982; Bowlby, 1969), positive teacher-pupil relationships enable children to feel safe and secure in their learning environments and provide support for important social and academic skills, (Baker et al., 2008; O’Connor, Dearing & Collins, 2011; Silver, Measelle, Armstron, & Essex, 2005). According to Thompson (1998), the most powerful weapon available to teachers who want to foster a favourable learning climate is a positive relationship with children. Teachers who support students in the learning environment can positively impact their social and academic outcomes, which is important for the long-term trajectory of school and eventually employment (Baker et al., 2008; O’Connor et al., 2011; Silver et al., 2005).

When teachers form positive bonds with pupils, classrooms become supportive spaces in which children can engage in academically and socially productive ways (Hamre & Pianta, 2001). Positive teacher-pupil relationships are classified as having the presence of closeness, warmth, and positivity (Hamre & Pianta, 2001). Pupils who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development. This includes relationships with peers, and developing self-esteem and self-concept. Through this secure relationship, pupils learn about socially appropriate behaviours as well as academic expectations and how to achieve these expectations. Pupils in low-income schools can especially benefit from positive relationships with teachers (Murray & Malmgren, 2005).

Hypotheses development

Parent-child relationships and academic motivation

Marchant, Paulson, and Rothlinsberg (2001) examined simultaneous influences of multiple aspects of parenting (demandingness, responsiveness, values, and school involvement) and teaching (control and responsiveness) on children's academic outcomes (motivation and competence) and found that parents' values and teachers' responsiveness were significant predictors of motivation and competence. Also, it was found that the combined effects of the two social contexts have a greater impact on children's motivation and competence than the unique effects of either context, if considered alone. Ryan, Stiller and Lynch (1994) found that the qualities of relationships children develop with their parents and teachers have simultaneous and unique effects on children's school functioning. Specifically, these researchers found that children's perception of how secure they felt with their parents and teachers explained children's coping in school, self-regulation, engagement, perceived control, and self-esteem.

Wentzel (1998) examined the effects of family cohesion and teachers' support on children's motivation and academic performance. The results revealed the presence of only additive effects: parents and teachers had significant but independent influences on children's academic outcomes. Since the study examined multiple aspects of children's motivation (e.g., school interest, goal pursuit, mastery, and performance orientation) it was found that some outcomes were predicted by one social context, but not by the other. For example, children's class interest and goal pursuits were affected only by teacher support, whereas students' mastery orientations were predicted only by family cohesion. School interest was the only construct that was predicted simultaneously by both parent and teacher variables. Furrer and Skinner (2003) looked into the additive and compensatory effects of social partners on children's engagement. The research investigated the simultaneous influences of children's perceived relatedness to three social contexts: parents, teachers, and peers. Students who were highly related to all social partners and the lowest engagement were found in students who had difficulties relating to any of the social partners.

Hypothesis 1: Parent-child relationship will significantly predict academic motivation among school children.

Teacher-pupil relationships and academic motivation

Teachers who experience close relationships with pupils reported that their pupil were less likely to avoid school, appeared more self-directed, more cooperative, and more engaged in learning (Klem & Connell, 2004). Children reported liking school more and experiencing less loneliness if they had a close relationship with their teachers. Children with better teacher-pupil relationships also showed better performance on measures of academic performance and school readiness (Birch & Ladd, 1997). Teachers who use more learner-centred practices (i.e., practices that show sensitivity to individual differences among children, include pupil in the decision-making, and acknowledge children's developmental, personal and relational needs) produced greater motivation in their pupil's than those who used fewer of such practices (Perry & Weinstein, 1998).

More so, it is important to note that teacher relationship quality is especially important for children with behaviour difficulties or learning problems. When these children have close relationships with their teachers they show significant advantages compared to similar classmates without such relationships (Baker, 2006). Pupils who had positive teacher relationships demonstrated positive adaptation to school, regardless of their gender or grade level, across the elementary age range (Baker, 2006).

Hypothesis 2: Teacher-pupil relationship will significantly predict academic motivation of school children.

