

## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

The importance of motivation in the learning process is paramount, as it significantly influences students' academic achievement and personal growth. However, issue of low motivation among students has become increasingly worrisome, leading to a range of challenges. For instance, students with low motivation often struggle with their academic performance, they might find it hard to keep up with schoolwork, resulting in lower grades and, in some cases, the need to repeat a class<sup>1</sup>. This cycle of underachievement can be discouraging, making it even harder for these students to find the motivation to try harder, which can eventually lead them to drop out of school. Research also showed that students who consistently struggle in school maybe as a result of poor motivation<sup>2</sup>. These students might start to believe that they are not capable of success in academic or professional fields, which can diminish their willingness to pursue further learning or take on new challenges. This mindset can limit their personal growth and development, as they may avoid situations where they could fail, further narrowing their opportunities. Teachers may also experience increased stress and burnout when trying to motivate disengaged students, which can affect their job satisfaction and performance. Given the profound impact of motivation on students' lives, addressing academic motivation is a critical issue that needs to be discussed among educational stakeholders.

Academic motivation denotes the impetus students possess to participate in and persevere with their educational endeavours and objectives<sup>3</sup>. Motivation can be regarded as stimuli for students' choice of participating in learning activities, how they sustain their effort, and their

commitment to achieving academic success<sup>3</sup>. It encompasses intrinsic motivation, where students are driven by an internal desire to learn and achieve, and extrinsic motivation, which is influenced by external rewards or pressures<sup>4, 5</sup>. Research indicates that academic motivation is crucial for enhancing student learning since it is closely linked with learning processes<sup>6</sup>. Without the drive that comes from motivation, it will be difficult for students to achieve success, both academically and in other areas of life<sup>6</sup>. Thus, academic motivation can be described as an internal force that propels students to confront and overcome challenges in their educational journey<sup>7</sup>.

In the context of senior secondary school students, various frameworks exist for measuring academic motivation, each comprising multiple indices and components. Commonly used indices include intrinsic motivation, extrinsic motivation, amotivation, goal orientation, self-determination, self-efficacy, and active engagement. However, the focus of this study will be on three of these components: goal orientation, self-determination, and active engagement, which will be examined as measures of academic motivation. Although a number of existing studies address academic motivation, most concentrate on intrinsic and extrinsic motivation. There is a notable gap in local research specifically those exploring goal orientation, self-determination, and active engagement.

Goal orientation refers to an individual's tendency to develop and pursue goals within a learning context<sup>8</sup>. It essentially captures the reasons behind students' engagement in academic tasks. Goal orientation, which encompasses mastery and performance orientations, significantly shapes academic motivation<sup>8</sup>. Mastery orientation is driven by intrinsic factors like curiosity and the joy of learning, leading to deep engagement, resilience, and effective learning strategies<sup>8</sup>. Performance orientation, motivated by extrinsic factors such as grades

and competition, often results in superficial learning and avoidance of challenges, despite potentially driving short-term success<sup>8</sup>. Several studies have pointed out that mastery goal orientation has a positive relationship with students' academic motivation<sup>9,10</sup>. Similarly, there are studies that concluded that performance orientation has a negative effect on motivation<sup>11,12</sup>.

Self-determination refers to an individual's ability to act autonomously and make choices based on their own values and interests<sup>13</sup>. It encompasses the internal motivation and drive that leads individuals to pursue their goals and engage in activities that are meaningful to them. When applied to the context of academic motivation, self-determination becomes an important indicator of a student's willingness and desire to actively participate in their educational journey. Students with a high degree of self-determination are more inclined to exhibit intrinsic motivation, reflecting a sincere interest in their academic pursuits<sup>14</sup>. They take control of their learning, set goals, and persist in the face of adversity. These individuals possess an internal locus of control and assert that their efforts directly affect their academic results<sup>15</sup>. On the other hand, students with low self-determination may exhibit extrinsic motivation, driven by external factors such as rewards or punishments, rather than a genuine passion for learning<sup>14</sup>.

Active engagement refers to the degree of involvement, participation, and effort demonstrated by students in their learning process<sup>16</sup>. It is an essential aspect of effective learning and can be seen as a measure of a student's academic motivation. When students actively engage in their studies, they demonstrate a genuine interest in learning, are more likely to retain information, and are better equipped to apply knowledge in real-world contexts. There are several evidences of poor or low active engagement among secondary

school students in Nigeria which necessitate urgent attention such as this study. Prominent among them is the prevalence of rote memorisation and exam-focused teaching methods which often leads to passive learning, where students simply memorize information without truly understanding<sup>17</sup>. This lack of understanding seems to hinder active engagement as most students fail to connect concepts and apply critical thinking skills<sup>17</sup>.

Several factors have been identified as contributing to low academic motivation among students in Nigeria. These include poor learning facilities, low teacher quality, health challenges, peer influence, inadequate parental involvement, and poor study habits<sup>18,19,20</sup>. But, the emphasis here is specifically on parental involvement, peer influence, and study habits. Although, existing literature has explored academic motivation among senior secondary school students, there is a noticeable gap—particularly within the geographic scope of this study—regarding the influence of these three variables. To address this gap, the study examined parental involvement, peer influence, and study habit as independent variables.

Parental involvement is essential to a child's education, encompassing active engagement in their learning both at school and home. It includes maintaining communication with teachers, supporting homework and learning activities, participating in school events, and advocating for the child's needs<sup>18</sup>. Poor parental involvement in a child's education is a significant issue in Nigeria, and several evidences highlight the severity of the problem. For instance, a study revealed that Nigeria has one of the lowest rates of parental involvement in education among African countries<sup>19</sup>. This lack of engagement hampers the overall academic performance and educational attainment of Nigerian children. Parents play a major role in motivating their children, setting expectations, and modeling positive attitudes toward education. This involvement fosters better academic performance, improved behaviour, and a lifelong love of

learning. Therefore, the study will consider communication, home-work support, attendance, and advocacy as indicators of parental involvement in this study.

Communication is the process of transmitting information, ideas, thoughts, and emotions between individuals or groups<sup>20</sup>. It encompasses both verbal and non-verbal techniques, including speaking, writing, listening, and employing body language. In this study, communication refers to the exchange of information, thoughts, and feelings between parents, their children and the school. Communication between parents and schools plays a vital role in student achievement<sup>21</sup>. Regular and effective communication helps parents stay informed about their child's progress, challenges, and school activities. It allows parents to provide support and encouragement and enables teachers to understand the home environment better. In Nigeria, where education is highly valued, parental communication positively influences academic motivation by creating a supportive and nurturing atmosphere for students<sup>22</sup>.

Home-work support is another significant aspect of parental involvement. It refers to the assistance provided by parents, or guardians, to help students complete their assignments and understand the task given<sup>23</sup>. This support can include a range of activities such as creating a conducive environment, encouraging good study habits, providing emotional support, among others. When parents actively engage in their child's homework, they demonstrate the importance of education and foster a sense of responsibility<sup>24</sup>. In Nigeria, where secondary school students face academic pressures, parental support with homework can alleviate stress and enhance motivation<sup>25</sup>. Additionally, parental involvement in homework can improve academic performance, as students receive guidance and assistance, leading to a better understanding of the subject matter<sup>25</sup>.

Attendance refers to the act of being present at a particular place during designated times. In the educational context, it specifically means the regular presence of students in their classes and school activities. However, in this study attendance refers to the involvement of parents in school-related events, meetings, or activities. This includes attending parent-teacher conferences, school performances, PTA meetings, and other school functions. Parental attendance helps foster a connection between the school and home, allows parents to stay informed about their child's education, and demonstrates support for their child's academic and social development<sup>25</sup>. Research indicates that parental attendance can motivate students to prioritise their education<sup>25,26</sup>.

Advocacy similarly involves parents actively engaging with schools to ensure their child's needs are met and educational opportunities are maximised<sup>27</sup>. It encompasses understanding and leveraging the rights and resources available to the child. Parents advocating for their child's educational rights and seeking necessary support from the school can positively impact motivation<sup>28</sup>. Additionally, empowering the child to advocate for themselves is an essential part of the process, helping them develop self-confidence and independence. In Nigeria, where educational resources may be limited, parental advocacy can play a crucial role in securing additional resources, addressing concerns, and enhancing the overall learning environment.

Peer influence refers to situations where an individual impacts or is impacted by others who are of a similar age<sup>29</sup>. It is the effect that individuals within a similar age group or social circle can have on each other's attitudes, behaviors, and decisions. This influence can manifest in various ways, such as encouraging certain behaviors, setting trends, or reinforcing shared values and norms. It often occurs through direct interactions, like

conversations and social activities, as well as through indirect means, such as observing others' actions or conforming to group expectations. While peer influence can have both positive and negative effects, its impact on academic motivation can be complex and multifaceted. The concept of peer influence in this study encompasses conformity, socialization, peer pressure, and social identity.

Conformity, a key aspect of peer influence, refers to the tendency to align one's beliefs, attitudes, and behaviours with those of a particular group<sup>30</sup>. Students often conform to peer norms and expectations in academic settings, such as adopting study habits or conforming to certain academic standards. Conformity can have positive effects on academic motivation when it leads to the adoption of beneficial behaviours, such as studying regularly or seeking academic support. However, conformity can also have negative consequences if it results in the adoption of detrimental behaviours or undermines individual creativity and critical thinking.

Socialisation, a component of peer influence, refers to the process by which individuals assimilate the values, attitudes, and behaviours of their social group<sup>31</sup>. Peers play a vital role in socializing students into the academic culture of their educational institution. Positive socialization can foster a sense of belonging, facilitate the development of academic skills, and enhance motivation. On the other hand, negative socialization, such as peer groups that devalue academic achievement or engage in counterproductive behaviors, can diminish students' motivation and hinder their academic progress.

Peer pressure can be defined as any effort by one or more peers to coerce an individual into adopting the choices or behaviours preferred by the person or group exerting the pressure<sup>32</sup>.

This pressure can be direct, such as explicit requests or demands from friends, or indirect, like unspoken social norms and the fear of exclusion. It can affect students' decisions regarding activities, academic performance, and even social media behaviour. While peer pressure can encourage positive actions, such as participating in school events or striving for academic success, it can also lead to negative outcomes, such as engaging in risky behaviours or succumbing to harmful trends. The fear of social rejection or ostracism can also influence students to conform to negative peer pressure, undermining their motivation to excel academically<sup>33</sup>.

The third independent variable study habits play a crucial role in shaping the academic motivation of secondary school students in Nigeria. Developing effective study habits and employing proper time management strategies can greatly impact a student's academic performance and overall motivation to succeed<sup>34</sup>. However, the effectiveness of these practices can vary depending on various factors such as individual differences, cultural influences, and educational resources available. Study habits encompass the routines, techniques, and strategies that students utilise to engage with and process academic material<sup>35</sup>. Effective study habits involve active learning, such as reading and summarising, taking notes, practicing, problem-solving, and reviewing material consistently. By adopting effective study habits, students can enhance their understanding and retention of the subject matter, leading to improved academic performance and increased motivation. Thus, study plan, time management, self-testing and group work will serve as measures of study habit in this study.

A study plan is a structured schedule that outlines specific goals and activities for studying<sup>36</sup>. It helps students allocate their time effectively, prioritize tasks, and set realistic targets. A well-designed study plan ensures that students cover the required topics adequately, reducing

stress and last-minute cramming. It also promotes a sense of discipline and commitment towards academic goals. When students have a clear roadmap to follow, they can manage their time efficiently, leading to better Understanding, reduced procrastination, and increased motivation.

Time management is an important factor that should be considered by students to attain academic success. In this study, time management involves allocating appropriate amounts of time to various activities, including studying, attending classes, completing assignments, engaging in extracurricular activities, and maintaining a healthy academic lifestyle. By managing time efficiently, students can achieve equilibrium between academic obligations and personal pursuits, thereby mitigating burnout and enhancing motivation. Moreover, efficient time management skills enable students to avoid distractions, establish regular study routines, and meet deadlines, which further contribute to their academic motivation.

Self-testing is a study technique where individuals evaluate their own knowledge and understanding by actively recalling and answering questions related to the material they are learning. This method involves checking one's grasp of the content without referring to notes or other resources, which helps to reinforce what has been learnt and identify areas that need further review. Self-testing can take several forms. One common approach is answering practice questions, which might be found in textbooks, using flashcards, quizzes, recitations, simulated exams, which mimic the conditions of an actual test, and so on. Self-testing promotes active recall, a process that strengthens memory by forcing the brain to retrieve information. This not only enhances learning but also helps students track their progress, adjust their study strategies, and gain a clearer understanding of their mastery of the subject.

Group work involves students collaborating to accomplish a shared goal or complete a task. The process begins with forming groups, which can be organised by the teacher or chosen by the students themselves, depending on the assignment. Each group is given a specific task or project, such as solving a problem, preparing a presentation, or conducting research. As the group works together, members must communicate effectively, share ideas, and divide responsibilities. Good teamwork relies on clear communication and a willingness to listen and negotiate, allowing each member to contribute their strengths and skills<sup>37</sup>. Tasks are often divided among members based on their individual abilities and interests, ensuring that the workload is balanced and each person plays a role in the project's success.

In research on academic motivation, gender is identified as a significant moderating variable that can influence how academic motivation impacts various outcomes<sup>38</sup>. Gender, being a set of social, psychological, and emotional attributes associated with masculinity and femininity, can shape students' academic experiences and motivations in different ways. This study aims to explore whether there are differences in students' academic motivation based on gender and if gender affects how students engage with their studies. Existing literature suggests that gender can moderate the relationship between academic motivation and academic achievement<sup>39</sup>. For instance, research has shown that motivational factors and their effects on academic performance can differ between male and female students<sup>40</sup>. This difference could be attributed to variations in motivational sources, self-perception, or response to academic challenges.

Gender also interacts with societal and cultural expectations, influencing students' motivation in distinct ways. Societal norms and stereotypes might affect how motivated students feel about their academic pursuits and their perception of their academic abilities. Moreover,

gender can influence educational choices and career aspirations, further moderating the impact of academic motivation on academic outcomes<sup>41</sup>. Studies have also highlighted that gender disparities in academic motivation can manifest in various ways, such as differences in how students set goals, approach challenges, and engage with their studies<sup>42</sup>. This study therefore investigated parental involvement, peer influence and study habit as predictors of academic motivation among senior secondary school students in Southwest, Nigeria.

## **1.2 Statement of the Problem**

The problem of inadequate academic motivation among secondary school students has significant consequences for parents, educators, examination authorities, educational administrators, and the students themselves. Despite the efforts of various stakeholders, many senior secondary school students in Southwest Nigeria are not achieving satisfactory outcomes. This trend is apparent in the outcomes of external assessments such as the West African Senior School Certificate Examination (WASSCE) and the Unified Tertiary Matriculation Examination (UTME). For instance, in 2021 and 2022, no state from the Southwest region ranked in the top ten in WAEC, and only Lagos state managed to do so in 2023. This inadequate motivation leads to wasted resources and significant disappointment for parents, who may experience feelings of shame and regret. The resulting emotional and psychological impact on students includes feelings of inadequacy, low self-concept, and the development of an inferiority complex, potentially leading to behaviors such as examination malpractices, cultism, isolation, and aggression. The low number of secondary school students gaining admission to their preferred university courses is a cause for concern. Three of the widely contributing factors including peer influence, poor study habits and inadequate parental engagement were investigated in this research. To date, few studies have examined

parental involvement, peer influence, and study habits as relative predictors of academic motivation among senior secondary school students in Southwest Nigeria. Furthermore, no research appears to address the combined predictive power of these factors. This study aims to fill that gap by investigating how parental involvement, peer influence, and study habits predict academic motivation among senior secondary school students in Southwest, Nigeria.

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

The aim of this study was to evaluate the influence of parental involvement, peer influence, and study habits on academic motivation among senior secondary school students in Southwest, Nigeria.

The objectives were to:

- i. identify the extent of academic motivation (goal orientation, self-determination and active engagement) among senior secondary school students in Southwest Nigeria.
- ii. determine the extent at which parents are involved (parental communication, homework support, attendance and advocacy) in their children's academic work in senior secondary school in Southwest Nigeria.
- iii. ascertain the level to which senior secondary school students in Southwest Nigeria succumb to peer influence (conformity, socialization, peer pressure and social identity).
- iv. identify the most adopted study habit (study plan, time management, self-testing and group work) among senior secondary school students in Southwest Nigeria?

- v. determine the combined influence of parental involvement, peer influence, and study habit on academic motivation among senior secondary school students in Southwest Nigeria.
- vi. examine the relative influence of parental involvement, peer influence and study habit on academic motivation among senior secondary school students in Southwest Nigeria.
- vii. determine the difference in academic motivation among senior secondary school students in Southwest Nigeria by gender

#### **1.4 Research Questions**

1. What is the extent of academic motivation (goal orientation, self-determination and active engagement) among senior secondary school students in Southwest Nigeria?
2. What is the extent of parental involvement (parental communication, home-work support, attendance and advocacy) in their children's academic work in senior secondary schools in Southwest Nigeria?
3. What is the level to which senior secondary school students in Southwest Nigeria succumb to peer influence (conformity, socialization, peer pressure and social identity)?
4. What is the most adopted study habit (study plan, time management, self-testing and group work) among senior secondary school students in Southwest Nigeria?

#### **1.5 Hypotheses**

H<sub>01</sub>: There will be no significant combined influence of parental involvement, peer influence and study habit on academic motivation among senior secondary school students in Southwest Nigeria.

H<sub>02</sub>: There will be no significant relative influence of parental involvement, peer influence and study habit on academic motivation among senior secondary school students in Southwest Nigeria.

H<sub>03</sub>: There will be no significant gender difference in academic motivation among senior secondary school students in Southwest Nigeria.

## **1.6 Significance of the Study**

The outcomes of this study would be of practical value to the following stake holders in Education: Parents, teachers, students, and researchers. The outcomes of this study would be of considerable value to parents who sponsor and expend much or invest on the children and want them to achieve well in their academics the work would present suggestions on how parents can take care of their children and how they can meet the fundamental needs for their children and enhance academic motivation. The conclusions of this study would be of tremendous value to the following: children, parents and teachers, school counselors, school administrators, government and educational scholars. The findings would allow students to discover variables inherent in them and those that are outside their self-jurisdiction that impact their educational achievement expectation. Parents and teachers would benefit from this study since it would make them understand adolescents better in the area of educational success.

