

Parental Involvement, Peer Influence and Study Habit as Predictors of Academic Motivation among Senior Secondary School Students in Southwest Nigeria

Adewumi Adeoye ADEPOJU
LCU/PG/002937

Being a PhD Thesis Presentation Submitted to the Department of Arts and Social Science, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria

In Partial Fulfilment of the Requirements for the Award of Doctor of Philosophy Degree (Ph.D.) in Educational Management

2025

Certification

This is to certify that Adewumi Adeoye ADEPOJU, with matriculation number LCU/PG/002937, completed the research titled “Parental Involvement, Peer Influence and Study Habit as Predictors of Academic Motivation among Senior Secondary School Students in Southwest Nigeria” in the Department of Arts & Social Science, Faculty of Education, Lead City University, Ibadan, Nigeria, for the award of Doctor of Philosophy Degree (PhD) in Educational Management and that this has not been previously submitted.

Ass. Prof. Oluyomi Susan Pitan
Supervisor

Date

Ass. Prof. Oluyomi Susan Pitan
Head of Department

Date

Dedication

This piece of research is dedicated to my Mother Mrs Adepoju Sidikat Ejide

Lead City University Ibadan DO NOT COPY

Acknowledgement

I sincerely appreciate the various sources and libraries that supported my research journey throughout this thesis. My gratitude also goes to the leadership of Lead City University, a great institution whose impact has greatly contributed to the realisation of my academic ambition.

My deepest appreciation goes to my dedicated supervisor and Head of the Department of Arts and Social Science Education, Dr. Oluyomi Susan Pitan, for her prayers, understanding, and unwavering support. Her meticulous reading, corrections, and valuable contributions significantly shaped the quality of this work. May God continue to enlarge your wisdom and knowledge.

I am grateful to Professor Afolakemi Olasumbo Oredein, Provost of the Postgraduate College, for her exemplary leadership. I also sincerely appreciate my internal external examiner, Professor Eseza Erwat, for her diligence and insightful corrections.

Special thanks go to my esteemed lecturers and faculty members, including: Professor Donald Odeleye, Dean of the Faculty and a true father figure; Professor Philiyas Yara, Head of the Department of Science Education; Professor Senimetu Ileuma, Dr. Toyin Oyedeji, Dr. Ukamaka Akuche, Dr. Monilola Oyetade, Dr. Olabisi Killian, Dr. Mojirade Ayantunji, Dr. Seyi David, Dr. Omobola Gambo, Dr. Christianah Sam-Kayode, Dr. Moyinoluwa Owojori, Dr. Albert Olaniyi (Departmental Postgraduate Coordinator), Dr. Sunday Fabode, Dr. Deborah Ayeni, Dr. Yejide Ibikunle, Dr. Hafsat Abdulsemihi, Dr. Joseph Kolashi, and Dr.

Chinenye Obadimeji, thank you all for your support and encouragement throughout my academic journey.

I extend my heartfelt appreciation to my loving wife, Mrs. Omowumi Adepoju, and our wonderful children, Tabitha, Jewel, and Sharon, for their enduring love, patience, and understanding.

I am also thankful for the support of my colleagues and friends: Mrs. Dolapo Raji, Mr. Olumide Akinola, and Mr. Sunday Oke. May God continue to bless you all with wisdom and increase.

Above all, I return all glory to Almighty God, the source of wisdom and strength, the eternal King, immortal and invisible, who enabled me to accomplish this academic feat. To Him be all honour and glory forever. Amen.

“Even though the above institution and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any is found in the work”.

Abstract

Academic motivation plays a vital role in students' learning outcomes and overall academic achievement. However, anecdotal evidence suggests that many public senior secondary school students in Southwest Nigeria exhibit low levels of academic motivation, which may negatively affect their engagement and performance. This study examined the impact of parental involvement, peer influence, and study habits on academic motivation among public senior secondary school students in Southwestern Nigeria. The study employed a descriptive research design. Four research questions were posed and answered, three hypotheses were formulated and answered. The population comprised 39,975 students from public senior secondary schools across the six states in Southwest Nigeria. Using a multi-stage sampling procedure, a total of 599 schools and 1,187 students were selected. Data were collected using a structured and adapted instrument titled Secondary School Students' Academic Motivation Questionnaire (SSAMQ) ($\alpha = 0.985$). Findings indicated that students reported a high level of academic motivation ($\bar{x} = 3.1$). Parental involvement in students' academic work was low ($\bar{x} = 2.48$), there was a high level of peer influence ($\bar{x} = 2.86$). Study planning was the most frequently practiced of the study habits (69.3%). Parental involvement, peer influence, and study habits jointly had a significant effect on academic motivation (Adjusted $R^2 = 0.987$; $F(3, 948) = 24,985.816$, $p < 0.05$). Peer influence ($\beta = 0.870$, $t = 128.663$, $p < 0.05$) and parental involvement ($\beta = 0.309$, $t = 39.372$, $p < 0.05$) were both significant individual predictors, with peer influence having the most potent positive effect. In contrast, study habits ($\beta = -0.116$, $t = -10.979$, $p < 0.05$) showed a negative relative influence. A significant gender difference was observed, with male students ($\bar{x} = 35.58$) exhibiting higher academic motivation than their female counterparts ($\bar{x} = 24.93$). In conclusion, academic motivation among senior secondary school students is shaped by a complex interplay of parental support, peer dynamics, and personal study habits. Fostering motivation requires a holistic approach that strengthens home-school collaboration, encourages healthy peer relationships, and promotes effective learning strategies. Educational stakeholders, including schools and policymakers, should implement sustainable programmes such as recognition programs for students, workshops on effective parenting for parents, and better channels of communication in a program that aims to maintain and enhance students' motivation to learn.