Parent-child relationships and academic achievement

Weihua and Williams (2009) in their study found that parents' educational aspiration for their children and school-initiated contact with parents on benign school issues had strong positive effects on all five motivational outcomes. On the contrary, parent-school contact concerning students' school problems was negatively related to all five motivational outcomes investigated in the study. Additionally, parental advising positively predicted students' academic self-efficacy as well as intrinsic motivation and family rules for watching television were positively linked to students' engagement and intrinsic motivation. Ossai and Ucheagwu (2008) examined the time parents spend with preschool children as correlates of intelligence. The result showed very low correlation between the time parents spent with children and their scores on Maze subset of WPPSI. Heather and Morgan (2011) investigated the effect of parent-child relationships on attitudes towards academic abilities. The results indicated that students with the weakest parent-child relationships exhibited the highest levels of confidence in their ability to achieve academic success on their own without any outside influences. Heckman (2011) found that family factors (poor socio-economic) standing possess lower levels of cognitive and non-cognitive skills and lag far behind their more advantaged peers. Gottfried, Fleming and Gottfried (1994) summarized, that home environment continued to significantly and positively predict subsequent academic intrinsic motivation even when socio economic status was controlled.

Hypothesis 3: Parent-child relationship will significantly predict academic achievement of school children.

Teacher-pupil relationship and academic achievement

Raddysh (1992) studied students' elementary school experiences and whether or not these experiences, may have contributed to students' high school success, or lack thereof. The results indicated that student-teacher relationships have an effect on successful high school completion. Yau (1995) in a questionnaire developed to explore the idea of conflict resolution, which was given to ten schools in the Toronto Board of Education. Eight hundred forty-seven students in grades four to eight and one hundred thirty-four teachers were surveyed. The results indicated that student-teacher relationships contribute to a more positive school climate. Niebuhr and Niebuhr (1999) examined student-teacher relationships and their correlation to student academic achievement. Results indicated that student-teacher relationships are of particular importance, and as stated in the results. Jones (2008) examined a study that used 594 graduate students that were assigned to one of six hypothetical situations. The finding shows that students responded better in stressful situations with teachers who were highly supportive offering out of class as well as in class support. Students who saw their teachers creating personal connections with them were more motivated. Nugent (2006) studied the impact of teacher-student interaction on motivation and achievement. The results of this study provided strong arguments in favour of equipping teachers with the appropriate resources and assistance to appropriately meet the needs of their students beyond academic instruction.

Hypothesis 4: Teacher-pupil relationship will significantly predict academic achievement of school children?

Method

Participants and Procedure

The participants for the present study consisted of two hundred and ninety nine (299) pupils in primary 5 and 6. The age of the pupils ranges from 7 to 12 years old with a mean age of 10.1. The participants were cut across rural and urban schools in southeast, Nigeria. Simple random sampling technique was adopted in selecting the schools. The researcher co-opted two research assistants who assisted in the random distribution and collection of the completed questionnaires. Three hundred and twenty (320) copies of the questionnaire were distributed after obtaining permission from schools authority. Anonymity of responses was promised before commencement of the administration and was adhered to. The researcher and her assistants monitored the pupils and answered questions from pupils who needed more clarification. A ten minute break was allowed to the participants to control fatigue. At the end of the tests, the questionnaires were collected and the pupils were thanked profoundly and little gift items like exercise books and pens were given to them, including the Headmaster/mistress who gave the researcher the opportunity to involve the pupils in the study. The copies of the questionnaire were coded to enable the researcher match participants' score on the test and their academic achievement obtained from official school record.

Instruments

Parents as Social Context Questionnaire (PASCQ), Child Report Version. This is a child report instrument developed by Skinner, Regan, and Wellborn (1986). The questionnaire measures three forms of relationship namely; Warmth Vs Rejection, Structure Vs Chaos and Autonomy Support Vs Coercion while supportive practices are an aggregate of three dimensions (Warmth, Structure and Autonomy). Non-Supportive practice is an aggregate of (Rejection, Chaos and Coercion). Response to each item was rated using 4 point scale ranging from 1(not at all true) to 4 (very true). High score on each item indicate greater presence of particular parenting practice as perceived by the child. A Cronbach's alpha of .70 was realized for the scale.