School teachers would profit from the findings of the study. As agents of change, the study would offer them with information on the differences in students' academic motivation. It would let teachers know where and how to direct efforts in assisting pupils to fulfil their full educational attainment and potentials. The outcome of the study would equip them with the required knowledge on how students' educational attainment can be improved to ensure that they perform well their academic pursuit.

Students would benefit from the study enormously, especially those that are easily defeated when they confront some academic duties or have some problems militating against their academic progress.

Educators and counseling psychologists could use this information to alter the learning environment to fit students' specific requirements including addressing any motivational problems that may be antecedents of secondary school attrition rates. The findings would also be valuable to teachers who understand the curriculum and enhance the students' knowledge and character. Teachers expect good performance after teaching learning process. The finding of this study would also give a basis for constructing a more effective theory for teaching and learning process.

Researchers would gain from this study since the study would contribute to the existing body of literature for the researchers that may subsequently carry out research in this area or related ones after the work would have been published. This would as well alleviate the problem of 'no literature syndrome' in carrying research.

In total, the outcome of the study would assist in the accomplishment of Universal Basic Education (UBE) aims of enhancing academic motivation as well as contribute to the theory

and practice of educational psychology. It would serve as resource materials for anyone who desire to carry out research in connected subject while contributing the existing literature on academic motivation.

### **1.7 Scope of the Study**

This study is delimited contextually and geographically. Contextually, the focus of this study was on investigating the influence of three key independent variables, namely parental involvement, peer influence, and study habits, on academic motivation among senior secondary school students in Southwest Nigeria. Academic motivation which is the dependent variable is measured by goal orientation, self-determination and active engagement. To assess the first independent variable, parental involvement, four indices were used, namely: communication, home-work support, attendance and advocacy. Similarly, the second independent variable, peer influence, was evaluated using four indices: conformity, socialization, peer pressure and social identity. Lastly, the third independent variable, study habit, was evaluated also using four indices: study plan, time management, self-testing and group work. Geographically, this study was limited to Southwest, Nigeria, which comprises of Lagos, Oyo, Ogun, Osun, Ondo and Ekiti State. However, three states Oyo, Ogun and Ondo States were selected for the study. The reason for selecting the three is the boundary and similarity of culture between Ogun and Lagos, Ekiti and Ondo, Oyo and Osun, therefore one need to be understudied to avoid duplication. The primary respondents for the study were senior secondary school students in Southwest Nigeria.

### **1.8 Limitation of the Study**

During the course of this study, several limitations were encountered. A significant challenge was the delay in receiving completed questionnaires from some of the respondents. Additionally, certain schools were unwilling to grant access to their students, further complicating data collection. Despite these challenges, the study's findings are considered valid and reliable within the scope of the research conducted.

### **1.9 Operational Definition of Terms**

**Academic Motivation:** This refers to the factors that drive senior secondary school students in Southwest Nigeria to desire to learn, engage, and excel in academic activities such as studying, attending lectures, completing assignments, and participating in class discussions. In this study, the components of academic motivations are: goal orientation, self-determination and active engagement.

**Goal Orientation:** This refers to the way senior secondary school students in Southwest Nigeria approach and pursue their academic goals.

**Self Determination:** This is the extent to which senior secondary school students in Southwest Nigeria are driven by their own personal goals, interests, and values in their pursuit of academic success, rather than being motivated solely by external factors such as grades, parental expectations, or societal pressure.

**Active Participation:** This is a measure of senior secondary school students in Southwest Nigeria engagement and involvement in the learning process. It refers to the students'

willingness to contribute to class discussions, ask questions, seek clarification, and share ideas with their peers and teachers.

**Parental Involvement:** This refers to the active participation of parents or guardians in their child's academic and educational experiences at senior secondary schools in Southwest Nigeria. In this study, parental involvement is broken-down into: parental: communication, home-work support, parental attendance and advocacy.

**Communication:** This refers to the exchange of information and ideas between parents and teachers and or school administrators regarding the child's academic progress, learning needs, and overall development in senior secondary schools in Southwest Nigeria.

**Home-work Support:** This is a measure of the degree to which parents or guardians are actively involved in their child's education by providing assistance and guidance with their homework in senior secondary schools in Southwest Nigeria. It includes a wide range of behaviours, such as helping with assignments, providing feedback on completed work, providing resources, setting up a study space, and encouraging good study habits.

**Parental Attendance:** This entails the frequency and consistency of parents or guardians attending various school events such as parent-teacher conferences, school meetings, school performances, and other school-related activities in senior secondary schools in Southwest Nigeria.

**Advocacy:** This refers to the active and intentional efforts of parents or guardians to promote and support their child's education by advocating for their needs and rights in senior secondary schools in Southwest Nigeria. It involves working with school officials and

instructors to ensure that their child's academic and social-emotional requirements are satisfied and that they obtain a high-quality education.

**Study Habit:** This refers to the set of behaviors, routines, and techniques that senior secondary school students in Southwest Nigeria use to learn, understand, and retain new information effectively. In this study, it includes: study plan time management, self-testing and group work.

**Study Plan:** This is a structured schedule or outlines that details the specific tasks and activities that a senior secondary school students in Southwest Nigeria needs to complete in order to achieve their learning goals. It serves as an index of study habits and helps students to stay organised, focused and motivated throughout their academic journey.

**Time Management:** This refers to the process of senior secondary school students in Southwest Nigeria to effectively allocate appropriate amounts of time to various activities, including studying, attending classes, completing assignments, engaging in extracurricular activities, and maintaining a healthy academic lifestyle.

**Self-testing:** This is a study technique where senior secondary school students in Southwest Nigeria evaluate their own knowledge and understanding by actively recalling and answering questions related to the material they are learning.

**Group Work:** This involves senior secondary school students in Southwest Nigeria collaborating to accomplish a shared goal or complete a task.

**Peer Influence:** This refers to the power that peers have over one another's attitudes, habits, and decision-making processes in senior secondary schools in Southwest Nigeria. In the

context of this study, peer influence can affect a wide range of behaviors, including academic achievement. The indices of peer influence considered in this study are: conformity, socialization, peer pressure and social identity.

**Conformity:** This describes how senior secondary school students in Southwest Nigeria adjust their thoughts, behaviours, or attitudes to match those of a group or society. In the context of students and peer influence, conformity can be seen as an index of the extent to which students are influenced by their peers in their attitudes, beliefs, and behaviors.

**Socialization:** This is referred to as the process through which senior secondary school students in Southwest Nigeria learn to behave and interact with their peers in a manner that is appropriate for their culture or society. This includes learning social norms, customs, and expectations related to academic and non-academic behaviors.

**Peer Pressure:** This refers to the influence that peers have on individual student's attitudes, behaviours, and decisions in Senior Secondary Schools in Southwest Nigeria. It is a social phenomenon where individual student conforms to the expectations of their peers to fit in or be accepted. Peer pressure can be positive or negative, depending on the situation.

**Social Identify:** This refers to the ways in which senior secondary school students in Southwest Nigeria see themselves as members of a particular social groups and how they are influenced by their peers in their group memberships and affiliations.

**Gender:** This refers to the roles, behaviors, and expectations associated with being male, female in Senior Secondary Schools in Southwest Nigeria. Male refers to those students' assigned male at birth based on their biological sex, while female refers to those who were assigned female at birth based on their biological sex.

## Endnotes

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## Chapter Two

### Literature Review

This chapter contains a review of related literature; it was presented under the following subheadings: Conceptual Review, Theoretical Framework, Review of Empirical Studies, Conceptual Framework, and Summary of Reviewed Literature. It contains the following sub-topics:

#### 2.1 Conceptual Review

2.1.1 Academic Motivation

2.1.2 Parental Involvement

2.1.3 Study Habit

2.1.4 Peer Influence

#### 2.2 Theoretical Review

2.2.1 Theory of Motivation

2.2.2 Goal Setting Theory

2.2.3 Learning Theory

2.2.4 Self Determination theory

2.2.5 Achievement Goal Theory

### **2.3 Empirical Review of Studies**

2.3.1 Parental Involvement and Academic Motivation

2.3.2 Peer Influence and Academic Motivation

2.3.3 Study Habit and Academic Motivation

2.3.4 Academic Performance and Academic Motivation

2.3.5 Self-Efficacy and Academic Motivation

2.4 Conceptual Model

2.5 Summary of Gap in Literature Reviewed

### **2.1 Conceptual Review**

#### **2.1.1 Academic Motivation**

Academic motivation refers to the desire or drive to engage in academic activities such as studying, completing tasks, and pursuing educational goals<sup>1</sup>. It encompasses the various factors that influence a student's willingness and persistence to participate in academic

activities, including personal beliefs, expectations, and goals, as well as environmental factors such as teachers, peers, and school culture<sup>1</sup>. It is the degree to which an individual is committed to achieving a certain goal, and the level to which that goal is internalized as part of the individual's self-concept<sup>2</sup>. It is the extent to which a student is willing to devote effort toward a certain goal, while taking into account the degree of confidence in their capacity to succeed and the perceived worth of the goal<sup>3</sup>. An author described academic motivation as the extent to which a student is motivated to achieve a particular goal, and the degree to which that goal is focused on either mastery or performance<sup>4</sup>. It is the degree to which a student believes that they are capable of succeeding in a particular academic task, and the perceived value or importance of that task in achieving their long-term goals<sup>5</sup>. It also described academic motivation as the amount to which a student's perception about the causes of their academic success or failure to impact their future motivation to engage in academic activities. In this study, “academic motivation” is discussed in the following indices: goal orientation, self-determination and active engagement<sup>6</sup>.

Goal orientation refers to an individual's cognitive representation of the purpose and outcome of a task. In the context of academic motivation, goal orientation is often used as an index of a student's motivation for learning. In this approach, an individual's orientation towards goals, rather than ability or effort, is viewed as a primary determinant of their academic success. There are two primary goal orientations: mastery orientation and performance orientation. Mastery orientation is characterized by a focus on learning, growth, and gaining new skills, whereas performance orientation is characterized by a focus on displaying competence and surpassing others<sup>7</sup>. Mastery-oriented students typically approach academic tasks with a desire to learn and understand the material, whereas performance-oriented students are more

concerned with their grades and rankings relative to their peers. Research indicates that mastery orientation correlates with enhanced academic outcomes, including elevated achievement, increased persistence, and a more favourable attitude towards learning<sup>8</sup>. Conversely, performance orientation has been linked to adverse academic results, including anxiety, work avoidance, and an emphasis on extrinsic rewards over intrinsic motivation<sup>9</sup>.

However, some critics have argued that the dichotomy between mastery and performance orientation is oversimplified and that there are other dimensions of goal orientation that are not captured by this distinction<sup>10</sup>. For example, some students may have a goal orientation that is focused on avoiding failure, rather than achieving success. Additionally, some researchers have argued that there are cultural differences in the way that goal orientation is expressed, and that the concept may not be universally applicable<sup>10</sup>.

Goal orientation can be a useful index of student motivation, particularly in the context of academic achievement. However, it is important to recognize that the concept of goal orientation is complex and multifaceted, and that there may be limitations to its applicability in certain contexts.

Self-determination is a psychological framework that underscores the significance of personal autonomy and intrinsic drive in influencing human behaviour and well-being. Self-Determination Theory posits that humans possess inherent psychological demands for autonomy, competence, and relatedness, which must be fulfilled for optimal functioning and well-being<sup>11</sup>. Self-Determination Theory differentiates between intrinsic and extrinsic motivation. Intrinsic motivation denotes behaviour propelled by internal forces, including personal interest, satisfaction, and curiosity. Extrinsic motivation pertains to behaviour

influenced by external causes, such as rewards, penalties, or societal pressure. Numerous beneficial consequences, such as increased creativity, perseverance, and wellbeing, have been linked to intrinsic motivation, according to research<sup>12</sup>. In contrast, extrinsic motivation has been associated with less optimal outcomes, such as lower creativity and less persistence<sup>12</sup>. SDT also emphasizes the importance of personal autonomy in shaping motivation and behavior. Autonomy refers to the ability to make choices and control one's own behavior. Research suggests that autonomy-supportive environments, which provide individuals with choice and opportunities for self-expression, are associated with greater intrinsic motivation and better performance<sup>12</sup>.

But it's crucial to remember that the connection between motivation and autonomy is nuanced and can rely on external elements like the social and cultural norms of a certain environment<sup>13</sup>. In summary, self-determination theory serves as an effective framework for understanding how personal autonomy and intrinsic motivation contribute to shaping behavior and well-being. Research suggests that intrinsic motivation is associated with positive outcomes, while extrinsic motivation can have less optimal effects. Additionally, autonomy-supportive environments can facilitate intrinsic motivation and well-being, although the relationship between autonomy and motivation is complex and context-dependent.

Academic motivation plays a crucial role in a student's success and overall learning experience. Within the realm of educational management, various indices are used to assess students' motivation levels. Active engagement is one such index that measures the degree to which students actively participate and invest themselves in the learning process. This

conceptual review aims to explore the significance of active engagement as an indicator of student's academic motivation, highlighting its implications for educational practices<sup>14</sup>.

Active engagement refers to the level of involvement, enthusiasm, and persistence exhibited by students during their learning activities<sup>15</sup>. It encompasses behaviors such as asking questions, participating in discussions, volunteering for tasks, completing assignments with dedication, and seeking additional learning opportunities beyond the classroom. Active engagement represents a proactive approach to learning, where students take ownership of their education and strive to achieve academic goals.

Active engagement and academic motivation are interconnected, forming a symbiotic relationship. When students are actively engaged in their learning, their motivation levels tend to be higher, leading to increased effort, perseverance, and academic achievement. Conversely, low levels of active engagement may indicate a lack of motivation, which can hinder academic progress and diminish the overall quality of learning experiences.

Benefits of Active Engagement include:

- Enhanced Learning Outcomes:** Active engagement promotes deeper processing of information, enabling students to develop a more profound understanding of the subject matter. Through active involvement, students are more likely to connect new knowledge with prior experiences, leading to improved retention and transfer of learning.
- Positive Classroom Climate:** Active engagement creates a supportive classroom atmosphere where students feel appreciated, empowered, and motivated to contribute. This inclusivity enhances social interactions, promotes collaboration, and cultivates a sense of belonging, ultimately leading to increased motivation and academic achievement.
- Development of Critical Skills:** Active engagement cultivates crucial skills, including critical

thinking, problem-solving, effective communication, and teamwork. By actively participating in discussions, students learn to articulate their thoughts, defend their viewpoints, and constructively evaluate ideas, which are valuable competencies for academic and professional success. Personalized Learning: Active engagement allows students to personalize their learning experiences. When students actively participate in decision-making, set goals, and pursue their individual interests, they develop a sense of autonomy and ownership over their education, leading to a positive impact on their motivation. Promoting Active Engagement: To foster active engagement and enhance students' academic motivation, educators can employ various strategies, including: Active Learning Techniques: Integrating active learning strategies like group discussions, problem-solving tasks, hands-on experiments, and project-based learning can promote student participation and enhance engagement. Formative Assessment: Offering timely feedback and creating opportunities for self-reflection can empower students to actively engage in and take ownership of their learning process. Assessments should focus on the process rather than just the end result, encouraging students to monitor their progress and make necessary adjustments. Fostering a Supportive Environment: Establishing a safe and welcoming classroom atmosphere where students feel confident sharing their opinions, asking questions, and taking risks can greatly enhance their active engagement. Differentiation: Recognizing and addressing individual differences can help cater to students' unique learning needs, increasing their engagement and motivation. Offering choice, flexibility, and varied instructional approaches can be beneficial in this regard<sup>16</sup>.

Active engagement serves as a vital index of a student's academic motivation, reflecting their involvement, enthusiasm, and commitment to the learning process. By fostering active

engagement, educators can cultivate a positive learning environment, enhance students' learning outcomes, and promote the development of critical skills. Highlighting active engagement as a core element of education can help develop lifelong learners who are motivated, self-driven, and equipped with the essential skills for success in both academic and professional settings.

### **Factors Affecting Students' Academic Motivation**

The Factors affecting students' academic motivations are stated as follows;

**Learning Environment:** The school environment, or school climate, is another factor influencing motivation in education. It encompasses the various norms and regulations that shape the overall atmosphere within the school<sup>12</sup>. A positive school environment helps students feel safe and secure, addresses their basic needs like daily meals, and creates an ideal setting for fostering healthy social relationships.

An overload of classes and a too-strict learning environment can reduce motivation in education. Introducing fun elements into classes can lighten the atmosphere, boosting both motivation and outcomes. Additionally, providing sufficient time for play and rest can have a positive impact.

**Teacher Behavior and Personality:** When a student experiences negative emotions such as fear or dislike toward a teacher, it can negatively influence their attitude toward the subject. Similarly, if a teacher shows favoritism or uses derogatory or humiliating language, it can diminish the student's motivation to learn. In contrast, kindness, optimism, positive feedback, and encouragement can have a positive impact on students' motivation to engage in their learning<sup>13,14</sup>.

**Attitude of the Students:** In secondary schools, students typically range from twelve to eighteen years old and have the capacity to distinguish between what is appropriate and inappropriate. Goal-oriented students tend to have positive attitudes toward their school experiences, displaying traits such as discipline, diligence, and resourcefulness. They are avid readers and often prioritize academics over recreational activities. It is crucial for students to maintain a positive outlook on their school, teachers, and academic subjects. This mindset allows them to fully commit to their learning and achieve the desired academic outcomes<sup>15</sup>.

### **Family Issues and Instability**

Just as a lack of security in the classroom can affect motivation, insecurity at home can also have a negative impact on educational motivation. Children who live with both parents generally perform better academically compared to those who don't. Family conflicts and disruptions can lead to poorer academic performance. Some examples include:

divorce,

loss of one or both parents,

not living with the biological father or mother,

not having contact with the biological father or mother,

frequently moving from one home to another,

being or having been involved with Child Protective Services.

As a result, in some cases, schools may need to provide additional support to help students cope with their challenges<sup>16</sup>.

**Psychological and Health-related Factors:** Since learning can be challenging for some students, it is crucial for them to possess qualities such as diligence, resourcefulness, and

conscientiousness to enhance their learning. Maintaining both psychological and physical health is essential for students to achieve positive academic outcomes. A healthy student is better equipped to actively engage in learning. In contrast, factors like stress, anxiety, fear, trauma, depression, or physical health issues can hinder academic progress. It is important for students to develop a positive perspective toward their school and classroom to foster a conducive learning environment. Eating a healthy and nutritious diet, participating in extracurricular activities, staying calm, and finding enjoyment in studying are key factors that contribute to maintaining good psychological and physical health<sup>17</sup>.