Keywords: Academic Motivation, Parental Involvement, Peer Influence, Study Habit.

Word Count: 370

Table of Contents

Content	Page
Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	vi
Table of Contents	vii
List of Tables	x
List of Figures	xiii
Chapter One: Introduction	
1.1 Background to the Study	1
1.2 Statement of the Problem	11
1.3 Aim and Objectives of Study	12
1.4 Research Questions	13
1.5 Hypotheses	13
1.6 Significance of the Study	14
1.7 Scope of the Study	15
1.8 Limitation of the Study	16
1.9 Operational Definition of Terms	17

Endnotes	21
Chapter Two: Literature Review	
2.1 Conceptual Review	26
2.1.1 Academic Motivation	26
2.1.2 Parental Involvement	36
2.1.3 Study Habit	45
2.1.4 Peer Influence	58
2.2 Theoretical Review of Studies	67
2.2.1 Theory of Motivation	68
2.2.2 Goal setting Theory	71
2.2.3 Learning Theory	73
2.2.4 Self Determination Theory	75
2.2.5 Achievement Goal Theory	81
2.3 Empirical Review	82
2.3.1 Parental Involvement and Academic Motivation	82
2.3.2 Peer Influence and Academic Motivation	88
2.3.3 Study Habit and Academic Motivation	92
2.3.4 Academic Performance and Academic Motivation	96
2.3.5 Self-Efficacy and Academic Motivation	97
2.4 Conceptual Model	101
2.5 Summary of Gap in Literature Reviewed	103
Endnotes	106
Chapter Three: Methodology	

3.1	Research Design	120
3.2	Population of the Study	120
3.3	Sample and Sampling Techniques	122
3.4	Description of the Research Instrument	123
3.5	Validity of the Research Instruments	125
3.6	Reliability of the Research Instrument	125
3.7	Method of Data Collection	126
3.8	Method of Data Analysis	126
3.9	Ethical Approval	126
	Endnotes	128
Chapter Four: Results and Discussion of Findings		
4.1	Questionnaire Return Rate	129
4.2	Demographic Data Analysis	129
4.3	Presentation of Answers to Research Questions	130
4.4	Test of Hypotheses	139
4.5	Discussion of Findings	145
	Endnotes	159
Chapter Five: Conclusion		
5.1	Summary of Findings	166
5.2	Conclusion	167
5.3	Recommendations	167
5.4	Contribution to Knowledge	169
5.5	Suggestion for Further Studies	170

Bibliography	172
Appendixes	196
Bio-data	204
The University Compliance Certification	206

List of Tables

Table	Title	Page
3.1	Population of the Study	121
3.2	Sample Frame	123
4.1	Demographic Data of Respondents	129
4.2	Extent of Academic Motivation among Senior Secondary School Students in Southwest Nigeria	131
4.3	Parental Involvement in their Children's Academic Work in senior secondary schools in Southwest, Nigeria	133
4.4	Level to which Senior Secondary School Students in Southwest Nigeria Succumb to Peer Influence	135
4.5	Study Habits among Senior Secondary School Students in Southwest Nigeria	137
4.6	Most Adopted Study Habit (Study Plan, Time Management, Self-Testing and Group Work) among Senior Secondary School Students in Southwest Nigeria	138
4.7	Summary of Regression Analysis showing Combined Influence of Parental Involvement, Peer Influence and Study Habit on Academic Motivation of Senior Secondary School Students in Southwest Nigeria	140
4.8	Summary of Regression Analysis showing Relative Influence of Parental Involvement, Peer Influence and Study Habit on Academic Motivation of Senior Secondary School Students in Southwest Nigeria	142
4.9	Summary of T-test showing the Gender Difference in Academic Motivation among Senior Secondary School	143

List of Figure

Figure	Title	Page
2.1	Conceptual Model	101

Lead City University Ibadan DO NOT COPY