Teacher as Social Context Questionnaire (TASCQ) Child Report Version. The scale was developed by Belmont, Skinner, Wellborn, and Connell (1988). Each major construct consist of four subscales. Warmth includes items tapping teacher's affection (liking, appreciation, praise, time spent with pupils, positive evaluation) Rejection (punishment, criticism, hostility, over reactivity). Structure includes items tapping teacher clarity of expectations (consistency and predictability of response, adjustment of teaching strategies) Chaos (unpredictability of response and inconsistency). Autonomy support includes items tapping teacher controlling behaviour (respect, acknowledging the importance of students opinions, feeling and choice) Coercion (autocratic, rigid and nagging teacher). Response to each item is rated using 4 point scale ranging from 1(not at all true) to 4 (very true). High score on each item indicates relatively more warmth, structure, autonomy support as perceived by the child. The Cronbach's alpha of the scale for this current study was .82 for warmth/ rejection, .74 for structure/chaos and .73.

Questionnaire Measure of Need Achievement (QMNA). This is a 29-item Hermann's (1970) Measure of Achievement Motivation scale that was adapted by Eyo (1986) for Nigerian samples to measure participants' level of academic motivation. Hermann (1970) obtained a reliability coefficient of .70 but was adopted for study here in Nigeria by Eyo (1986) who obtained a reliability coefficient of .56 using Nigerian samples. Each of the items is followed by 3 options ranging from "I

completely agree” to “3 totally disagree”. The scale included both direct score items and indirect score items. The scores are added together to obtain the overall score. High scores in this questionnaire imply high achievement motivation. Some Nigerian researchers (e.g., Boyinbode, 1988; Popoola, 2003) that have used the instrument adjudged the instrument to be a valid and reliable measure of the achievement motivation of Nigerian students.

Results

Table 1: Mean, Standard Deviation and intercorrelations among study variables

	Mean	SD	1	2	3	4	5	6
1 Class			-					
2 Age	10.06	1.63	.53***	-				
3 Parent Child Relations	74.58	9.49	-.09	-.09	-			
4 Teacher Pupil Relations	72.15	10.12	-.02	.07	.47***	-		
5 Academic Achievement	72.94	15.78	-.47***	-.35***	.25***	.28***	-	
6 Academic Motivation	58.67	4.70	-.05	-.08	.17**	.36***	.02	-

*** $p < .001$; ** $p < .01$; * $p < .05$

The correlations in Table 1 showed that class was positively related to age of the students ($r = .53$, $p < .001$). There was a non-significant relationship between class and parent-child relations ($r = -.09$) as well as class and teacher-pupil relations ($r = -.02$). There was a negative relationship between class and academic achievement ($r = -.47$, $p < .001$), but the relationship between class and academic motivation was not statistically significant ($r = -.05$). Age was neither significantly related to parent-child relations ($r = -.09$) nor teacher-pupil relations ($r = .07$). Age was negatively associated with academic achievement ($r = -.35$, $p < .001$), but age had a non-significant relationship with academic motivation ($r = -.08$). Parent-child relations was positively related to teacher-pupil relations ($r = .47$, $p < .001$). Students, who had positive relationships with their parents, as shown by higher scores on the parent-child relations, also had positive teacher-pupil relationships. There was a positive relationship between parent-child relationship and academic achievement ($r = .25$, $p < .001$). Students, who had higher scores on parent-child relationship, obtained higher average scores in their examinations. Parent-child relationship was positively related to academic motivation ($r = .17$, $p < .01$). Students who had higher scores on parent-child relationship also had higher scores on the questionnaire measure of need achievement. Teacher-pupil relationships had a positive association with academic achievement ($r = .28$, $p < .001$). Pupils who had positive relationship with their teachers had higher examination scores. Teacher-pupil relationship was also positively related to academic motivation ($r = .36$, $p < .001$). Pupils who had positive relationship with their teachers showed higher academic motivation. The relationship between academic achievement and need-academic motivation was not statistically significant.

Table 2: Model Summary of Regression for parent-child relations, teacher-pupil relations and academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.31	.10	.09	15.05	.10	15.65	2	296	.000

The model summary results in Table 2 showed that about 10% (R^2 Change = .10) the variance academic achievement of the students was explained on account of parent-child relations and teacher-pupil relations.