**Role of Parents:** The home is often considered the foundation of learning and education, playing a crucial role in producing positive academic outcomes. To foster this, it is important for parents, children, and other family members to create a supportive learning environment at home. For example, when students struggle with certain subjects, parents should offer assistance, whether through private tutoring or by teaching the children themselves. Parents should provide access to technology and other learning materials at home to support their children's academic performance. They play a vital role in the overall growth and development of their children, influencing both their educational success and personal well-being<sup>16</sup>.

**Visual and Hearing Impairments:** These are disease-related factors that can impact students' learning. While some students with these challenges remain achievement-oriented and do not let these issues hinder their academic goals, severe cases—especially when students lack the necessary resources to support their learning—can negatively affect academic performance. Visual impairments often result in difficulties with handwriting and reading the blackboard, while hearing impairments make it challenging to hear instructions

and explanations from teachers, which can lead to poor language development. These impairments hinder communication skills, ultimately affecting the students' academic performance in a negative way<sup>18</sup>.

**Home Environment:** The home environment should be welcoming and positive to foster favorable academic outcomes. It is essential to provide children with the necessary materials and resources that can motivate them and enhance their ability to learn effectively.

**Family Type:** The type of family a child comes from plays a significant role in motivating them to learn. Whether from a nuclear, extended, reconstituted, or single-parent family, the behavior and involvement of family members can either encourage or discourage a child's motivation to learn. Regardless of family background, it is essential to show love and care to children, as this supports their overall academic success and helps them reach their full potential.

**Time Management:** Given that secondary school students have busy schedules, it is crucial for them to develop effective time management skills. Their schedules include school hours, time for completing homework or assignments, and time for extracurricular activities and sports. Engaging in extracurricular activities alongside academics is important for students. Therefore, students should strive to balance all their tasks and activities, allocating more time to important activities while spending less time on those that are less critical.

**Guidance and Counseling Services:** Students often face various challenges and difficulties, including involvement in violent or criminal activities, drug abuse, sexually transmitted infections, teenage pregnancies, and induced abortions, among other issues. These challenges can have a long-term negative impact on students' academic achievements. To address this, it

is essential to establish guidance and counseling services in secondary schools. These services can help students find solutions to their problems, stay focused on their studies, and develop into responsible members of the community.

### **Teaching Methods**

Students are more likely to maintain their motivation in education when educators employ a variety of teaching methods. This diversity helps to keep lessons engaging and prevents boredom. Allowing students some choices, such as selecting their work partners, can also be beneficial. Since students in a single class often have different learning styles, teachers can better address these individual needs by incorporating diverse teaching approaches.

#### **2.1.2 Parental Involvement**

The concept of parental involvement in education has been a topic of debate and discussion for many years. On one hand, proponents argue that parental involvement is essential for a child's academic success and overall development<sup>17</sup>. They believe that active parental involvement in a child's education fosters a positive and supportive learning environment, which enhances academic performance, boosts motivation, and promotes better social-emotional development. However, it is important to critically examine this concept and consider potential drawbacks and limitations. One of the main criticisms of the concept of parental involvement is that it assumes a homogeneous definition of what it means to be involved. The traditional understanding of parental involvement often revolves around activities such as attending parent-teacher meetings, volunteering in the classroom, or helping with homework. However, this limited definition fails to account for the many diverse ways parents can contribute to their child's education. It fails to acknowledge that

parents' involvement can vary based on their socio-economic background, cultural beliefs, work commitments, and other personal circumstances. Furthermore, the concept of parental involvement can unintentionally perpetuate inequalities. Research suggests that the level of parental involvement is often influenced by factors such as parental education, income, and social class. This means that children from disadvantaged backgrounds may not receive the same level of involvement and support as their more privileged peers<sup>18</sup>. Thus, emphasizing parental involvement as a crucial factor for academic success can reinforce existing educational disparities instead of addressing them.

Another critical point is that the responsibility for a child's education should not solely rest on the parents' shoulders. The education system, including schools and teachers, plays a vital role in shaping a child's learning experience. Placing excessive pressure on parents to be solely responsible for their child's academic success overlooks systemic issues within the education system itself<sup>19</sup>. It is essential to recognize that effective education requires collaboration and shared responsibility among various stakeholders, including parents, teachers, policymakers, and the community. Moreover, the concept of parental involvement can inadvertently lead to parental over-involvement or helicopter parenting. When parents become overly invested in their child's education, they may excessively monitor and control their academic activities, leaving little room for the child to develop autonomy and independent problem-solving skills. This can hinder a child's ability to take responsibility for their own learning and personal growth. While parental involvement can have positive effects on a child's education, it is crucial to critically examine the concept and its potential drawbacks. Acknowledging the various forms of parental involvement, addressing socio-economic inequalities, and fostering a collaborative approach to education are crucial for

building a more inclusive and impactful learning environment for all students<sup>20</sup>. The following are the indices of parental involvement that were considered in this study:

### **Parental Communication**

Parental communication is an important aspect of parental involvement in a child's education. This refers to the exchange of information, ideas, and concerns between parents and educators about the child's academic performance, school activities, and overall well-being<sup>21</sup>. Effective parental communication can have a positive impact on a child's educational experience and outcomes in several ways. Regular and open communication between parents and teachers promotes a collaborative relationship that is focused on the child's needs. When parents and teachers collaborate by sharing information about a child's strengths, weaknesses, and areas for improvement, they can work together to establish a supportive and effective learning environment. This collaboration ensures that parents stay informed about their child's academic progress, enabling them to offer the necessary guidance and support at home<sup>22</sup>.

Parental communication allows for the sharing of important information and updates. Parents can stay informed about school events, curriculum changes, and extracurricular activities that may contribute to their child's overall development<sup>23</sup>. It also provides an opportunity for parents to communicate any concerns or challenges their child may be facing, enabling teachers to address those issues in a timely manner. Regular communication helps parents and educators to be proactive and responsive to the child's individual needs<sup>23</sup>.

Furthermore, parental communication fosters a sense of accountability and shared responsibility. When parents and teachers maintain open lines of communication, both parties

understand their roles and responsibilities in supporting the child's educational journey. This shared understanding can lead to a more cohesive and coordinated approach to addressing the child's educational needs, ensuring that the child receives consistent support and guidance both at home and in school<sup>23</sup>. In addition, parental communication can positively influence a child's motivation and engagement in learning. When parents show an active interest in their child's education and communicate their expectations and aspirations, it can significantly impact the child's motivation to succeed academically. Regular communication also allows parents to provide encouragement and praise for their child's achievements, which can boost the child's self-confidence and academic self-esteem<sup>24</sup>.

However, it is important to recognize that effective parental communication should be two-way and reciprocal. It is not just about parents receiving information from educators but also about parents sharing their perspectives, insights, and concerns<sup>25</sup>. Teachers should be receptive to parental input and actively seek their involvement in decision-making processes related to their child's education. This inclusive approach to communication strengthens the parent-teacher partnership and ensures that the child's educational experience is holistic and well-rounded.

Parental communication serves as an important index of parental involvement in a child's education. Effective communication between parents and educators fosters collaboration, shared responsibility, and accountability, leading to improved educational outcomes for the child. It is crucial for parents and teachers to establish and maintain regular communication channels that promote open dialogue, mutual respect, and a shared focus on the child's educational needs.

## Homework Support

Homework support is a vital component of parental involvement in a child's education. It encompasses the assistance, guidance, and resources parents offer to help their children successfully complete homework assignments. Homework support plays a crucial role in a child's academic development and can lead to several positive outcomes, including improved understanding of the material, better time management skills, and increased motivation to learn<sup>26</sup>. Providing homework support demonstrates to children that their education is valued and important. When parents actively engage in helping with homework, they send a message that learning is a priority and that they are invested in their child's academic success. This parental involvement can foster a positive attitude towards homework and instill a sense of responsibility and discipline in children regarding their academic tasks. Homework support allows parents to reinforce and extend the learning that takes place in the classroom. By assisting with homework, parents have an opportunity to review the material covered in class, clarify concepts, and provide additional explanations if needed. This reinforcement of learning at home can enhance a child's understanding and retention of the subject matter, contributing to improved academic performance<sup>27</sup>.

Moreover, homework support provides a chance for parents to actively engage with their child's learning process<sup>28</sup>. It creates an environment where parents can observe their child's strengths and weaknesses, identify areas that require further attention, and tailor their support accordingly. This personalized approach to homework support enables parents to cater for their child's individual learning needs and can lead to better comprehension and mastery of the material<sup>29</sup>.

Additionally, homework support can promote effective study habits and time management skills. Parents can assist their children in developing strategies for organizing and prioritizing homework assignments, breaking them down into manageable tasks, and managing their time effectively. These skills are valuable not only for completing homework but also for long-term academic success and self-directed learning<sup>30</sup>. However, it is important to maintain a balanced approach to homework support. While parental involvement is beneficial, it is equally important to encourage independence and self-reliance in children. Parents should aim to provide guidance and support without taking over the responsibility of completing the homework themselves. The goal is to empower children to develop problem-solving skills, critical thinking abilities, and a sense of ownership over their academic work<sup>31</sup>. Furthermore, it is essential to acknowledge that not all parents may have the necessary knowledge or resources to provide extensive homework support. Socio-economic disparities can influence the level of support that parents can offer. In such cases, schools and educators should strive to provide additional resources and support systems to ensure that all students receive equitable opportunities for academic success. Homework support is a vital aspect of parental involvement in a child's education, as it helps reinforce learning, ensures academic progress, and fosters a positive attitude toward studying. It reinforces learning, fosters responsibility, and promotes effective study habits. By actively engaging in their child's homework, parents can create a supportive learning environment and contribute to their child's academic development<sup>32</sup>. However, it's important to strike a balance between providing support and fostering independence, while also addressing any potential inequalities in accessing homework assistance.

### **Parental Attendance**

Parental attendance refers to the active participation of parents in school events, meetings, conferences, and other activities related to their child's education. It is considered a form of parental involvement and can have various positive effects on a child's educational experience<sup>32</sup>. Parental attendance demonstrates to children that their education is valued and supported by their parents. When parents make the effort to attend school events like parent-teacher conferences, open houses, or school performances, it sends a strong message that their child's education is a priority and that they are actively engaged in their academic journey. This parental presence can boost a child's motivation, self-esteem, and sense of belonging in the school community<sup>33</sup>.

Parental attendance at school events allows parents to stay informed and actively engaged in their child's education, fostering a stronger partnership between home and school. School events provide an opportunity for parents to interact with teachers, administrators, and other parents, fostering a sense of connection and partnership<sup>34</sup>. Attending parent-teacher meetings, for example, enables parents to receive feedback on their child's progress, discuss concerns, and collaborate with teachers to support their child's learning and development. Moreover, parental attendance at school events provides a platform for parents to actively participate in decision-making processes<sup>35</sup>. It allows them to contribute their perspectives, ideas, and insights on various educational matters. Parental input can impact school policies, curriculum development, and other elements of the educational environment, ensuring that parents have a say in shaping their child's educational experience. Additionally, parental attendance can promote community-building and a sense of social support. School events often bring together parents, teachers, and students, creating opportunities for interaction and networking<sup>35</sup>. These connections can help build support networks among parents, fostering a

sense of community and shared responsibility for the well-being and success of all students in the school. However, it is important to acknowledge that parental attendance may not be feasible for all parents due to various factors such as work commitments, transportation limitations, or other personal circumstances. In such cases, schools should strive to provide alternative ways for parents to stay involved and informed, such as virtual meetings, online platforms, or written communication<sup>36</sup>.

Furthermore, it is crucial to ensure that parental attendance does not become a measure of parental involvement that reinforces inequalities. Socio-economic disparities or cultural differences may affect parents' ability or inclination to attend school events<sup>37</sup>. Schools should proactively create inclusive environments that value and respect the diverse forms of parental involvement and provide opportunities for all parents to engage with their child's education, irrespective of their attendance at specific events. Parental attendance is an important aspect of parental involvement in a child's education. It demonstrates support and prioritization of education, fosters communication and collaboration between parents and educators, and promotes a sense of community. However, it is essential to recognize and accommodate diverse circumstances and ensure that attendance is not the sole determinant of parental involvement. Schools should strive to create inclusive environments that value and respect all forms of parental engagement in their child's education<sup>38</sup>.

### **Parental Advocacy**

Parental advocacy is a critical form of parental involvement in a child's education that involves actively supporting and promoting the best interests of their child within the educational system. It entails parents speaking up and taking action to ensure their child's

needs are met, to address concerns or challenges, and to advocate for necessary resources and support<sup>39</sup>. Parental advocacy can have significant positive impacts on a child's educational experience and outcomes. Parental advocacy helps to ensure that children receive a quality education. By actively engaging with schools, teachers, and administrators, parents can advocate for appropriate educational programs, services, and accommodations that meet their child's individual needs<sup>39</sup>. This may include advocating for specialized instruction, extra support, or resources to address learning disabilities, developmental challenges, or other unique circumstances. Parental advocacy plays a crucial role in safeguarding and promoting the educational rights and opportunities of all children. Parental advocacy empowers parents to have a voice in decision-making processes and policies that affect their child's education. Through their active involvement, parents can contribute their insights, perspectives, and experiences to shape school policies, curriculum development, and other educational initiatives. This collaborative approach ensures that parents' perspectives are considered, fostering a sense of ownership and shared responsibility in creating an inclusive and effective learning environment<sup>40</sup>.

Moreover, parental advocacy promotes communication and collaboration between parents, educators, and other stakeholders. By actively advocating for their child, parents establish relationships with teachers, administrators, and other parents, creating a supportive network<sup>41</sup>. These connections can facilitate the sharing of information, resources, and strategies, leading to a more comprehensive and holistic approach to supporting children's education. Additionally, parental advocacy serves as a role model for children, teaching them the importance of speaking up for their rights and needs. When children observe their parents actively advocating on their behalf, they learn valuable life skills such as self-advocacy,

problem-solving, and assertiveness. This empowers children to become active participants in their own education and equips them with skills they can apply throughout their lives<sup>42</sup>.

However, it is important to acknowledge that parental advocacy may not be equally accessible to all parents. Socio-economic disparities, language barriers, and cultural differences can influence parents' ability to advocate effectively for their child<sup>43</sup>. It is crucial for schools and educational institutions to create inclusive environments that support and accommodate diverse forms of parental advocacy, providing resources, translation services, and culturally sensitive approaches to ensure that all parents can engage in meaningful advocacy. Parental advocacy is a vital form of parental involvement in a child's education. It empowers parents to advocate for their child's needs, ensures a quality education, and fosters collaboration between parents, educators, and stakeholders<sup>44</sup>. Parental advocacy not only benefits the individual child but also contributes to the overall improvement of the educational system. It is important for schools to recognize and value parental advocacy, providing support and resources to enable all parents to advocate effectively for their child's education.

### **2.1.3 Study Habit**

The concept of study habits refers to the practices and routines that individuals adopt to enhance their learning and academic performance. It encompasses various strategies such as time management, organization, active engagement, and focus during study sessions. While study habits are often promoted as crucial for academic success, it is important to critically analyze their effectiveness and consider their limitations<sup>45</sup>. One of the key arguments in favor of study habits is that they promote discipline and consistency in learning. By establishing a

routine and dedicating specific time slots for studying, individuals can develop a sense of responsibility and commitment to their academic pursuits<sup>46</sup>. Additionally, effective study habits can help manage time efficiently, allowing students to balance their academic workload with other commitments. Furthermore, the concept of study habits often emphasizes the importance of active learning and engagement. Techniques like summarizing information, self-testing, and teaching others have been shown to enhance comprehension and retention. By incorporating these practices into their study routines, individuals can improve their understanding of the material and develop critical thinking skills<sup>47</sup>.

However, it is essential to recognize that study habits are not one-size-fits-all solutions. Different individuals have unique learning styles and preferences, and what works well for one person may not be as effective for another<sup>48</sup>. For instance, while some people thrive in quiet study environments, others may require background noise or collaborative study groups to enhance their focus and understanding. Moreover, an excessive focus on study habits can sometimes create a rigid and inflexible approach to learning. While structure and routine are beneficial, it is equally important to encourage flexibility and adaptability in response to different learning situations<sup>49</sup>. Over-reliance on specific study habits may limit creativity and hinder exploration of alternative learning methods that might be more effective for certain individuals. Another potential drawback of the study habit concept is that it often overlooks the significance of intrinsic motivation and genuine interest in the subject matter. Merely following a set of study habits mechanically without an underlying passion for the topic may lead to surface-level learning and lack of deeper understanding. Therefore, fostering curiosity and a love for learning should be considered alongside the development of study habits<sup>50</sup>.

Additionally, external factors such as access to resources, socioeconomic background, and mental health can significantly influence an individual's ability to establish and maintain effective study habits<sup>51</sup>. It is crucial to address these systemic issues and provide support and resources to ensure that all students have equal opportunities to develop successful study habits. While study habits can provide structure and enhance learning, it is essential to critically evaluate their effectiveness and adapt them to individual needs. Balancing routine with flexibility, considering different learning styles, and fostering intrinsic motivation are key factors to promote a holistic approach to education. Ultimately, study habits should be seen as tools to support learning rather than strict rules to be followed without question. Study habit in this study implies study plan and time management<sup>52</sup>.

### **Study Plan**

The concept of a study plan refers to a structured approach or schedule that individuals create to guide their studying and academic activities. It is a tool used to organize and manage time effectively, allocate resources, set goals, and track progress. While study plans are often promoted as essential for academic success, it is important to critically examine their strengths and limitations<sup>53</sup>. One of the main advantages of a study plan is that it provides structure and organization. By creating a plan, individuals can break down their study goals into smaller, manageable tasks, which helps reduce overwhelm and promotes a sense of control over the learning process. An effectively structured study plan enables individuals to remain focused, organize their study priorities, and ensure they thoroughly cover all required material within the allotted time<sup>54</sup>. Furthermore, study plans encourage individuals to set specific goals and objectives. By setting clear goals, individuals can concentrate their efforts on meaningful tasks and manage their time effectively. This helps to avoid aimless or

inefficient studying and promotes a more purposeful approach to learning. Moreover, study plans can assist in time management. By allocating specific time slots for studying, individuals can create a routine and establish a dedicated study schedule<sup>55</sup>. This can help prevent procrastination, ensure regular and consistent study sessions, and reduce the likelihood of cramming or last-minute studying. Effective time management through study plans allows individuals to spread their studying over a longer period, leading to better comprehension and retention of information.

However, it is important to note that study plans are not foolproof and have certain limitations. Firstly, individuals may find it challenging to adhere to their study plans consistently<sup>56</sup>. Unexpected events, personal commitments, or external factors can disrupt the planned study schedule, making it difficult to follow the plan rigidly. Flexibility and adaptability are crucial in ensuring that individuals can adjust their study plans when necessary. Additionally, study plans may not account for variations in individual learning styles and preferences. While some individuals may thrive with a structured study plan, others may find it constraining or prefer a more flexible and intuitive approach to studying<sup>57</sup>. It is important for individuals to recognize their own learning styles and adapt the study plan to suit their specific needs and preferences. Furthermore, study plans should not be seen as a one-size-fits-all solution. Each individual has unique learning requirements and academic goals, and a study plan should be tailored accordingly. It is important for individuals to regularly review and evaluate their study plans, making necessary adjustments based on their progress, changing priorities, and feedback from their own experiences<sup>58</sup>.

A study plan can be seen as an index or reflection of one's study habits. It is a structured outline or schedule that individuals create to guide their study sessions and allocate time for

different subjects or tasks. A well-designed study plan can help individuals stay organized, manage their time effectively, and maintain a disciplined approach to their studies<sup>59</sup>. However, it is important to recognize that a study plan alone does not guarantee success; it is the implementation of effective study habits within that plan that truly matters. One of the key benefits of a study plan is that it promotes consistency and accountability. By setting specific study goals and allocating dedicated time slots for different subjects or topics, individuals are more likely to follow through and engage in regular study sessions<sup>60</sup>. This can prevent procrastination and ensure that the necessary time and effort are dedicated to each subject.

A study plan also aids in managing time efficiently. It helps individuals prioritize tasks, balance workload, and avoid cramming or last-minute studying. By breaking down larger tasks into smaller, manageable chunks and assigning realistic timelines to each, individuals can spread their studying over a longer period, allowing for better comprehension and retention of information. Moreover, a study plan encourages individuals to be proactive in their learning<sup>61</sup>. It prompts them to identify their strengths and weaknesses, set specific learning objectives, and develop strategies to achieve those objectives. By having a clear roadmap, individuals can focus their efforts on areas that require improvement and ensure a more comprehensive understanding of the subject matter<sup>62</sup>. It is essential to recognize that the success of a study plan relies on the individual's commitment to following it and their ability to adjust it when necessary. Simply creating a study plan without implementing it or being flexible in response to unforeseen circumstances may limit its usefulness. It is essential to regularly review and adjust the study plan based on personal progress, changing priorities, or new challenges that may arise<sup>63</sup>.

Furthermore, a study plan should remain flexible and not overly restrictive. Incorporating breaks, relaxation, and leisure activities is crucial to prevent burnout and support overall well-being. Including time for rest and rejuvenation in a study plan can boost productivity and help prevent fatigue<sup>64</sup>. Furthermore, a study plan should be tailored to individual learning styles and preferences. Different people have different optimal study environments, peak concentration periods, and preferred study techniques. Therefore, a study plan should be customizable and adaptable to suit the individual's needs, ensuring a more personalized and effective approach to learning<sup>65</sup>.

A study plan can serve as an index of study habits, reflecting an individual's commitment to organized and disciplined studying. It helps individuals manage their time, set goals, and stay focused. However, it is crucial to remember that the implementation of effective study habits within the study plan is what truly determines academic success. Flexibility, self-awareness, and a balanced approach are key in developing and following a study plan that maximizes learning outcomes<sup>66</sup>.

### **Time Management**

The concept of student time management refers to the ability of students to effectively manage their time to balance academic responsibilities, extracurricular activities, personal commitments, and leisure activities<sup>67</sup>. It involves setting priorities, planning, and allocating time to different tasks and activities to maximize productivity and achieve academic success. While student time management is often touted as essential for academic performance, it is important to critically evaluate its effectiveness and consider its limitations<sup>68</sup>.

A major advantage of effective time management for students is the development of discipline and responsibility. Creating a schedule and designating specific time slots for studying, attending classes, completing assignments, and participating in other activities enables students to foster a sense of commitment and take control of their academic pursuits. Effective time management allows students to stay organized, avoid procrastination, and meet deadlines, which can contribute to improved academic performance<sup>69</sup>. Furthermore, student time management promotes a balanced and holistic approach to student life. It helps students prioritize their academic responsibilities while still allocating time for extracurricular activities, social interactions, and personal well-being. By managing their time effectively, students can engage in a variety of activities that contribute to their personal growth and development, fostering a well-rounded educational experience<sup>70</sup>.

Moreover, student time management can enhance productivity and efficiency. By allocating dedicated time blocks for specific tasks, students can minimize distractions and optimize their focus and concentration<sup>71</sup>. Effective time management strategies, such as goal setting, breaking tasks into smaller, manageable steps, and leveraging productivity tools, can help students maximize their study time and enhance their learning outcomes. However, it is important to recognize that student time management is not without its limitations. The pressures and demands of academic life, combined with external factors such as part-time jobs, family responsibilities, and personal challenges, can make it difficult for students to adhere strictly to their time management plans<sup>72</sup>. Unforeseen circumstances, unexpected events, or sudden changes in academic workload may disrupt planned schedules and require adjustments. Additionally, student time management may inadvertently create a culture of overwork and burnout. In pursuit of maximizing productivity, students may feel pressured to

constantly fill their schedules with academic tasks, leaving little time for relaxation, self-care, or pursuing other interests. This can lead to increased stress levels, reduced well-being, and ultimately hinder academic performance instead of enhancing it<sup>73</sup>. Furthermore, student time management strategies may not be equally effective for all individuals. Each student has unique learning styles, preferences, and external circumstances that may influence their ability to effectively manage their time<sup>74</sup>. It is important to consider individual differences and allow flexibility in implementing time management techniques that work best for each student.

Time management is a crucial skill for students, as it significantly contributes to both academic success and personal development. It helps students develop discipline, balance their responsibilities, and optimize their productivity. However, it is important to approach time management critically, recognizing its limitations and potential drawbacks. A flexible and holistic approach to time management that considers individual needs and fosters well-being is essential for students to thrive academically and personally<sup>75</sup>.

The concept of time management can be seen as an index or reflection of an individual's study habits. Time management refers to the ability to effectively allocate and utilize time for various tasks and activities, including studying. Study habits, on the other hand, encompass the practices and routines individuals adopt to enhance their learning and academic performance. When time management is employed effectively within the context of studying, it can serve as an indicator of good study habits<sup>76</sup>. An individual who demonstrates strong time management skills in their study routine is likely to exhibit certain study habits that contribute to their academic success. For instance, effective time management suggests that the individual has developed the discipline to allocate specific time slots for studying,

creating a structured and consistent study schedule. This indicates that they have established a routine and recognize the importance of dedicating focused time to their academic pursuits. Furthermore, good time management in studying implies the ability to prioritize tasks and allocate sufficient time for different subjects or topics. It suggests that the individual understands the importance of balancing their study workload and giving appropriate attention to each subject<sup>77</sup>. This reflects a conscious effort to plan and organize study sessions in a manner that optimizes their learning outcomes.

Additionally, effective time management within the context of studying often involves setting goals and deadlines. An individual who manages their time well is likely to set specific study objectives and allocate timeframes to accomplish them. This indicates that they have a clear understanding of what they need to achieve and actively work towards their academic targets. Moreover, individuals with strong time management skills in their studying often demonstrate the ability to minimize distractions and stay focused during study sessions<sup>78</sup>. They recognize the importance of creating an environment conducive to learning, which may involve eliminating or reducing distractions such as social media, noise, or interruptions. This suggests that they possess the study habit of maintaining concentration and actively engaging with their study materials<sup>79</sup>.

It is important to note, however, that time management alone does not guarantee effective study habits or academic success. While effective time management is a vital component of successful studying, other study habits such as active engagement, critical thinking, and effective note-taking are equally important<sup>80</sup>. A well-managed study schedule should be complemented by strategies that enhance comprehension, retention, and application of knowledge. In all, time management within the context of studying can serve as an index of

an individual's study habits. Effective time management reflects the ability to establish a structured study routine, prioritize tasks, set goals, and maintain focus. It is important to acknowledge that effective study habits involve a wide range of practices that extend beyond time management alone<sup>81</sup>. A comprehensive approach to studying that combines strong time management skills with other effective study habits is key to achieving academic success.

### **Self-Testing**

Self-testing is a valuable practice for personal development and learning. It involves a range of methods where individuals assess their own knowledge, skills, or performance to identify areas of strength and improvement<sup>82</sup>. This practice can take various forms, each contributing to self-awareness and growth. Self-testing involves evaluating one's own performance or knowledge, allowing individuals to reflect on their achievements and recognize areas needing enhancement<sup>83</sup>. By regularly engaging in self-assessment, individuals can track their progress over time, adapt their learning strategies, and set realistic goals for personal development. Self-Evaluation extends this idea by focusing on the reflective process where individuals critically analyze their abilities and skills. This self-reflection helps in understanding one's own learning style, preferences, and areas of difficulty, ultimately guiding the direction for future learning.

Self-testing involves a more structured approach where individuals actively test themselves to measure their proficiency in a specific area. This can include creating and answering quizzes, solving problems, or engaging in practical exercises relevant to the subject matter. It involves self-check and self-review which are informal yet effective methods where individuals review their own work or knowledge<sup>84</sup>. This might involve revisiting notes,

assessing the accuracy of answers, or checking the quality of completed tasks. These practices help in ensuring that work is correct and that understanding is solidified. Self-testing may involve self-quiz and self-test quiz and they are practical tools where individuals create and take their own quizzes to gauge their understanding of a topic. This method is particularly useful for reinforcing learning and preparing for formal assessments.

Self-testing plays a crucial role in personal development and education by offering a structured approach to self-assessment and improvement. The practice of testing oneself, whether through quizzes, exercises, or reflective evaluations, provides significant benefits that enhance learning and performance<sup>85</sup>. Regularly engaging in self-testing enables individuals to identify their strengths and weaknesses, facilitating the adoption of more focused and effective learning strategies<sup>82</sup>. One of the primary advantages of self-testing is its ability to reinforce learning and improve knowledge retention. When individuals test themselves on material they have studied, they are not only reviewing the content but also actively engaging with it. This active recall process strengthens neural connections related to the material, making it easier to remember and apply the information in the future. This method is far more effective than passive review techniques, such as simply re-reading notes, as it requires individuals to retrieve information from memory, thereby deepening their understanding.

Self-testing also offers valuable feedback on one's progress. By evaluating their own performance, individuals can identify areas where they need further improvement or additional study. This immediate feedback loop allows for timely adjustments to learning strategies, helping individuals focus their efforts on areas that require more attention. For instance, if a student consistently struggles with certain types of questions on a self-test, they

can adjust their study habits to address those specific gaps in knowledge. Moreover, self-testing enhances self-regulation and motivation<sup>86</sup>. By setting personal goals and tracking progress through self-assessment, individuals can cultivate a stronger sense of ownership over their learning. This sense of control boosts motivation and engagement, as they observe tangible progress and are motivated to keep working toward their objectives. The ability to track and celebrate small successes through self-testing can be a powerful motivator, particularly for those who may struggle with maintaining motivation over longer periods. In addition to these cognitive and motivational benefits, self-testing fosters a deeper level of reflection and self-awareness. When individuals engage in self-assessment, they are compelled to critically evaluate their own performance and understanding. This reflective practice helps individuals gain insights into their learning processes and preferences, allowing them to develop more effective study techniques and strategies tailored to their unique needs.

### **Group Work**

Group work, often referred to as collaborative work or teamwork, is a method of organising tasks where individuals come together to achieve a common goal or complete a shared project<sup>87</sup>. This approach to working is characterised by collective effort, shared responsibilities, and mutual support among team members. Group work can take various forms, including brainstorming sessions, project collaborations, problem-solving tasks, and research projects, each designed to leverage the diverse skills and perspectives of its participants.

Group work involves several key aspects. It is a structured process where individuals with complementary skills and knowledge collaborate to accomplish tasks that might be challenging or impossible to tackle alone<sup>88</sup>. Through effective group work, members can pool their resources, share ideas, and divide tasks according to their strengths, leading to a more comprehensive and efficient approach to problem-solving. This collaborative environment not only fosters creativity but also encourages the development of interpersonal skills as members interact, negotiate, and compromise to achieve their objectives.

One of the significant benefits of group work is the enhancement of learning and knowledge sharing<sup>89</sup>. When individuals work together, they bring diverse perspectives and expertise together, which can lead to a richer and more nuanced understanding of the subject matter. This diversity of thought often results in innovative solutions and creative approaches that might not emerge in individual efforts. Additionally, group work allows for the exchange of information and skills, enabling members to learn from one another and build upon each other's strengths<sup>87</sup>. Group work also promotes the development of crucial soft skills that are highly valued in professional and academic settings<sup>90</sup>. Communication, collaboration, and conflict resolution are all integral components of effective group work<sup>91,92</sup>. By engaging in group activities, individuals learn to articulate their ideas clearly, listen actively to others, and work together to address and resolve differences. These skills are essential for success in many fields and can significantly enhance an individual's ability to function effectively in team-orientated environments.

Furthermore, group work fosters a sense of community and shared purpose. Working together towards a common goal can create a strong sense of belonging and mutual support among members. This collaborative spirit can boost morale and motivation, as individuals

feel more connected to their peers and invested in the success of the group. The collective responsibility and shared achievements also contribute to a sense of accomplishment and satisfaction that might be less pronounced in solitary endeavours. In addition to these benefits, group work can improve problem-solving efficiency<sup>93</sup>. By distributing tasks and responsibilities, teams can address complex problems more effectively than individuals working alone. This distribution allows for simultaneous progress on different aspects of a project, leading to faster and more comprehensive solutions. The synergy generated through group collaboration often results in higher-quality outcomes and more effective problem-solving strategies.

#### **2.1.4 Peer Influence**

Peer influence refers to the effect that individuals within a person's social circle, usually peers of a similar age group, have on their attitudes, beliefs, behaviors, and decisions. It is a widespread and influential force that plays a crucial role in shaping an individual's identity, values, and actions, especially during adolescence when peer relationships become more significant<sup>94</sup>. Humans are social beings, and our interactions with others have a profound impact on our development and decision-making processes. Peers serve as important sources of information, feedback, and validation, and their influence can be both positive and negative. Positive peer influence can involve encouraging constructive behaviors, such as engaging in healthy habits, pursuing educational goals, or participating in pro-social activities like community service. Positive peer groups can provide a sense of belonging, support, and motivation, promoting personal growth and well-being<sup>95</sup>.

Conversely, negative peer influence can result in involvement in risky behaviors, such as substance abuse, delinquency, or unsafe sexual practices. Negative peer pressure often arises from the desire to conform, fit in, or gain acceptance within a specific social group, sometimes at the expense of individual values or well-being<sup>96</sup>. Peer influence operates through various mechanisms, including:

- Conformity: Individuals may adopt the beliefs, values, and behaviors of their peers in order to be accepted and avoid social rejection. This conformity can occur consciously or unconsciously, as individuals internalize the norms and expectations of their peer group.
- Social comparison: Peers provide a basis for comparison, and individuals may assess their own attitudes and behaviors in relation to their peers. This can lead to either positive or negative outcomes, as individuals may strive to improve or emulate their peers or experience feelings of inadequacy or low self-esteem<sup>96</sup>.

Norms and expectations: Peer groups often have established norms and expectations that influence individual behavior. These norms may be explicit, such as explicit rules within a group, or implicit, where certain behaviors are implicitly encouraged or discouraged through social cues and interactions.

Identification and modeling: Individuals may look up to their peers as role models and imitate their behavior. Observing others' actions and the consequences they face can shape one's own choices and actions. This process is particularly influential when the role model is admired or has high status within the peer group. It is important to recognize that the impact of peer influence can vary depending on individual factors such as personality, self-esteem, and personal values, as well as contextual factors such as family support, cultural background, and societal influences. Moreover, the presence of positive adult role models and effective communication channels within families and communities can help counterbalance negative

peer influences. Understanding the concept of peer influence can be valuable for parents, educators, and policymakers in designing interventions and support systems that promote positive peer relationships, enhance critical thinking skills, and provide adolescents with the tools to resist negative peer pressure when necessary.

### **Conformity**

Conformity is a significant aspect of peer influence, particularly among students. It refers to the tendency of individuals to modify their attitudes, beliefs, and behaviors in order to conform to those of the majority or a particular social group. In the context of students, conformity can be observed in various aspects of their lives, including academic choices, social behaviors, and even personal values. Students often face pressure to conform to the norms and expectations set by their peer group. This pressure can arise from the desire to fit in, gain acceptance, or avoid social rejection<sup>97</sup>. Here are a few key points to consider when discussing conformity in relation to peer influence among students:

**Academic Choices:** Peer influence can impact students' academic choices, such as the courses they choose, study habits, and educational goals. If a student's peers prioritize certain subjects or academic achievements, there is a tendency to conform and align their choices accordingly. This can either positively or negatively affect academic performance and career aspirations.

**Social Behaviors:** Peer influence significantly impacts social behaviors among students. This includes fashion trends, leisure activities, socializing patterns, and even risky behaviors. Students may adopt certain behaviors to gain acceptance or to avoid being seen as different or unpopular within their peer group.

Group Identity: Students often form or become part of various social groups or cliques in school. These groups have their own unique characteristics, norms, and values. Students may conform to the group identity and adopt the group's attitudes, behaviors, and appearance to strengthen their social bonds and sense of belonging.

Pressure to Conform: Peer pressure plays a crucial role in promoting conformity. Students may face direct or indirect pressure from their peers to conform to specific behaviors or beliefs. This pressure can come in the form of persuasion, ridicule, or exclusion, leading individuals to conform even if they personally disagree with certain choices or values.

Fear of Rejection: The fear of social rejection can be a powerful motivator for conformity among students. They may be afraid of being ostracized or alienated if they do not conform to the norms established by their peer group. This fear can override their individual thoughts and values, leading to conformity even when it contradicts their personal beliefs.

It is important to note that while conformity can have negative implications, such as suppressing individuality or encouraging risky behaviors, it can also have positive aspects. Conformity can foster a sense of unity, cooperation, and shared values within a peer group, which can be beneficial for social cohesion and collective goals. Educators and parents play a vital role in helping students navigate the influence of conformity. Encouraging critical thinking skills, promoting open discussions, and fostering an environment where diverse opinions are respected can help students develop a sense of autonomy and make informed decisions rather than blindly conforming to peer pressure. Fostering self-confidence, self-esteem, and a strong sense of personal identity can empower students to resist negative influences and make decisions that reflect their own values and aspirations.