Table 3: Regression coefficients for parent-child relations, teacher-pupil relations and academic achievement.

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	95% Confidence Interval for B	
	B	Std. Error			Lower Bound	Upper Bound
1 Parent-child relationship	.26	.10	.16	2.48*	.05	.46
Teacher-pupil relationship	.32	.10	.20	3.27**	.13	.51

* = $p < .01$; ** = $p < .001$

Table 3 showed that parent-child relationship was a positively significant predictor of academic achievement ($\beta = .16$, $t = 2.48$, $p < .01$). The confidence interval showed that the B for the population was between .05 and .46. Teacher-pupil relationship was also a positively significant predictor of academic achievement ($\beta = .20$, $t = 3.27$, $p < .001$). The confidence interval showed that the B for the population was between .13 and .51.

Table 4: Model Summary of Regression for parent-child relationship, teacher-pupil relationship and academic motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.36	.13	.12	4.40	.13	21.80	2	296	.000

The R square change in Table 2 showed that about 13% of the variance in academic motivation was explained on account of parent-child relationship and teacher-pupil relationship.

Table 5: Regression coefficients for parent-child relationship, teacher-pupil relationship and academic motivation.

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	95% Confidence Interval for B	
	B	Std. Error			Lower Bound	Upper Bound
1 Parent-child_relationship	.00	.03	.01	.12	-.06	.06
Teacher-pupil_relationship	.17	.03	.36	5.77*	.11	.22

* $p < .001$

Table 3 showed that parent-child relationship did not significantly predict academic motivation ($\beta = .01$, $t = .12$). The confidence interval showed that the β for the population was between -.06 and .06. Teacher-pupil relationship was a positively significant predictor of academic achievement ($\beta = .36$, $t = 5.77$, $p < .001$). The confidence interval showed that the B for the population was between .11 and .22.

Discussion

This study investigated the predictive value of parent-child and teacher-pupil relationships on academic motivation and achievement among primary school pupils. Findings indicated that parent-child relationship predicted academic achievement. This therefore implies that the higher the positive relationship the child has with his/her parents the higher the chances of doing well in school outcome. Thus, the hypothesis which stated that parent-child relationship will significantly predict academic achievement among school children was supported. The findings support previous research which reported that most children continue to be influenced substantially by their parents when it comes to school achievement (Weihua & Williams, 2009; Gottfried et al., 1998). The study also supports the findings of Baker, Mackler, and Sonnenschuin (2001) that parent-child relationship forms an important background for academic achievement. This brings to mind the importance of social cognitive theory (SCT) in the development of the child. Bandura (1977, 1986) contended that individual's functioning has its foundation on social system and that environmental factors affect not only what individual's think but also what they do because children exist within social system and are continuously interacting with people with particular reference to their parents.

The result also indicated that parent-child relationship did not significantly predict academic motivation. Thus, the hypothesis which stated that parent-child relationship will significantly predict academic motivation among school children was rejected. The result supports the observation of Salfdar, Riasat, Hukamdad and Saqib (2010) that most of the parents are not aware of their role for their children's education. They do not take interest in their children's education; neither do they help in their home work.

The results of the study also showed that teacher-pupil relationship is a strong predictor of academic motivation and achievement. Pupils who had positive relationship with their teachers were more motivated, which culminated to higher examination scores. Therefore, the hypotheses which stated that teacher-pupil relationship will significantly predict academic motivation and achievement among school children were supported. The findings are consistent with previous studies (Raddysh, 1992; Yau, 1995; Niebuhr & Niebuhr 1999; Riel & Fulton, 2001) indicating that teacher-pupil relationship is of great importance in academic outcomes. Pupils, who saw their teachers creating personal connections with them were more motivated, attain better grades in classes and have lower rate of school drop-out intention which is an indicator of lack of motivation. This result agrees with Khamis, Dukmak and Elhoweris' (2008) who found that pupil's conceptions about their learning, along with their relationship with their teacher experienced higher motivation towards learning. This finding supports the attachment theory of Bowlby (1988) which is one of the basic determinants of adult personality. This invariably means that when an individual realizes an attachment figure is available he or she will value the bond and have desire to leverage from such relationship.

Implications for the study

The current study has far reaching implications to parent-child and teacher-pupil relationships as regards academic motivation and achievement. It clearly indicated that both parents and teachers play an important role on children's academic motivation and achievement. On the part of the parents, it is rather an important finding that suggests that parents as primary caregivers are instrumental in satisfying children's need to belong. It is from constant interaction with their parents that children learn whether they are valuable and important, appreciated and loved. The way children perceive this relationship has the potential to either

foster or undermine children's success in school outcome. Over time, this self-perception of relatedness becomes an internal resources that children possibly carry into other social settings like school which helps to facilitate their academic performance.

The finding also indicates that pupils who perceive that their parents valued their education and had higher expectations for their academic success were likely to feel interested, engaged and confident towards their academic endeavours. This means that parent's educational values and aspirations are conveyed and communicated through positive relationship which in turn helps in shaping children's academic achievement. Furthermore, the findings also revealed that parents participation in school functions were positively associated with pupil's academic achievement. When parents are engaged with school related activities, they can strengthen the relationship between home and school and demonstrate that they value their children's education. A possible consequence of this involvement might be that children will set higher academic goals and feel more confident about their ability to achieve these goals.

The finding also indicate that caring teacher who express concern to pupils and act as confident role model and mentor contribute to pupil's improved achievement and school attendance. Explicit teaching of social and emotional skills and behavioural regulation fosters relational development by providing pupils with opportunities to talk about difficult feelings and situations in a safe and supportive environment, so teachers should be enlightened to engaging in frequent social conversation with their pupils.

Limitations and suggestions for further Study

Despite what the study seems to have achieved caution should be taken in interpreting the results. First and foremost, the study employed a survey using data at one point in time, which only exposed the relationships between the variables studied. This implies that cause-effect relationship was not investigated. To establish causality, experimental or longitudinal study needed to be conducted. Besides, the limitation associated with the design of the present study, the problem associated with common method bias may also be a limitation in the study. Data were collected through a self-report questionnaire and the participants may have responded in a socially desirable way. It would have been necessary to collect data from multiple sources such as siblings living in the same house with the parents and children and/or from teachers' colleagues. This has the potential to adjust any bogus scores that might have arisen from biases.

Summary and Conclusion

Parent-child and teacher-pupil relationship by this research were associated with academic motivation and achievement. When children/pupils have positive relationship with their parents/teachers, they adjust to school more easily, view school as a positive experience, exhibit their behaviour difficulties, display better social skills and demonstrate higher academic achievement (Buyse, et al. 2009). Therefore parents, teachers, school psychologists, school administrators and the general public should initiate programs and plans to be initiated to aid academic motivation and progress of school children.

References

- Ainsworth, M. D. S. (1982). Early caregiving and later patterns of attachment. In M.H. Walls and M.O. Robertson (Eds.), *Birth Interaction and attachment. Pediatric Round Table*, No. 6, Johnson and Johnson. Pp. 35-43
- Ajila, C. & Olutola, A. (2007). Impact of parents' socio-economic status on university students' Academic performance. *Ife Journal of Educational Studies*, 7(1), 31-39
- Aremu, A. O. (2000). *Academic performance 5 factor inventory*. Ibadan: Stirling Horden Publishers.
- Baker L., Mackler, K., Sonnenschein, S., & Serpell, R. (2001). Parents' interactions with their first-grade children during storybook reading and relations with subsequent home reading activity and reading achievement. *Journal of School Psychology*, 39(5), 415 – 438.
- Baker, J. A. (2006). Contributions of teacher-child relationships to positive school adjustment during elementary school. *Journal of School Psychology*, 44(3), 211-229.
- Baker, J. A., Grant, S., & Morlock, L. (2008). The teacher-student relationship as a developmental context for children with internalizing or externalizing behaviour problems. *School Psychology Quarterly*, 23(1), 3-15.
- Baker, L., Mackler, K., Sonnenschein, S., & Serpell, R. (2001). Parents' interactions with their first-grade children during storybook reading and relations with subsequent home reading activity and reading achievement. *Journal of School Psychology*, 39(5), 415 – 438.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1997). Self-efficacy. *Harvard Mental Health Letter*, 13(9), 4–7.
- Belmont, M. Skinner, E. Wellborn, J. & Connell, J. (1988). *Teacher as social context questionnaire: A measure of student perceptions of teacher provision of involvement. Structure and autonomy support* (Tech. Rep. No 102) University of Rochester, Rochester NV.
- Belmont, M., Skinner, E., Wellborn, J., & Connell, J. (1988). *Teacher as Social Context Questionnaire: A measure of student perceptions of teacher provision of involvement, structure and autonomy support* (Tech. Rep. No 102) University of Rochester, Rochester NV.
- Biehler, R.F., & Snowman, J. (1986). *Psychology applied to learning*. Retrieved August 9, 2012 from Ventura County Special Education Local Planning Agency (SELPA) website: http://venturacountyselpa.com/HTMLobj_2854/Sped_Elig_Guidelines.pdf. Caraway, K.
- Birch, S. H., & Ladd, G. W. (1998). Children's interpersonal behaviours and the teacher-child relationship. *Developmental Psychology*, 34, 934–946.