## **Socialization**

Socialization is the process by which individuals acquire the knowledge, skills, values, and behaviors considered appropriate within a specific society or social group. It involves learning and internalizing social norms, customs, and expectations that shape interactions and relationships with others. Peer influence plays a significant role in the socialization process, particularly during childhood and adolescence. Here's a discussion of socialization in relation to peer influence among students:

**Norms and Values:** Peer groups heavily influence the formation and reinforcement of social norms and values among students. As students interact with their peers, they learn what is considered acceptable or unacceptable behavior, attitudes, and beliefs within their social circle. This process helps individuals develop a sense of social identity and conform to the expectations of their peer group.

**Language and Communication:** Peer interactions contribute to the development of language and communication skills. Students learn to navigate social situations, express themselves effectively, and interpret social cues through their interactions with peers. Peer influence can shape language use, including slang, idioms, and communication styles, as students adopt the linguistic patterns of their peer group.

**Cultural Practices:** Peer influence can expose students to different cultural practices and traditions. Students from diverse backgrounds interact with one another, leading to the sharing and exchange of cultural beliefs, rituals, and values. This exposure helps broaden students' understanding of different cultures and promotes cultural diversity within the peer group.

Identity Formation: Peer influence plays a crucial role in shaping individual and group identities among students. By observing and interacting with peers, students explore various social roles, behaviors, and self-expression. They may adopt particular interests, hobbies, or styles to fit in with the norms and values of their peer group, which plays a role in shaping their own identity.

Social Skills and Behaviors: Peer interactions provide opportunities for students to develop and refine their social skills. Through peer influence, students learn social behaviors, such as cooperation, conflict resolution, empathy, and assertiveness. They observe and model appropriate social behavior, learning how to navigate social situations effectively.

Peer Acceptance and Rejection: Peer influence strongly impacts students' desire for acceptance and fear of rejection. Students often modify their behavior or conform to peer norms to gain acceptance and avoid social exclusion. This desire for acceptance can influence various aspects of socialization, from clothing choices to social behaviors, as students strive to fit in with their peer group.

Emotional and Psychological Development: Peer influence affects the emotional and psychological development of students. Interactions with peers provide opportunities for emotional support, validation, and the development of social bonds. Positive peer relationships can enhance self-esteem, self-confidence, and overall well-being, while negative peer influence can contribute to stress, anxiety, or low self-esteem.

Understanding the impact of peer influence on socialization helps educators and parents create supportive environments that encourage positive peer interactions<sup>98</sup>. It is important to promote diversity, inclusivity, and empathy within peer groups to foster a healthy

socialization process. By fostering open communication, teaching critical thinking, and nurturing individuality, students can develop a strong sense of self, make independent choices, and navigate peer influence in a positive and constructive manner.

### **Peer Pressure**

Peer pressure refers to the influence or coercion exerted by peers to conform to certain behaviors, attitudes, or choices. It often includes the pressure to participate in activities that an individual may not be comfortable with or that may conflict with their personal values. Peer pressure can have both positive and negative effects, and its impact on individuals can vary. Here's a discussion of peer pressure and its relation to students:

**Negative Peer Pressure:** Negative peer pressure involves the encouragement or coercion to engage in behaviors that are potentially harmful, risky, or against one's better judgment. Examples include substance abuse, skipping class, cheating, bullying, or engaging in unsafe sexual practices. Negative peer pressure can be particularly influential among students who desire acceptance, fear rejection, or lack assertiveness skills.

**Conformity and Approval:** Students may succumb to negative peer pressure due to a strong desire for social approval and a fear of standing out or being rejected. They may compromise their own values, beliefs, or well-being to fit in with a particular social group. The fear of being ostracized or labeled as different can make it challenging for students to resist negative peer pressure.

**Positive Peer Pressure:** Positive peer pressure refers to the influence that encourages individuals to adopt constructive or beneficial behaviors. Examples include promoting academic success, participating in extracurricular activities, maintaining healthy habits, or

getting involved in community service. Positive peer pressure can inspire individuals to strive for personal growth, develop new skills, and make responsible choices.

**Role Models:** Peers can serve as role models, positively or negatively influencing others through their behavior and actions. Students may look up to peers who excel academically, demonstrate leadership skills, or engage in prosocial activities. Conversely, they may also be influenced by peers who engage in negative behaviors. Role modeling plays a significant role in shaping students' choices and behavior.

**Resistance Strategies:** Students need to develop strategies to resist negative peer pressure. This includes assertiveness skills, the ability to say no, setting personal boundaries, and seeking support from trusted adults or positive peer groups. Educators and parents play a crucial role in equipping students with these skills, promoting self-confidence, and teaching critical thinking to enable them to make independent and informed decisions.

**Group Dynamics:** Peer pressure often operates within the dynamics of a group. The presence of a majority opinion or the desire to conform to group norms can intensify the pressure to conform. Students may feel compelled to adopt certain behaviors or beliefs to maintain group cohesion or avoid social isolation. Understanding group dynamics can shed light on the mechanisms through which peer pressure operates.

**Individual Differences:** It's important to recognize that individuals respond differently to peer pressure based on their personality, self-esteem, values, and personal circumstances. Some students may be more susceptible to peer pressure, while others may have stronger resistance skills or a sense of self-identity that allows them to make independent choices. By fostering a supportive and inclusive environment, promoting positive role models, and providing

guidance on resisting negative peer pressure, educators and parents can help students develop the skills necessary to navigate peer influence effectively. Encouraging open communication, building self-esteem, and promoting individuality can empower students to make choices aligned with their values and well-being while resisting negative peer pressure.

### **Social Identity**

Social identity refers to the aspect of an individual's self-concept that is shaped by their membership in different social groups, along with the emotional and psychological significance they attach to those group affiliations<sup>99</sup>. It involves how individuals perceive themselves in relation to others and how they define themselves based on shared characteristics, beliefs, values, and behaviors. Peer influence plays a significant role in the development and expression of social identity, particularly among students. Here's a discussion on social identity in relation to peer influence among students:

**Group Affiliation:** Peer influence plays a vital role in shaping group affiliations and the development of social identity among students. Students often seek to identify and align themselves with specific peer groups or social cliques that share common interests, attitudes, or characteristics. These group affiliations contribute to the construction of social identity as individuals adopt the norms, values, and behaviors associated with the group.

**Peer Norms and Beliefs:** Peer groups shape the norms, beliefs, and values that influence social identity. Students observe and internalize the behaviors, attitudes, and expectations prevalent within their peer groups. These shared norms and beliefs become part of their social identity, influencing how they perceive themselves and how they interact with others.

**Social Comparison:** Peer influence and social comparison are intertwined in the development of social identity. Students compare themselves to their peers to evaluate their own characteristics, abilities, and behaviors. This comparison process contributes to the formation of social identity as individuals seek to either fit in with their peers or differentiate themselves from others based on perceived similarities or differences.

**Self-Categorization:** Peer influence helps individuals classify themselves into various social groups. Students align with specific groups based on common traits, such as gender, ethnicity, hobbies, or interests. These social categorizations become a key component of their social identity, shaping both how they view themselves and how they are seen by others.

**In-Group Favoritism:** Peer influence can lead to in-group favoritism, where individuals show a preference for and exhibit positive attitudes towards their own social group. This bias in favor of the in-group contributes to the construction and maintenance of social identity, reinforcing a sense of belonging, loyalty, and solidarity within the group.

**Identity Exploration:** Peer influence provides a context for students to explore and express their own identities. Interactions with peers allow individuals to experiment with different aspects of their identity, such as interests, values, and behaviors. Through these interactions, students can refine their social identity by adopting or rejecting certain characteristics or beliefs.

**Inter-sectionality:** Social identity is not limited to a single group affiliation but can be influenced by multiple intersecting identities. Students may identify with various social groups based on their gender, race, ethnicity, socioeconomic status, religion, or other factors.

The interplay of these intersecting identities and peer influence can shape the complexity and dynamics of social identity among students.

Understanding the role of peer influence in social identity formation is essential for educators, parents, and policymakers. Creating inclusive and supportive environments that encourage positive peer relationships, celebrate diversity, and promote dialogue about different identities can contribute to the development of a strong and positive social identity among students. It is important to foster individuality, critical thinking, and self-reflection so that students can navigate peer influence and develop a balanced and authentic social identity that aligns with their values and aspirations.

## **2.2 Theoretical Review of Studies**

Drawing upon key theoretical frameworks, this section aims to shed light on the complex dynamics that shape students' academic motivation within the senior secondary school context. By exploring theories such as Theory of Motivation, Self-Determination Theory, Goal setting Theory, Learning Theory and Achievement Goal Theory, the study strive to uncover the intricate relationships among parental involvement, peer influence, study habits, and their implications on students' academic motivation.

### **2.2.1 Theory of Motivation**

Motivation is a theoretical concept used to explain behavior. It represents the underlying reasons for people's actions, desires, and needs. It can also be defined as the drive behind one's behavior, or what prompts a person to repeat a certain behavior and vice versa. Motivation has been described as an internal state or condition (often referred to as a need, desire, or want) that energizes and directs behavior<sup>100</sup>.

Most motivation theorists believe that motivation plays a role in the performance of all learned behaviors; in other words, a learned behavior will not occur unless it is energized. The key debate among psychologists is whether motivation is a primary or secondary influence on behavior. This focuses on whether changes in behavior are better explained by factors such as environmental or ecological influences, perceptions, memory, cognitive development, emotion, explanatory style, or personality, or whether concepts specific to motivation are more relevant. Action or overt behavior may be driven by either positive or negative incentives, or a combination of both. For example, when a student does the given homework in school, it may be because of good grade. It is a question of what we do and why we do it<sup>101</sup>.

Motivation was described thus:

- An internal state or condition that energizes behavior and provides it with direction;
- A desire or want that energizes and guides goal-oriented behavior;
- Needs and desires influence the intensity and direction of behavior. An additional component in this definition of motivation is that it involves the arousal, direction, and persistence of behavior.

Motivation theory can be categorized in several ways e.g.

- (1) Natural versus Rational – This classification distinguishes between theories that focus on natural forces such as drives, needs, and desires, and those based on rational aspects like the meaning of actions, instrumentality, and self-identity.
- (2) Content versus Process – This classification is based on whether the focus is on the content (the "what" that motivates) or the process (the "how" motivation occurs).

Explanations for the sources of motivation can be divided into two categories: extrinsic (external to the person) and intrinsic (internal to the person). Intrinsic theories can further be sub-classified into body/physical, mind/mental (which includes cognitive/thinking, affective/emotion, cognitive/vocational), or transpersonal/spiritual<sup>102</sup>.

Intrinsic motivation has been studied since the 1970s. It refers to the internal desire to explore new things and challenges, assess one's abilities, observe, and acquire knowledge. Driven by personal interest or enjoyment in the activity itself, intrinsic motivation originates within the individual, without relying on external pressures or the desire for rewards or incentives. Intrinsic motivation is a natural drive and plays a crucial role in cognitive, social, and physical development<sup>103</sup>. Students who are intrinsically motivated are more likely to show an interest in schooling, willingly engage in tasks, and strive to improve their skills, which ultimately enhances their capabilities. They are likely to be intrinsically motivated if they:

- Attribute their academic success to factors within their control, also referred to as autonomy or locus of control.
- Believe they possess the necessary skills to effectively achieve their goals, known as self-efficacy beliefs.
- Are more focused on mastering a subject than merely achieving high grades<sup>104</sup>

Intrinsic motivation can be enduring and self-reinforcing. Efforts to cultivate this type of motivation in students often align with promoting their learning and can enhance their interest in schooling. However, fostering intrinsic motivation can take time to influence behavior and may require careful and prolonged preparation. Since students are individuals,

diverse approaches may be necessary to motivate different students effectively. This requires getting to know one's students ("Motivating students")

### **Extrinsic Motivation**

Extrinsic motivation involves performing an activity to achieve a desired outcome, making it the opposite of intrinsic motivation. It originates from external influences rather than within the individual. Typically, extrinsic motivation is employed to attain outcomes that intrinsic motivation cannot provide. Common examples include rewards (such as money or grades) for demonstrating the desired behavior, and the threat of punishment for misbehavior. Social psychological research has shown that extrinsic rewards can lead to over-justification, which may result in a decrease in intrinsic motivation. This is not conclusive because there have been other studies that showed the opposite result for extrinsic motivation<sup>105</sup>.

Other theories of motivation include operant conditioning, which suggests that the best way to fully understand an individual's behavior is to examine the causes of their actions and the consequences that follow. It is a belief that learning can occur through rewards and punishments for behaviour. Operant conditioning theory is not likely to help a student who lacks interest in schooling.

Another motivation theory is the Content Theory of Motivation (also known as needs theory), which focuses on identifying human needs and understanding how they relate to the motivation to satisfy those needs. This theory includes Abraham Maslow's hierarchy of needs and Herzberg's two-factor theory<sup>106</sup>. Maslow hierarchy of needs which are:

- Physiological needs such as hunger and thirst etc
- Safety, security, shelter, and health.

- Social connections, love, and friendship.
- Self-esteem, recognition, and achievement.
- Self-actualization, or the realization of one's full potential.

The needs that motivate individual in which the achievement of one lead to the desire for the next, is the focus of Maslow hierarchy of needs. The need for social/love and friendship may be useful to motivate adolescent to be interested in schooling, but that is not the subject of this study<sup>107</sup>.

### **2.2.2 Goal Setting Theory**

Goal-setting theory was initially developed as a motivational strategy to improve worker productivity. It suggests that the process of setting goals is a widely accepted method for motivating individuals. The theory also includes an extensive review of research conducted in industrial and organizational settings, which has examined the impact of goal-setting on production, performance, and achievement. "It is what an individual is trying to accomplish; it is the object or aim of the action". Goals are tangible and achievable<sup>108</sup>.

In fact, a comprehensive review of 110 studies on the effects of goal setting on task performance found that 90% of these studies supported goal-setting theory. The organizational tasks examined in these studies included typing, computation, truck loading, workload management, writing, clerical work, and management, while laboratory studies involved tasks like assembling toys and brainstorming. An extensive review of research on goal-setting theory and task performance highlights four key components and their relationship to task performance: (a) goal difficulty, (b) goal specificity, (c) feedback/knowledge of results (KR), and (d) participation in goal setting<sup>109</sup>.

**Goal Difficulty:** A meta-analysis of goal-setting studies has examined the goal difficulty function and consistently found positive results that support a central tenet of goal-setting theory. There is a positive, linear relationship between the level of goal difficulty and task performance. This can be simply explained by the observation that the higher or more challenging the goal set, the better people perform. Most of the meta-analyses confirm that performance improves as goal difficulty increases<sup>110</sup>. The argument is that difficult goals lead to better performance compared to easy goals. The most recent meta-analysis reported 175 studies showing a positive relationship between goal difficulty and performance, with only 17 studies failing to support this relationship, representing a 90% success rate. It can generally be concluded that people perform better when goals are set high, except when they reach the limits of their abilities, at which point the performance function levels off<sup>111</sup>

**Goal Specificity:** It has been argued that specific goals are more effective than vague goals like "do your best" or having no goals at all. Setting specific goals provides clear direction and leads to higher performance levels than nonspecific goals. Specific goals help individuals understand exactly what is expected, whereas vague statements like "do your best" can create confusion. Goal specificity allows individuals to determine how to convert effort into successful performance. A review of goal specificity literature found that 51 of 53 (96%) studies support the idea that specific, difficult goals lead to better performance compared to vague or no goals, with only 4% of studies not supporting this argument<sup>112</sup>.

Effective goal setting involves a combination of specific and challenging goals. To achieve the best performance, goals should be both clearly defined and difficult to attain. found "goals that are specific and difficult lead to a higher level of performance than vague, non-quantitative goals such as 'do your best,' 'work at a moderate pace. or no assigned goals. For

that reason, it is necessary for people to give themselves clear, difficult goals instead of ambiguous, difficult goals in evaluating their performance<sup>113</sup>.

### **2.2.3 Learning Theory**

Edward Thorndike, the first American Psychologist to introduce the concept of reward (reinforcement) for learning to occur. A pioneer who maintained an active interest in learning theory, school learning, intelligence testing and educational measurement. Thorndike is the starting point for both educational psychology and America's brand of objective psychology that is behaviourism. His stimulus – response (S-R) theory was generated from a series of experiments with a hungry cat put inside a puzzle box with food (fish) visible on the outside<sup>114</sup>.

The cat had to pull a string to come out of the puzzle box. Towards this, the cat made several random movements of jumping, dashing across the floor of the box and running in a deliberate attempt to get out of the box. The cat at last succeeded in pulling the string. The door of the puzzle box opened, the cat came out and ate the food. The time, which it took, was recorded and it was put into the box again and again until such a time that it achieved mastery on how to operate the lever to have its escape. Thus, over a series of successive trials, the cat became increasingly efficient in getting out of the box, the number of errors thus reduced on subsequent trials<sup>115</sup>.

It is important to note that Thorndike's cat showed slow, gradual and continuous improvement in performance over successive trials. Thorndike then concluded that animals learn through active behaviour, accidents and through chance to succeed. Furthermore, he

concluded that the learning process in the cat can be explained in terms of formation of direct connection between the stimulus and the response.

### **Laws Governing Learning**

The basic laws and their classroom application are very interesting aspects of the psychology of learning. Such laws are:

**(a) The Law of Readiness:** This law states that when a modifiable connection is ready to act, to do so is satisfying and, when it is not ready to do so, it is unsatisfying. Readiness is dependent upon both maturation and experience of the learner. The law of readiness implied “preparatory adjustment of the organism confronted with the problem”. What does this suggest? This suggests that if Thorndike’s cat were well fed before it was introduced into the puzzle box; the required response of pulling the lever would not have been obtained<sup>116</sup>.

**(b) Law of Exercise:** This law is divided into two parts: the Law of Use and the Law of Disuse. The law of use states that other things being equal, the more frequently a modifiable connection between stimulus and response (S – R) is made, the stronger that connection will be. The law of disuse states that, other things being equal, when a modifiable connection between stimulus and response (S – R) is not made over a period of time, the strength of that connection is weakened.

**(c) Law of Effect:** Commenting on the law of effect, those responses of the organism, followed by reward and satisfaction, would be learned, and those unsuccessful responses followed by punishment and annoyance would be eliminated from the behaviour repertoire of the organism. This suggests that to every stimulus, there was response, and when the response to a stimulus is followed by some positive effect, such as reward and satisfaction,

that particular stimulus – response bond (S – R) would be ‘stamped in’, while others followed by some negative effect such as punishment and annoyance, would be “stamped out”. The effect of reward and punishment are not only opposite in nature, but are equally strengthened. It is important to note that this was Thorndike’s initial view, but in his later writings, he emphasised most on positive effect and overlooked the punishment thereby concluding that learning is more effective under reward conditions than under conditions of punishment.