- Bowlby, J. (1969). *Attachment*. Vol. 1 of Attachment and loss. London: Hogarth Press, New York: Basic Books.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press. (Republished in 2006).
- Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental process. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology (5thed.): Vol I. Theoretical models of human development* (pp. 993-1028). New York: Wiley.
- Connell, J. P., & Wellborn, J. G. (1991). Competence, autonomy and relatedness: A motivational analysis of self-system processes. In M.R. Gunnar and L.A. Sroufe (Eds.), *Self processes and development. The Minnesota symposia on child psychology, Vol 23*, (pp. 43–77). Hillsdale, NJ, England: Lawrence Erlbaum Associates.
- Deci, E. L., & Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well being. *American Psychologist*, 55(1), 68-78.
- Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2008). Managing human behavior in public and nonprofit organizations. *Journal of Personality and Social Psychology*, 47, 944-952.
- Eyo, I. E. (1986). Nigerian adaptation of Hermann's questionnaire measure of achievement motivation. *Nigerian Journal of Psychological Research*, 5, 52-71.
- Fontana, D. (1981). Obsessionality and reversal theory. *British Journal of Clinical Psychology*, 20(4), 299–300.
- Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology*, 95, 148–162.
- Gesinde, A. M. (2000). Motivation. In Z. A. A. Omidoyi (Ed.), *Fundamental of Guidance and Counselling*. Ibadan: Kanead Publishers.
- Gottfried A.E., Fleming J.S. and Gottfried A.W. (1998). Role of parental motivational practices in children's academic intrinsic motivation achievement. *Journal of Educational Psychology*, 86, 104 –111.
- Gottfried A.E., Fleming J.S., & Gottfried A.W. (1998). Role of cognitively stimulating home environment in children's academic intrinsic motivation: A longitudinal study. *Child Development* 69 (5) 1448 – 60.
- Gottfried, A. E., Fleming, J. S., & Gottfried, A. W. (1994). Role of parental motivational practices in children's academic intrinsic motivation and achievement. *Journal of Educational Psychology*, 86(1), 104-113.
- Hamre, B., & Pianta, R. (2001). Early teacher–child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72, 625–638.
- Heather, G., & Morgan, E. (2011). Identifying student perceptions: the effect of parent-child relationships on attitudes towards academic abilities. *US-China Education Review B* 2, 273-279.