#### **2.2.4 Self-Determination Theory**

This research work is anchored on Self-determination theory. Self-determination theory is an organismic dialectical approach. It begins with the assumption that people are active organisms, with evolved tendencies toward growing, mastering ambient challenges, and integrating new experiences into a coherent sense of self. These natural developmental tendencies do not, however, operate automatically, but instead require ongoing social nutriments and supports. That is, the social context can either support or thwart the natural tendencies toward active engagement and psychological growth, or it can catalyze lack of integration, defense, and fulfillment of need-substitutes. Thus, it is the dialectic between the active organism and the social context that is the basis for self-determination theory's predictions about behaviour, experience, development and attitudinal change. Within self-determination theory, the nutriments for healthy development and functioning are specified using the concept of basic psychological needs for autonomy, competence, and relatedness<sup>117</sup>.

To the extent that when the individual satisfies the needs of the environment, the environment would be conducive for them to develop and function effectively and

experience wellness, but if on the contrary, they could likely experience discomfort and non-optimal functioning. People are centrally concerned with how to act. Everywhere, individuals struggle to find energy, mobilize effort and persist at the tasks of life and work. People are often moved by external factors such as reward systems, grades, evaluations, or the opinions they fear others might have of them. Frequently, people are motivated from within, by interests, curiosity, care or abiding values. These intrinsic motivations are not necessarily externally rewarded or supported, but nonetheless they can sustain passions, creativity, and sustained efforts<sup>118</sup>.

The interplay between the extrinsic forces acting on persons and the intrinsic motives and needs inherent in human nature is the territory of self-determination theory. Self-determination theory is a theory of personality development and self-motivated attitudinal behaviour change. Fundamental to the theory is the principle that people have an innate organizational tendency toward growth, integration of the self, and the resolution of psychological inconsistency. Self-determination theory developed initially out of experimental and field investigations of the effects of environmental events such as rewards, praise, or directives on intrinsic motivation<sup>119</sup>.

The interest in factors that facilitate or undermine intrinsic motivation subsequently led to theoretical and empirical investigations of volitional behaviour more generally. Of particular interest is the question of how people internalize and integrate extrinsic motivations and come to self-regulate their behaviours in order to engage autonomously in actions in their daily life. self-determination theory proposes that all behaviours can be understood as lying along a continuum ranging from heteronomy, or external regulation, to autonomy, or true self-regulation. Self-determination theory hypothesizes a variety of consequences associated

with more controlled versus autonomous behavioural regulation, including effort, persistence, the quality of performance, and the quality of subjective experience. Autonomous regulation of behaviour is held to be both more stable and enduring, and to have more positive effects on human well-being than controlled regulation<sup>120</sup>.

Self-determination theory also specifies a number of factors that foster or undermine more autonomous styles of behaviour regulation, including how parents, teachers, managers and clinicians can either foster or forestall change in behaviours. To elaborate, self-determination theory proposes that all behaviours can be described as lying along a continuum of relative autonomy, reflecting the extent to which the person fully endorses and is committed to what they are doing. At the heteronomous and more controlled end of this continuum is behaviour that is motivated by external regulations, such as the rewards and punishments that others might control. An example of external regulation would be a client engaging in behaviour because they were pressured or mandated to do so by a counsellor. According to self-determination theory, external regulation may temporarily control behaviour, but because the motivation is dependent on external controls, the person will be compliant only when the controls are in operation<sup>121</sup>.

Identification is a much more self-determined form of regulation. It involves a conscious acceptance of the behavior as being important in order to achieve personally valued outcomes. The valued outcomes provide a strong incentive that can override difficulties in maintaining the behaviour. The regulation is likely to be more relevant than intrinsic motivation to the maintenance of behaviours that are not inherently interesting or enjoyable. Studies indicate that identification is a stable and persistent form of motivation, and when acting in accord with identifications individuals report effort, commitment, and positive

experiences. The most autonomous form of extrinsic motivation is integrated regulation. Here the person not only identifies with the regulation but also has co-ordinate that identification with their other core values and beliefs<sup>122</sup>. Integrated regulation is thus stable and persistent, being a fully self-endorsed basis for acting.

Finally, self-determination theory argues that some behaviour are intrinsically motivated and these are behaviors which are interesting and exciting in their own right. Intrinsic motivation and integrated regulation are similar in that the behavior is engaged in willingly, with no sense of coercion, and is therefore fully self-determined. When the regulation is integrated, however, the behaviour is engaged in for separable outcomes, rather than for the satisfaction inherent in engaging in the activity itself. It bears highlighting that most clinical endeavours are concerned not with intrinsic motivation per se, but rather the internalization and integration of non-intrinsically motivated behaviours. The literature so far reviewed revealed that in academic settings, academic self-efficacy beliefs have been shown to be predictive of two measures of student effort: rate of performance and expenditure of energy<sup>123</sup>.

Academic self-efficacy positively related to students self-rated effort and achievement with text material that was perceived as difficult. Also, in the area of self-regulation of learning, academic self-efficacy beliefs also provide students with a sense of agency to motivate their learning through use of such self-regulatory processes as goal-setting, self-monitoring and self-evaluation. Thus, several researches support the effect of academic self-efficacy on the four self-regulatory processes<sup>124</sup>.

Students are cultured and motivated to create and develop self-perceptions of their own capabilities – or their ability to assess what they can do and why - which becomes

instrumental to the goals they pursue and to the control they are able to exercise over their environments. Bandura termed this important ability academic self-efficacy. When people have a strong sense of academic self-efficacy, they approach tasks that are considered difficult as challenges that can be mastered, rather than as threats that should be avoided. They find they are interested and engrossed in the activities they carry out. Furthermore, they tend to sustain their efforts through failures, attributing those failures to insufficient effort or deficient knowledge or skills they believe can be acquired. Academic self-efficacy, in other words, allows students to approach situations with the assurance that they can exercise control over them, not the other way around<sup>125</sup>.

Similarly, the home environment plays a crucial role in shaping students' academic self-efficacy and enhancing their achievement motivation. For instance, the social cognitive theory of human behavior and learning highlights that individuals' functioning is rooted in social systems, and environmental factors influence not only their thoughts but also their actions. The social environment at home can impact an adolescent's behavior and sense of academic self-efficacy through vicarious learning experiences and supportive communication, as adolescents are embedded in social systems and constantly interact with their caregivers<sup>126</sup>.

Overall, student motivation and academic self-efficacy beliefs were positively influenced by teacher responsiveness to student needs within a supportive environment, which was then linked to improved student grades. Additionally, students' perceptions of teacher support have been associated with various psychological outcomes, such as better emotional adjustment in school, higher self-esteem, and lower levels of depression. Positive associations have been observed between perceived teacher support and several factors, including improved social skills, academic competence, self-concept, and adaptive skills. For example, students who

perceived low teacher support tended to exhibit more problem behaviors and less positive behavior compared to those who perceived moderate or high levels of support. Furthermore, the quality of the teacher-student relationship, even as early as first grade, has been shown to predict academic self-efficacy<sup>127</sup>.

In addition to its effect on academic performance, school engagement has a significant impact on school dropout. Students who fail to complete their homework, put in insufficient effort in school, avoid participating in school activities, and exhibit discipline problems are more likely to eventually drop out of school. Engaging in school extra curriculum activities particularly by at risk students minimizes the possibility of dropping out of school. Having social problems and a negative attitude towards school are some of the factors that lead to student drop out. Such research results indicate the significance of creating engaging school environment that not only retains students but also improves their academic performance.

### **2.2.5 Achievement Goal Theory**

Achievement Goal Theory focuses on individuals' motivation and achievement-related goal orientations in various contexts, including academics<sup>128</sup>. This theory explores how individuals' goals and the ways in which they perceive success and failure influence their motivation, behavior, and performance. In the context of the influence of parental involvement, peer influence, and study habits on academic motivation among senior secondary school students, Achievement Goal Theory provides a framework to understand the interplay of these factors. Achievement Goal Theory distinguishes between two primary types of goals: mastery goals and performance goals<sup>129</sup>. Mastery goals involve the desire to acquire knowledge, develop skills, and improve competence. Students with mastery goals are

driven by the intrinsic value of learning and the process of gaining new knowledge, rather than by external rewards or outcomes. Performance goals, on the other hand, focus on demonstrating competence and outperforming others. Students with performance goals are driven by external validation, such as grades or recognition<sup>130</sup>.

In the context of academic motivation, parental involvement can influence students' goal orientations. Supportive parental involvement that emphasizes mastery goals, personal growth, and a love for learning can foster a sense of intrinsic motivation and a focus on the process of learning. Parents who encourage their children to set challenging yet attainable goals, celebrate effort, and provide constructive feedback contribute to the development of mastery-oriented goal orientations. Peer influence also plays a role in shaping students' goal orientations. Positive peer interactions that value learning, collaboration, and academic success can foster mastery goals and intrinsic motivation. Peers who emphasize the importance of effort, share learning strategies, and provide support can contribute to a motivational climate that encourages students to focus on the process of learning rather than solely on external outcomes. Study habits, as a personal factor, interact with goal orientations. Students' study habits can be influenced by their goal orientations, as different goal orientations may lead to different approaches to studying. Students with mastery goals are more likely to adopt effective study habits, such as engaging in deep learning strategies, seeking understanding, and engaging in self-regulation. In contrast, students with performance goals may be more inclined to adopt superficial learning strategies aimed at achieving high grades without necessarily deepening their understanding.

Achievement Goal Theory offers valuable insights into the influence of parental involvement, peer influence, and study habits on academic motivation among senior secondary school

students. This theory emphasizes the significance of goal orientations and how individuals perceive success and failure, influencing their motivation and approach to challenges. Supportive parental involvement and positive peer influences that emphasize mastery goals and intrinsic motivation can enhance students' academic motivation. Effective study habits can align with mastery-oriented goal orientations and contribute to deeper engagement in learning. By understanding the interplay of these factors, Achievement Goal Theory provides a framework for promoting a mastery-oriented motivational climate that fosters students' intrinsic motivation and promotes their academic achievement.

## **2.3 Empirical Review of Studies**

### **2.3.1 Parental Involvement and Academic Motivation**

A study examines the connections between parental involvement and academic performance, considering three factors: school level (elementary and middle school), gender (male and female), and subject (mathematics and science).<sup>131</sup> The study also explores whether students' attitudes towards a subject and their academic aspirations serve as mediators in the relationship between parental involvement and academic performance. The analysis utilized a nationally representative sample of elementary and middle school children in Japan from the 2011 Trends in International Mathematics and Science Study (TIMSS). The sample included 1,884 female fourth-grade students from 140 schools, 1,849 male fourth-grade students from 139 schools, 1,812 female eighth-grade students from 133 schools, and 1,789 male eighth-grade students from 131 schools<sup>131</sup>. The results reveal a relationship between parental involvement and students' academic outcomes, with students' attitudes and aspirations serving as a mediating factor. Interestingly, the study found differences in the relationship

between parental monitoring involvement and academic achievement across elementary and middle school levels<sup>131</sup>.

Similarly, a study emphasizes the importance of holistically addressing a child's social, emotional, cognitive, and physical needs to create a strong foundation for lifelong learning and positive transformation in students<sup>132</sup>. The study aimed to investigate the relationship between parental involvement during early childhood and academic motivation, as well as the reciprocal impact these two variables have on each other. Additionally, the researcher investigated whether the educational level of parents moderates the relationship between early parental involvement and academic motivation<sup>132</sup>. Using a quantitative methodology, the correlational data analysis revealed a strong, significant, and impactful relationship. The moderation analysis indicated that the educational level of parents positively influences this relationship<sup>132</sup>. The study recommends implementing parental counselling and educational programs in Pakistan to help parents enhance their education and better support and nurture young children.

Additionally, another study which used a universal sampling technique was employed, yielding 206 respondents from a total population of 796<sup>133</sup>. To measure parental involvement and academic motivation, the Parental Involvement Rating Scale and the Academic Motivation Scale were used. The mean was calculated to evaluate the extent of parental involvement and the level of academic motivation. Furthermore, Pearson's correlation coefficient was employed to assess the significance of the relationship between parental involvement and academic motivation<sup>133</sup>. The study found that parental involvement among students' parents was occasionally observed, while the academic motivation of senior high school students in Grades 11 and 12 was moderate. The results indicated a significant but

weak negative relationship between parental involvement and academic motivation<sup>133</sup>. This suggests that higher parental involvement in students' academic activities is associated with lower academic motivation among students, and vice versa. The study recommends that parents and students discuss their preferences regarding the level and type of parental involvement to enhance academic motivation. Furthermore, teachers should engage in communication with students' parents to inform them about their child's preferences regarding parental involvement in their learning.

Another related study suggests that parents' beliefs and behaviors serve as both explicit and implicit ways of conveying the importance of science and expressing their confidence in their child's ability to succeed in science-related subjects<sup>134</sup>. Using data from the NCES High School Longitudinal Survey (HSL:09), the study explored how parental beliefs and behaviors regarding their ninth grader's science education predict the students' motivation in science. The results of multiple regression analysis reveal that the combination of parental education, beliefs, and involvement in science-related activities with their child are weak but statistically significant predictors of students' academic motivation in science ( $\text{adj}R^2 = 0.04$ ,  $F(6, 14,933) = 26.32$ ,  $P < 0.001$ )<sup>134</sup>. Notably, both parent education and involvement have positive and significant effects on students' science identity and self-efficacy in science. These findings suggest that students tend to demonstrate stronger academic motivation in science when their parents have higher levels of education, greater confidence in supporting their child's science learning, and actively engage in more science-related activities together.

Another study aimed to determine the levels of parental involvement, parenting styles, and academic motivation among students, and to examine the significant relationship between academic motivation, parental involvement, and parenting styles<sup>135</sup>. A total of 136 parents

and students from Malanang Integrated School participated in the study. The research employed a descriptive-correlational design and utilized purposive universal sampling. Mean and standard deviation were applied to assess the levels of parental involvement, parenting styles, and academic motivation of the students. Pearson's Moment Correlation Coefficient was used to explore the significant relationships between the independent and dependent variables. The findings indicated that parents were actively involved in communicating with their children and other stakeholders, contributing to the improved academic achievement of their children<sup>135</sup>. The parents in the study practiced various parenting styles, with authoritative parenting being the most predominant approach in raising their children. The students displayed very high academic motivation. Parental involvement in communication, as well as permissive and authoritative parenting styles, were found to have a significant impact on the academic motivation of the students. The study recommends that parents can further enhance their involvement by dedicating quality time to engage with their children at home, fostering a supportive environment for academic growth<sup>135</sup>. Teachers can further sustain or even enhance students' motivation by designing instructional strategies that cater to individual differences, ensuring that each student's unique learning needs are addressed. Additionally, the study suggests that future research could be conducted to either confirm or challenge the findings of this study, potentially offering deeper insights or alternative perspectives on the relationship between parental involvement, parenting styles, and academic motivation.

Additionally, another related study suggested that a lack of parental communication about students' learning motivation at the elementary school level contributes to a decline in students' motivation to learn<sup>136</sup>. This study seeks to examine the effect of parental

communication on students' learning motivation, with a specific focus on Islamic religious education. The research utilizes a mixed-method approach, combining both quantitative and qualitative methods within an explanatory design. The participants of the study include parents and elementary school students<sup>136</sup>. Data was collected through questionnaires and interviews, and the analysis was conducted using quantitative descriptive methods, supported by apps for recording results and drawing conclusions. The findings revealed variations and impacts of parental communication on student motivation in Islamic religious education<sup>136</sup>. The study concluded that although parental communication regarding student learning motivation has been effectively implemented, it has not yet reached its full potential. Effective parental communication has been shown to enhance students' learning motivation, which in turn positively impacts their learning discipline.

Another study suggested that both parents and institutions, such as full-day schools, provide homework assistance<sup>137</sup>. Previous research has shown that the quality of homework assistance, evaluated through three dimensions from self-determination theory—responsiveness, structure, and control—has a reciprocal relationship with students' academic performance, encompassing achievement and homework behavior<sup>137</sup>. However, consistent findings have primarily been observed at the secondary level, while research on elementary school students has been limited and inconclusive. Additionally, there is a scarcity of studies focusing on homework assistance provided within schools. This study aimed to examine whether reciprocal associations between the quality of homework assistance and students' academic functioning could be identified in elementary school, focusing on both parental and scholastic homework assistance. Cross-lagged panel models were computed using longitudinal data from 335 German fourth graders, collected in the autumn of 2019

(September and October) and the winter of 2020 (February and March)<sup>137</sup>. The analysis of scholastic homework assistance was conducted using a subsample of 112 students. The findings revealed that, contrary to expectations, responsiveness and structure did not significantly predict student outcomes, while control was associated with negative outcomes in both homework settings<sup>137</sup>. Additionally, the study found that parental control was reciprocally linked to students' average grades in three subjects. Additionally, positive forms of homework assistance, such as responsiveness and structure, were predicted by various indicators of academic functioning in both parental and scholastic settings.

A study aimed to explore the interrelationships among perceived parental involvement, autonomy support, academic motivation, and academic achievement in first-generation university students, while also considering the effects of gender, family structure, and socioeconomic status (SES)<sup>138</sup>. Data were collected from 427 first-generation university students, and a structural regression model was used to analyze four observed factors of parenting (involvement and autonomy support from both mothers and fathers) alongside three observed factors of academic motivation (intrinsic motivation, extrinsic motivation, and amotivation)<sup>138</sup>. The findings revealed that perceived parenting behaviors significantly and positively predicted academic motivation, which in turn predicted academic achievement. Extrinsic motivation had a stronger positive impact on academic achievement compared to intrinsic motivation and amotivation. Gender differences were not significant, but family structure and SES showed significant differences across all variables except academic achievement<sup>138</sup>. Interestingly, the perception of maternal autonomy support remained consistent across SES groups. The study provides valuable insights for teachers and parents on strategies to enhance the academic achievement of first-generation university students.

### 2.3.2 Peer Influence and Academic Motivation

A study assessed the level of academic motivation among undergraduate students at Obafemi Awolowo University and examined how mentoring and peer influence predict academic motivation<sup>139</sup>. Utilizing a descriptive survey research design, the study sampled 1,032 students from the university through a multistage sampling procedure. Six out of 13 faculties were selected using a simple random technique, and from each faculty, two departments were randomly chosen<sup>139</sup>. From these departments, a total of 50 students in their 300 and 400 levels (penultimate and final years) were purposively selected, with 500-level students included where applicable. The 300 and 400-level students were chosen based on the assumption that they were more familiar with significant figures such as peers, lecturers, school administrators, counselors, and academic advisors<sup>139</sup>. The data collection instrument was the Questionnaire on Mentoring, Peer Influence, and Academic Motivation (QMPAM). The collected data were analyzed using frequency counts, percentages, multiple regression analysis, and Pearson Product Moment Correlation analysis<sup>139</sup>. The results revealed that the academic motivation of the majority of the undergraduates (66.8%) was moderate, while 18.9% had low academic motivation, and 14.3% exhibited high academic motivation. The study concluded that both mentoring and peer influence were significant predictors of academic motivation among the undergraduates.

A related study explores the relative impact of three different types of peer relationships—reciprocated friendships, frequent interactions, and shared group membership—on changes in

academic self-concept and engagement during the transition to middle school (fifth and seventh grades)<sup>140</sup>. Through a series of linear regression analyses, the study tested the socialization processes by examining the main effects of each peer type's academic self-concept and engagement on changes in students' academic characteristics. Additionally, the study investigated social comparison processes by analyzing interactions between students' academic skills and those of their peers, assessing how these interactions influence changes in academic self-concept<sup>140</sup>. The findings indicate that each peer relationship type uniquely influences changes in students' academic adjustment, with stronger effects observed during seventh grade compared to fifth grade.

Similarly, another study examined the impact of peer groups on motivation toward chemistry and the academic performance of secondary school chemistry students in Ikere Local Government Area of Ekiti State, Nigeria<sup>141</sup>. The research employed a descriptive survey design, and a sample of 210 respondents was selected using a random sampling technique. Participants were drawn from six public secondary schools in the area<sup>141</sup>. Data were collected using a self-structured questionnaire, which was validated and found to be reliable, with a reliability coefficient index of 0.92. The research hypotheses were tested using Chi-square ( $\chi^2$ ) analysis at a 0.05 level of significance<sup>141</sup>. The findings revealed that peer groups significantly influenced students' motivation, grade levels, learning styles, and academic aspirations among senior secondary school chemistry students.

Moreover, another related study aimed to investigate the predictive relationship between peer attachment and academic motivation among adolescents, focusing on how emotional bonds with peers influence their engagement in education and academic performance<sup>142</sup>. Using a cross-sectional design, data were collected from 300 high school students through

standardized questionnaires that assessed peer attachment and academic motivation<sup>142</sup>. SPSS-27 was employed to perform linear regression analysis, which revealed that peer attachment significantly predicts academic motivation, accounting for 23% of the variance in motivation levels among the participants<sup>142</sup>. The study found a positive correlation between the quality of peer relationships and the degree of academic motivation, indicating that stronger peer attachments are associated with higher levels of motivation. The findings emphasize the critical role of peer relationships in shaping academic motivation, suggesting that interventions aimed at strengthening peer connections could positively influence students' educational outcomes<sup>142</sup>. These results contribute to the broader discussion on the impact of social relationships in educational contexts, underscoring the importance of fostering supportive peer networks to promote academic success.

Another study examined the relationship between conformity and Korean adolescents' perceptions of social support, academic motivation, and achievement through two studies<sup>143</sup>. The results showed that conformity was positively associated with perceived closeness with parents, parental pressure to achieve, and feelings of guilt toward parents<sup>143</sup>. Additionally, conformity was linked to perceived support from teachers and peers, student mastery-approach goals, and higher achievement in English and Mathematics. Mastery-approach goals were positively related to positive classroom experiences in both subjects and higher achievement scores in English<sup>143</sup>. The relationship between conformity and student motivation and affect was largely mediated by perceptions of social support. These findings suggest that adolescents with stronger conformity tendencies, particularly within the collectivistic Korean culture, gain more benefits from maintaining close relationships with

their teachers<sup>143</sup>. Thus, the advantages of conformity seem most pronounced in learning environments where students feel well-supported.

A related study synthesizing findings from 37 studies reveals that ethnic-racial socialization generally has a positive impact on academic outcomes, although the strength of this relationship varies depending on the specific academic outcome, the dimension of ethnic-racial socialization, the developmental age of the child, and the racial/ethnic group practicing the socialization<sup>144</sup>. Ethnic-racial socialization was found to be positively associated with academic performance, motivation, and engagement, with motivation emerging as the strongest outcome<sup>144</sup>. Most dimensions of ethnic-racial socialization were linked to positive academic outcomes, with the exception of the promotion of mistrust. The relationship between ethnic-racial socialization and academic outcomes was particularly strong for middle school and college students, and among racial/ethnic groups, African American youth showed the strongest connection<sup>144</sup>. These findings suggest that different aspects of ethnic-racial socialization have distinct effects on various academic outcomes and that these effects vary based on the developmental stage of the youth and their racial/ethnic background.

Similarly, another study explored whether academic achievement motivation and social identity account for variations in children's conformity to positive academic behaviors, involving 455 children in grades three through five<sup>145</sup>. Using structural equation modeling, the study found that both academic value and peer group academic norms were positively associated with academic conformity<sup>145</sup>. Specifically, children who valued academic activities and were part of academically-oriented peer groups were more likely to adopt new academic behaviors compared to those who did not. Additionally, academic value was found to moderate the relationship between peer group norms and conformity, indicating that

students who do not highly value academics are more likely to conform to academic behaviors if they are part of a peer group with strong academic norms, compared to a group with lower academic norms<sup>145</sup>. However, the analyses also suggested that certain aspects of achievement motivation and social identity do not significantly relate to academic conformity.

### **2.3.3 Study Habit and Academic Motivation**

A study investigated the connection between achievement motivation, study habits, and the educational career of secondary school students in Rivers State, Nigeria<sup>146</sup>. The research was guided by four research questions and corresponding null hypotheses, using a correlational research design. The target population included 18,240 SSII students from all public senior secondary schools in Rivers State, with a sample of 1,200 SSII students selected through a multistage sampling process involving cluster and simple random sampling techniques<sup>146</sup>. Data collection was carried out using three instruments: the "Achievement Motivation Scale" (AMS), the "Study Habit Scale" (SHS), and the "Educational Career Scale" (ECS). These instruments were validated for face and content validity, with Cronbach Alpha reliability coefficients of 0.79, 0.81, and 0.77, respectively<sup>146</sup>. Pearson Product Moment Correlation was used to analyze the research questions, while hypotheses were tested at a 0.05 significance level. The results revealed a significant positive relationship between achievement motivation, study concentration, time management, task organization, and the educational career of secondary school students<sup>146</sup>. The study recommended that parents and guardians should provide adequate study materials, such as textbooks and computers, to enhance the study habits of their children or wards.

A related study investigated the characteristics of secondary school student-athletes in Bengkulu City, focusing on their achievement motivation, study habits, self-discipline, academic support, and academic performance<sup>147</sup>. Using a quantitative descriptive approach with a survey method, the study involved 402 junior and senior high school student-athletes from 16 sports, with an average age of 15.9 years<sup>147</sup>. Data were collected using a 36-item questionnaire and analyzed using mean ideal and standard deviation ideal formulas to categorize the indicators. An independent sample t-test was also conducted to examine differences based on gender and type of sport<sup>147</sup>. The results showed that student-athletes in Bengkulu City generally demonstrated high levels of achievement motivation, study habits, self-discipline, academic support, and academic performance. A significant gender difference was observed ( $\text{sig } 0.001 < 0.005$ ), with male and female athletes displaying distinct characteristics<sup>147</sup>. However, no significant differences were found between student-athletes involved in individual and team sports ( $0.442 > 0.005$ ).

Similarly, a related study's primary goals are (a) to encourage and guide student behavior towards success, termed Academic Motivation (AM); (b) to aid students in understanding phenomena, answering questions, developing theories, and discovering information, known as Science Process Skills (SPS); and (c) to sustain self-esteem and proficiency in learning science, referred to as Study Habits (SH), which are essential for students to stay informed and enhance their learning experience<sup>148</sup>. This study employed a quantitative-correlational research design with first- and second-year BSEd Science students during the 2021-2022 academic year. The findings showed that academic motivation was "high" ( $M=3.98$ ,  $SD=0.44$ ), indicating that students prioritize the subject's relevance to their career over concerns about failing tests. Science Process Skills were also rated as "high" ( $M=2.73$ ,

SD=0.64), demonstrating that students could accurately record data, use scientific knowledge to formulate questions, and analyze the outcomes of scientific investigations<sup>148</sup>. Similarly, Study Habits were rated as "high" (M=2.92, SD=0.51), indicating that students allocate sufficient time to study their courses and systematically review and edit their notes. Additionally, significant correlations among the three variables were identified. An increase in student interest would lead to higher levels of science process skills and study habits<sup>148</sup>.

A related study explored the relationship between time management skills, anxiety, and academic motivation among nursing students at medical universities in Tehran in 2015<sup>149</sup>. This cross-sectional study included 441 nursing students from three universities in Tehran, selected through random stratified sampling. Data were collected via self-reported questionnaires, including a demographic questionnaire, the Time Management Questionnaire (TMQ), the Spielberger State-Trait Anxiety Inventory (STAI), and the Academic Motivation Scale (AMS)<sup>149</sup>. The analysis, conducted using SPSS 18, applied descriptive and analytical statistics such as ANOVA, independent t-tests, regression, and Pearson correlation coefficients. Results showed that most participants had moderate levels of time management skills (49%), state anxiety (58%), trait anxiety (60%), and academic motivation (58%)<sup>149</sup>. A significant negative correlation was found between time management skills and both state anxiety ( $r = -0.282, p < 0.001$ ) and trait anxiety ( $r = -0.325, p < 0.001$ )<sup>149</sup>. Additionally, a significant positive correlation was observed between time management skills and academic motivation ( $r = 0.279, p < 0.001$ ).

Another study examined the effect of one-on-one online coaching on college students' self-directed learning, learning motivation, and time management<sup>150</sup>. The coaching program emphasized motivation, behavior, and cognitive control—essential components of self-

directed learning—and consisted of seven 80-minute sessions<sup>150</sup>. Of the 16 participants, seven who showed interest in the program were assigned to the experimental group, while a non-equivalent control group design was adopted<sup>150</sup>. Questionnaires were administered before and after the coaching sessions to measure the dependent variables, and satisfaction surveys and post-interviews were conducted after the program. ANCOVA was used to assess the program's effectiveness<sup>150</sup>. The findings indicated that the coaching significantly improved self-directed learning and learning motivation, with a partially positive effect on time management. Furthermore, participants expressed high satisfaction with the program, as reflected in a mean satisfaction score of 4.85.

A similar study explored how free time management and communication skills predict university students' motivation<sup>151</sup>. The study involved 610 undergraduate students, comprising 441 females and 169 males, with an average age of 20.1 years and GPAs ranging from 1.83 to 3.96 on a 4.0 scale<sup>151</sup>. Data were gathered using three instruments, and the relationships among communication skills, free time management, and motivation levels were analyzed using correlation and multiple regression analyses<sup>151</sup>. The findings revealed significant positive relationships between students' motivation and various subscales of communication skills and free time management, including goal setting, free time attitude, scheduling, evaluation, respect, expression ability, desire, democratic attitude, value, and overcoming obstacles<sup>151</sup>. Regression analysis further demonstrated that students' motivation is significantly predicted by their free time management and communication skills.

#### **2.3.4 Academic Performance and Academic Motivation**

A study involving 81 first-year college students examined the indirect effects of seven types of academic motivation on academic performance, with academic integration serving as a mediating factor<sup>152</sup>. The findings showed that academic integration mediated the relationship between intrinsic motivation to accomplish tasks and first-year GPA. This suggests that students who see college as an avenue for personal achievement and intellectual development tend to achieve higher academic performance<sup>152</sup>. Additionally, when analyzing motivation types individually, intrinsic motivation to know was also indirectly linked to GPA<sup>152</sup>. This implies that students who find joy in learning are more likely to engage with and benefit from the intellectual opportunities provided by their college experience.

Similarly, another study used a descriptive-correlational approach to examine the relationship between students' stress, motivation, and academic performance<sup>153</sup>. Data collection involved the Perceived Stress Scale (PSS) and the Academic Motivation Scale (AMS). The findings revealed that students reported average levels of stress and above-average levels of motivation, with their academic performance ranging from satisfactory to very satisfactory<sup>153</sup>. Despite these observations, the study found no significant relationship between stress, motivation, and academic performance.

Similarly, a study described self-efficacy as the belief in one's ability to learn and achieve goals, highlighting its role in enhancing academic motivation, learning, and performance<sup>154</sup>. Modern motivational theories emphasize the cognitive and emotional processes that influence human behavior. When students are supported by teachers and peers in a school environment that promotes positive social values, their motivation to achieve social goals and engage in constructive classroom behaviors tends to increase<sup>154</sup>. Self-efficacy, or confidence in one's abilities, is strongly linked to student motivation, which is defined as the drive to

succeed. This research aims to review the literature to explore the influence of student engagement, academic self-efficacy, and motivation on academic performance<sup>154</sup>. It seeks to examine the relationship between self-efficacy and academic performance and to investigate how academic achievement, student involvement (cognitive, emotional, and behavioral), academic motivation, and self-efficacy are interrelated.

Another study investigated the relationships among mindfulness, academic motivation, and academic performance in English as a Foreign Language (EFL) students in Indonesia<sup>155</sup>. Adopting a quantitative correlational design, the study included 170 students enrolled in an English education program at an Indonesian university<sup>155</sup>. Data were gathered using the Five Facets Mindfulness Questionnaire (FFMQ), the Academic Motivation Scale (AMS), and official grade point average (GPA) records<sup>155</sup>. Pearson product-moment correlation and regression analyses were used to analyze the data. The results indicated that most students scored low on the mindfulness scale, demonstrated high levels of academic motivation—primarily driven by extrinsic factors—and achieved very satisfactory GPAs<sup>155</sup>. However, no significant correlations were observed among mindfulness, academic motivation, and academic performance<sup>155</sup>. Notably, the only significant finding was a negative correlation between the amotivation subscale of the AMS and academic performance.

### **2.3.5 Self Efficacy and Academic Motivation**

A study investigated the relationship between self-efficacy, resilience, and academic motivation among students in an online learning environment<sup>156</sup>. The research involved a convenience sample of 120 university students from two state universities in southern Iran, who completed an online survey comprising questionnaires on self-efficacy, resilience, and

academic motivation<sup>156</sup>. Data analysis, conducted using Pearson correlation and multiple regression methods, revealed a positive relationship between self-efficacy and academic motivation. Furthermore, students with higher resilience levels demonstrated greater academic motivation<sup>156</sup>. Multiple regression analysis identified self-efficacy and resilience as significant predictors of academic motivation in online learners. The study recommends implementing pedagogical strategies to enhance students' self-efficacy and resilience, ultimately aiming to boost their academic motivation and improve learning outcomes, particularly for EFL learners.

Furthermore, another study explored the impact of inclusive education on the academic motivation, academic self-efficacy, and well-being of students with learning disabilities (LD)<sup>157</sup>. The research compared three groups: students with LD in special schools, students with LD in inclusive schools, and students without LD in inclusive schools. The results indicated that students without LD scored higher in academic motivation, academic self-efficacy, and overall well-being compared to students with LD in inclusive schools<sup>157</sup>. The study discusses the implications of these findings for enhancing support for students with LD in inclusive educational environments.

Similarly, a related study sought to examine the influence of academic self-efficacy and academic motivation on academic burnout among Chinese EFL students<sup>158</sup>. The study involved 580 Chinese EFL learners from various universities in Henan Province. To gather data, participants completed three validated scales measuring academic self-efficacy, academic motivation, and academic burnout<sup>158</sup>. The data were analyzed using correlation tests, structural equation modeling, and regression analysis. The results from the correlation tests revealed strong relationships among academic motivation, academic self-efficacy, and

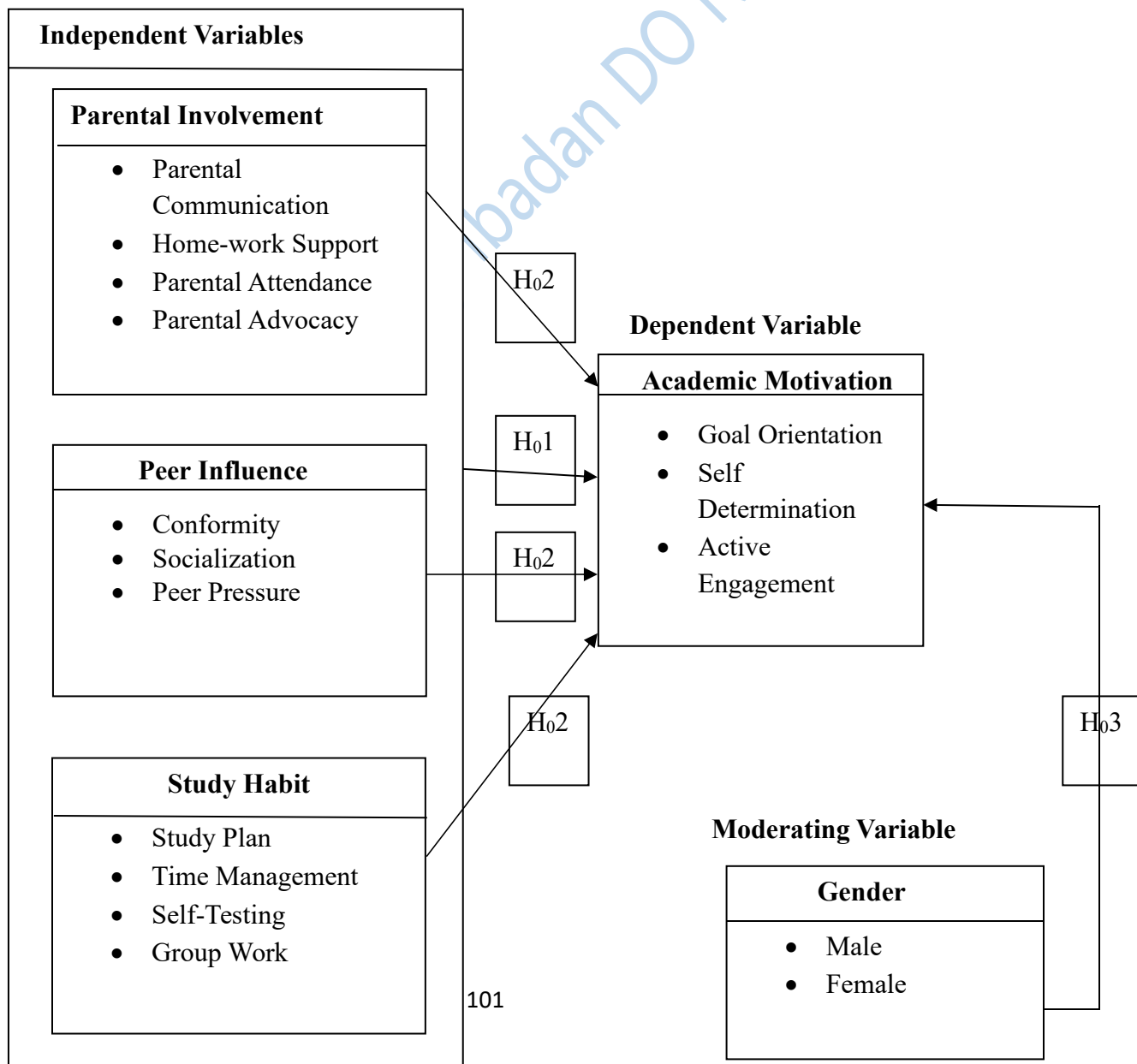
academic burnout<sup>158</sup>. Both structural equation modeling and regression analysis showed that academic motivation and academic self-efficacy were significant negative predictors of academic burnout among Chinese EFL students<sup>158</sup>. These findings contribute to the existing literature by providing new insights into the relationship between academic resources and burnout among EFL learners, with practical implications for English teachers to help reduce academic burnout.