- Heckman, J. J. (2011). The American family in black & white: A post-racial strategy for improving skills to promote equality. *Daedalus, the Journal of the American Academy of Arts & Sciences*, 140, 70-89.
- Herman, H. J. M. (1970). A questionnaire measure of achievement motivation. *Journal of Applied Psychology*, 54, 353 – 363
- Jarvela, S., & Niemivirta, M. (2001). Motivation in context: Challenges and possibilities in studying the role of motivational in new pedagogical cultures. In S. Volet & S. Jarvela (Eds.), *Motivation in learning context: Theoretical advances and methodological implications*, (pp.105-127), Amsterdam: Pergamon.
- Jones, R. D. (2008). Strengthening student engagement. [White paper.] Retrieved from <http://www.leadered.com/pdf/Strengthen%20Student%20Engagement%20white%20paper.pdf>
- Khamis, V., Dukmak, S., & Elhoweris, H. (2008) factors affecting the motivation to learn among United Arab Emirates middle and high school students. *Educational studies*, 34(3) 191-200.
- Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health*, 74(7), 262-273.
- Kyoshaba, M. (2005). *Attachment to parents and peers in late adolescents and their relationships with self-image*. Masters dissertation. Faculty of Arts Education: University of Makerere.
- Lawler, E. E. (1994). From job-based to competency-based organizations. *Journal of Organizational Behavior*, 15, 3-15.
- Marchant, G. J., Paulson, S. E., & Rothlisberg, B. A. (2001). Relations of middle school students: Perceptions of family and school contexts with academic achievement. *Psychology in the Schools*, 38(6), 505-519.
- McClelland, D. C. (1985). *Human motivation*. Chicago:Scott Foresman.
- McClelland, D.C. (1961). *The achieving society*. Princeton, New Jersey: Van Nostrand.
- McClelland, D.C., & Winter, D.G. (1969). *Motivating economic achievement*. New York: Free Press.
- Moen, R., & Doyle, K. O (1977). Construction and development of the academic motivation inventory (AMI). *Educational and Psychological Measurement*, 37, 509-512
- Morakinyo, A. (2003). *Relative efficacy of systematic desensitization, self statement monitoring and flooding on subjects test anxiety*. Unpublished Ph.D Thesis. Ibadan: University of Ibadan.
- Muola, J. M. (2010). A study of relationship between academic achievement motivation and home engagement among standard eight pupils. Egerton University, Nyahururu Kenya. *Educational Research and Reviews*, 5(5), 213-217.

- Murray, C., & Malmgren, K. (2005). Implementing a teacher-student relationship program in a high-poverty urban school: Effects on social, emotional, and academic adjustment and lessons learned. *Journal of School Psychology, 43*(2), 137-152.
- Niebuhr, K., & Neibuhr, R. (1999). An empirical study of student relationships and academic achievement. *Education, 119*, (4), 679.
- Nugent, T. T. (2006). *The impact of teacher-student interaction on student motivation and achievement*. A dissertation submitted to the department of Educational Research Tech and Leadership. University of Central Florida, Orlando, Florida USA.
- O'Connor, E. Dearing, E., & Collins, B. (2011). Teacher child relationship trajectories: Predictors of behaviour problem trajectories and mediators of child and family factors. *American Educational Research Journal, 48*(1), 120-162.
- O'Donnell, A., Reeve, J., & Smith, J. (2006). *Educational psychology: Reflection for action*. Hoboken, NJ: WNIV.
- Onah, U. H. (2013). *Influence of parent-child interaction on pupils' motivation and interest in learning in Nsukka education zone*. Unpublished Masters thesis. Faculty of Education, University of Nigeria, Nsukka.
- Ossai, R. N., & Ucheagwu, V. A. (2008). Time Parents spend with preschool children as a correlates of intelligence. *The Educational Psychologist, 4*(1) 146-150
- Perry, K. E., & Weinstein, R. S. (1998). The social context of early schooling and children's school adjustment. *Educational Psychologist, 33*, 177-194.
- Pianta, R.C. (1992). Beyond the parent: The role of other adults in children's lives. *New Directions in Child Development, Vol. 57*, Jossey Bass, San Francisco.
- Pintrich, R. R., & Schunk, D. H. (2002). *Motivation in education: Theory, practices for connecting high school to the real world* (pp. 15-21). Tampa, FL: University of South Florida. (ERIC Document Reproduction Service No. ED 407 586).
- Rabideau, S. T. (2005). *Effects of achievement motivation on behaviour*. Rochester Institute of Technology. SAPA project test.
- Rabideau, S.T. (2005). *Effects of achievement motivation on behaviour*. Rochester Institute of Technology. SAPA project test.
- Raddysh, J. (1992). *Fading out: comparing high school graduates with high school dropouts*. Unpublished master's thesis, Simon Fraser University, Vancouver, British Columbia, Canada.
- Riel, M., & Fulton, K. (2001). *The role of technology in supporting learning communities*. *Phi Delta Kappan* 82, 518 – 523.
- Riel, M., & Fulton, K. (2001). The role of technology in supporting learning communities. *Phi Delta Kappan* 82(7), 518 – 523.

- Ryan, R. M., Stiller, J. D., & Lynch, J. H. (1994). Representations of relationships to teachers, parents, and friends as predictors of academic motivation and self-esteem. *Journal of Early Adolescence*, 14, 226–249.
- Safdar, R., Riasat, A. Saqib, S., Milhammad, S., & Hukamdad, (2010). Parental involvement in children academic motivation. *Asian Social Science*, 6, 4.
- Sandefur, G. D., Meier, A. M., & Campbell, M. E. (2006). Family resources, social capital, and college attendance. *Social Science Research* 35, 525- 553.
- Scales, P. C., & Roehlkepartain, E. C., (2003). Boosting student achievement: New research on the power of developmental assets. *Search Institute Insights and Evidence*, 1(1), 1-10.
- Schiefele, U., & Rheinberg, F. (1997). Motivation and knowledge acquisition: Searching for school context. *Review of Research in Education*, 23, 73-118.
- Schmidt, L. C., & Frieze, I. H. (1997). A mediational model of power, affiliation and achievement motives and product involvement. *Journal of Business and Psychology*, 4, 425-446.
- Silver, R. B., Measelle, J. R., Armstrong, J. M., & Essex, M. J. (2005). Trajectories of classroom externalizing behaviour: Contributions of child characteristics, family characteristics, and the teacher–child relationship during the school transition. *Journal of School Psychology*, 43, 39–60.
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behaviour and student engagement across the school year. *Journal of Educational Psychology*, 85(4) 571 – 581
- Skinner, E. A., Wellborn, J. G., & Regan, C. (1986). *The "Parents as Social Context Questionnaire" (PASCQ): Parent- and child-report of parent involvement, structure, and autonomy support. (Tech Rep.)*. Rochester, NY: University of Rochester.
- Slavin, R. E., (2006). *Educational psychology: theory and practice* (8th ed). Boston, Allyn and Bacon.
- Spera, C. (2005). A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. *Educational Psychology Review*, 17, 125-146.
- Tisome T. N. (2006). *The impact of teacher-student interaction on student motivation and achievement*. A dissertation submitted to the department of Educational Research Tech and Leadership at the University of Central Florida, Orlando, Florida USA.
- Tucker, C. M., Zayco, R. A., Herman, K. C., Reinke, W. M., Trujillo, M., Carraway, K., et al. (2002). Teacher and child variables as predictors of academic engagement among low-income African American children. *Psychology in the Schools*, 39, 477-488.
- Umeano, E. C. (2010). Influence of teachers' male gender – dominated verbal content on pupils' interest in class work and achievement orientation. *Journal of Curriculum Studies*, 17(2), 210-219.

- Weihua, F., & Williams, C. (2010). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology* 30(1), 53–74.
- Weihua, F., & Williams, C. (2010). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology*, 30(1), 53 – 74.
- Weizman, Z. O., & Snow, C. E. (2001). Lexical input as related to children's vocabulary acquisition: Effects of sophisticated exposure and support for meaning. *Developmental Psychology*, 37, 265-279.
- Welsch, R. (2007). Classroom: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84, 261-271
- Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers and peers. *Journal of Educational Psychology*, 90, 202–209.
- Woolfork, (1995). *Educational Psychology*. (5th ed.) Boston: Allyn and Bacon
- Yau, M. (1995). *Refugee students in Toronto schools: An exploratory study*. Toronto: Toronto Board of Education, Research Report 211.
- Zenzen, T. G. (2002). *Achievement motivation*. A Research Paper Submitted in Partial Fulfillment of the Requirements for the Master of Science Degree Industrial/Technology Education. The Graduate College University of Wisconsin-Stout, USA.