Furthermore, another study aimed to empirically examine the relationships among self-efficacy, academic motivation, self-regulated learning, and academic achievement<sup>159</sup>. The study also sought to validate the mediating role of self-regulated learning in the relationship between self-efficacy, academic motivation, and student achievement<sup>159</sup>. A quantitative expansive approach was used, with a sample of 246 students from an Islamic senior high school, selected through a census technique, which included the entire student population<sup>159</sup>. Data were collected via a questionnaire and analyzed using Structural Equation Modeling (SEM). The results revealed significant relationships between self-efficacy, academic motivation, self-regulated learning, and academic achievement<sup>159</sup>. However, the study found no significant relationship between self-regulated learning and academic achievement.

Additionally, another study examined career-development profiles in a sample of 4,815 Chinese adolescents (average age 16.19 years, SD = 0.67) and explored their relationships with academic self-efficacy and academic motivation<sup>160</sup>. Using a latent profile model based on four aspects of career development—career feeling, career belief, career exploration, and career planning—three distinct profiles were identified: high career exploration and planning (N = 225, 6.00%), low career development (N = 907, 22.13%), and average career development (N = 3,224, 71.91%)<sup>160</sup>. Adolescents in the high career exploration and planning

profile showed significantly higher levels of academic self-efficacy and academic motivation compared to those in the other two profiles<sup>160</sup>. The findings suggest that career development among adolescents follows complex and non-linear patterns and emphasize the important connection between career development, academic self-efficacy, and motivation, offering valuable implications for career education.

## 2.4 Conceptual Model



**Figure 2.1: Conceptual Model showing the Interconnectedness and Interdependence of Parental Involvement, Peer Influence, Study Habit and Academic Motivation among Senior Secondary School Students in Southwest Nigeria**

**Source: The Researcher, 2024**

The conceptual model presented above provides insights into the influential factors affecting academic motivation among senior secondary school students in southwest Nigeria. These factors include parental involvement, peer influence, study habits, and potential gender disparities. The model emphasizes the significant influence of parental involvement on academic motivation. This involvement encompasses various aspects, such as effective communication, providing support for homework, attending school-related activities consistently, and actively advocating for the student's education. Effective communication between parents and students plays a crucial role in offering guidance, encouragement, and clarification, ultimately fostering academic motivation. Additionally, providing support for homework and attending school events demonstrates a genuine commitment to the student's education. Parental advocacy further reinforces this commitment by actively supporting and promoting the student's educational aspirations and goals.

The model also suggests that peers have a significant influence on academic motivation. This influence operates through various mechanisms, including conformity, socialization, peer pressure, and social identity. Peers can shape students' attitudes and behaviors towards academics. Conformity may lead students to adopt the study habits and motivation levels observed in their peer group. Socialization within peer groups reinforces academic

motivation by sharing common values and goals. It is essential to recognize that peer pressure can impact academic motivation in both positive and negative ways, depending on the type of influence involved. Additionally, social identity refers to how students perceive themselves within their peer group and how it impacts their academic success.

The model equally highlights the significance of study habits, specifically the formulation of study plans and effective time management, in influencing academic motivation. Having a structured study plan and good time management skills contribute to increased motivation and productivity. Students who carefully plan their study sessions and allocate sufficient time for different subjects are more likely to experience heightened motivation and achieve better academic outcomes.

Furthermore, the model proposes the presence of gender disparities in academic motivation among senior secondary school students in southwest Nigeria. However, the specific nature of these disparities is not elucidated in the given information. Consequently, further research is necessary to thoroughly explore how gender influences academic motivation and identify the underlying factors contributing to these disparities. In all, the conceptual model underscores the critical importance of parental involvement, peer influence, and study habits in shaping academic motivation among senior secondary school students in southwest Nigeria. By comprehending these factors, educators, parents, and policymakers can develop targeted interventions and strategies to enhance academic motivation and promote educational success among students in the region.

## **2.5 Summary of Gap in Literature Reviewed**

The literature review focused on the topic of academic motivation among senior secondary school students and explored the predictive factors of parental involvement, peer influence, and study habits. The review was divided into three sections: a conceptual review, a theoretical review, and an empirical review. In the conceptual review, the researchers provided an overview of the key concepts and definitions related to parental involvement, peer influence, study habits, and academic motivation. This section aimed to establish a conceptual framework for understanding the relationship between these variables.

The theoretical review examined existing theories and models that were relevant to the topic of academic motivation. It explored how different theoretical perspectives, such as social cognitive theory or self-determination theory, explained the potential influences of parental involvement, peer influence, and study habits on students' motivation. This section provided a theoretical foundation for the subsequent empirical review. In the empirical review, the researchers summarized the findings of previous studies that investigated the relationship between parental involvement, peer influence, study habits, academic performance, self-efficacy and academic motivation among senior secondary school students. Some of the studies reported significant relationships, indicating that higher levels of parental involvement, positive peer influence, and effective study habits were associated with increased academic motivation. These findings suggested that these factors played important roles in motivating students to perform well academically.

However, it should be noted that not all studies found significant relationships among the variables. Some studies might have reported inconclusive or contradictory results, indicating that the relationships between parental involvement, peer influence, study habits, and academic motivation may vary depending on different contexts or individual differences.

Overall, the literature review highlighted the importance of parental involvement, peer influence, and study habits as potential predictors of academic motivation among senior secondary school students. While some studies supported the significance of these factors, further research is needed to explore the complexities and potential moderating variables that may influence these relationships.

Nevertheless, there are certain gaps in the existing literature that need to be addressed. The geographical location of the study is noteworthy. While this study focuses on Southwest Nigeria most of the reviewed studies focuses on a local government or a state. Therefore, conducting the study in the Southwest region of Nigeria provides an opportunity to investigate academic motivation within a different geographical context and potentially uncover regional variations and influences. Similarly, most of the indices considered in this study were not found in reviewed studies. By filling these gaps, the study seeks to add to the current body of literature on academic motivation among senior secondary school students in Southwest Nigeria. It seeks to shed light on the mediating role of gender, provide insights into the regional dynamics, and explore various indices of the predictors to enhance our understanding of the factors influencing academic motivation in this context.

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## Chapter Three

### Methodology

This chapter outlines the methods and techniques employed in the study. It includes a description of the research design, the study population, the sample and sampling techniques, the data collection instruments, the validity and reliability of the instruments, the data collection methods, and the data analysis techniques.

#### 3.1 Research Design

A descriptive survey research design was chosen for the study. This design involves collecting data from a representative sample of a population to generate results that can be generalized to the entire population<sup>1</sup>. It is deemed suitable for this study, as it focuses on gathering data for the purpose of description and interpretation without manipulating any variables. Given the large population of secondary school students in Southwest Nigeria, it is not feasible to reach all students; therefore, the study will use samples from selected

secondary schools. The sample will be selected in a way that ensures the findings can be generalized to the broader population.

### 3.2 Population of the Study

The population for this study comprises all students in public senior secondary schools across Southwest Nigeria. At the time of the study, there were a total of 2,262 public secondary schools in the six states of Southwestern Nigeria, with a student population of 208,804 senior secondary students. The details of the study's population are provided in Table 3.1 below:

**Table 3.1: Population of the Study**

S/N	Southwest States	Senatorial Districts	No. of Public Sec. Schs	No. of Public sch. Students
1.	Lagos	Lagos Central	74	18,360
		Lagos East	88	17,890
		Lagos West	160	14,850
		<b>Sub-Total</b>	<b>322</b>	<b>51,100</b>
2.	Ogun	Ogun Central	100	17,213
		Ogun East	134	15,940
		Ogun West	108	10,053
		<b>Sub-Total</b>	<b>342</b>	<b>43,206</b>
3.	Oyo	Oyo Central	244	17,993
		Oyo North	171	10,520
		Oyo South	210	19,846
		<b>Sub-Total</b>	<b>625</b>	<b>48,359</b>
4.	Osun	Osun Central	112	14,716
		Osun East	159	11,000
		Osun West	123	9,856
		<b>Sub-Total</b>	<b>394</b>	<b>35,582</b>
5.	Ekiti	Ekiti Central	159	789
		Ekiti East	57	841
		Ekiti North	64	565
		<b>Sub-Total</b>	<b>280</b>	<b>2,195</b>
6.	Ondo	Ondo Central	103	14,716

Ondo North	89	6,823
Ondo South	107	6,833
<b>Sub-Total</b>	<b>299</b>	<b>28,372</b>
<b>Grand Total</b>	<b>2,262</b>	<b>208,804</b>

Source<sup>2</sup>

### 3.3 Sample and Sampling Techniques

A multi-stage sampling procedure was employed for the study, using different sampling techniques at each stage. In the first stage, Southwest Nigeria was divided into three groups based on proximity and shared characteristics: Ogun and Lagos states formed one group, Ondo and Ekiti made up the second group, and Oyo and Osun comprised the third group. Next, a simple random sampling technique was used to select one state from each group, leading to the selection of Ogun, Ondo, and Oyo states. Each of these selected states consists of three senatorial districts.

In the second stage, schools that have been in existence for at least forty years and have a minimum of 100 students in their SS2 classes were chosen from each senatorial district. The rationale behind this selection criterion is that the researcher assumes that such schools with a long-standing presence are likely to have developed strong educational practices and a deep understanding of the evolving needs of their students. Additionally, by focusing on schools

with a substantial student body, the selection aims to capture a diverse and representative sample of institutions that are likely to have well-developed educational frameworks and a broad range of student experiences.

In the third stage, a proportionate stratified random sampling technique was applied. The number of schools and students selected from each senatorial district was based on the proportion of their population relative to the total student population in the selected states. This ensured that districts with larger student populations contributed more respondents to the study. Within each selected school, SS2 students were then randomly selected to participate in the study, ensuring that each student had an equal chance of being included. To calculate the number of students to sample from each district, the following formula was used  $n_i = (N_i / N) \times n$ . Where  $n_i$  = sample size for stratum i,  $N_i$  = population size of stratum I,  $N$  = total population size across all strata, and  $n$  = total sample size. Thus, Sample size per district = (Number of SS2 students in district/Total number of SS2 Students in all selected states)  $\times$  1,187. This is shown in the table below.

**Table 3.2: Sample Frame**

S/N	States	Senatorial Districts	Number of Sampled School	Number of SS2 Students in the Sampled School	Number of Sampled Students
1.	Ogun	Ogun Central	54	5,737	170
		Ogun East	72	5,313	158
		Ogun West	58	3,351	99
		<b>Sub-Total</b>	<b>184</b>	<b>14,401</b>	<b>427</b>
2.	Ondo	Ondo Central	59	4,905	145
		Ondo North	51	2,274	67
		Ondo South	61	2,277	68
		<b>Sub-Total</b>	<b>171</b>	<b>9,456</b>	<b>280</b>
3.	Oyo	Oyo Central	95	5,997	178

Oyo North	67	3,506	104
Oyo South	82	6,615	196
<b>Sub-Total</b>	<b>244</b>	<b>16,118</b>	<b>478</b>
<b>Total</b>	<b>599</b>	<b>39,975</b>	<b>1,185</b>

Source<sup>2</sup>

### 3.4 Description of the Research Instrument

An adapted four-point Likert scale instrument, titled the "Secondary School Students Academic Motivation Questionnaire (SSAMQ)," was employed to collect data for the study<sup>3,4,5,6,7</sup>. This instrument is structured into five sections, each targeting specific aspects of academic motivation among secondary school students. Section A of the questionnaire gathers demographic information from the respondents, including their age, gender, family type, parents' level of education, and home location. This section helps to provide context for the study by understanding the background of the participants. Section B consists of 10 items designed to measure the extent to which secondary school students are motivated towards their academic work. These items are divided into three subcategories: Items 1-3 assess goal orientation, items 4-6 measure self-determination, and items 7-10 evaluate active engagement. These indicators collectively provide a comprehensive view of the students' academic motivation. In Section C, the questionnaire includes 14 items aimed at determining the level of parental involvement in a child's education. This section is divided into four subcategories: Items 1-3 focus on parental communication, items 4-7 assess homework support, items 8-11 measure parental attendance, and items 12-14 evaluate parental advocacy. These questions are designed to capture the various ways in which parents influence their children's academic performance. Section D of the questionnaire consists of 13 items that assess the level of peer influence among senior secondary school

students. This section includes questions on conformity (items 1-4), socialization (items 5-8), and peer pressure (items 9-13). It aims to gauge the impact of peer relationships on students' academic behavior and motivation. Finally, Section E contains 12 items that focus on assessing the prevalent study habits of the sampled students. These items are divided into four subcategories: Items 1-3 evaluate study planning, items 4-6 assess time management, items 7-9 measure self-testing practices, and items 10-12 focus on group work. This section provides insights into the students' approach to studying and how their study habits might influence their academic motivation.

### **3.5 Validity of Research Instruments**

To ensure the both face and content validity of the instrument was assessed, to begin with, a draft of the adapted structured questionnaire was presented to the researcher's supervisor, who meticulously reviewed the research instrument, scrutinizing its structure, adequacy, and the relevance of the items. Additionally, the researcher consulted with other academics in the faculty, particularly, experts in measurement and evaluation, seeking their input to ensure the instrument's accuracy and appropriateness. Following their feedback, all necessary corrections and improvements were made before the questionnaire was administered to the participants. This process ensured that the instrument accurately measured the intended constructs and was suitable for the study.

### **3.6 Reliability of Research Instruments**

An instrument is considered reliable when it consistently measures the intended construct under the same conditions across different instances<sup>8</sup>. To ensure the reliability of the instrument used in this study, a trial test was conducted. Fifty (50) copies of the Secondary School Students Academic Motivation Questionnaire (SSAMQ) were administered to a group of fifty (50) students from five schools in Ibadan, which were deliberately excluded from the actual study. The reliability of the instrument was assessed using the Cronbach's alpha method, and a value of  $\alpha = 0.985$  was obtained. This high coefficient indicates a strong degree of internal consistency and stability in the responses, confirming that the instrument was reliable for use in the study.

### **3.7 Method of Data Collection**

A letter of introduction collected from the Researcher's department was used to obtain permission from the authorities of the sampled schools. Data collection was done by the researcher with the help of two trained research assistants who helped in the distribution and collection of the filled questionnaires.

### **3.8 Method of Data Analysis**

The data obtained from the study were analysed using both descriptive and inferential statistical methods. Descriptive statistics, including frequency counts, simple percentages, means, and standard deviations, were used to analyse the demographic data and to answer the research questions. For the inferential analysis, Multiple Regression was employed to

test hypotheses 1 and 2, while a t-test was used to test hypothesis 3. All relevant findings were presented in tabular form for clarity and ease of interpretation.

### **3.9 Ethical Approval**

To ensure compliance with ethical standards, the researcher obtained a formal letter of research consent from the Head of Department. This letter was addressed to the principals of selected public secondary schools in Osun State, Nigeria, and served as official authorization to conduct the study. This process aligned with the ethical guidelines set by Lead City University for research involving human participants.

The letter included the researcher's details, outlined the purpose and objectives of the study, and requested the cooperation of school authorities and students. It emphasized the academic nature of the research and sought administrative support for smooth access to participants. In addition to obtaining institutional consent, the researcher informed all student participants about the purpose, procedures, and potential outcomes of the study. The nature of their participation was clearly explained, and informed consent was obtained before any data collection began. Participation was entirely voluntary.

The researcher assured all participants of the confidentiality and anonymity of their responses. All data collected were treated with strict confidentiality and used solely for academic purposes. Students were also informed that they retained the right to decline participation or withdraw from the study at any time without facing any negative consequences.

### Endnotes

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## **Chapter Four**

### **Results and Discussion of Findings**

#### **4.1 Questionnaire Return Rate**

A total of 1,185 copies of the questionnaire were distributed to SS2 students in the field. Of these, 1,052 copies were successfully retrieved, representing 88.8% of the total distributed. From the retrieved questionnaires, 952 were deemed valid for analysis, making up 80.3% of the total questionnaires distributed.

#### **4.2 Demographic Data Analysis**

This section presents demographic information of respondents

**Table 4.1: Demographic Data of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	544	57.1
Female	408	42.9
<b>Total</b>	<b>952</b>	<b>100.0</b>
<b>Age Range</b>		
Less than 15 Years	643	67.5
15-20 Years	270	28.4
21-25 Years	39	4.1
<b>Total</b>	<b>952</b>	<b>100.0</b>
<b>Family Type</b>		
Monogamy	797	83.7
Polygamy	155	16.3
<b>Total</b>	<b>952</b>	<b>100.0</b>
<b>Parental Education</b>		
Never Went to School	201	21.1
Primary Education	211	22.2
Secondary Education	269	28.3
Tertiary Education	271	28.5
<b>Total</b>	<b>952</b>	<b>100.0</b>
<b>Home Location</b>		
Urban	654	68.7
Rural	298	31.3
<b>Total</b>	<b>952</b>	<b>100.0</b>

**Source: Researcher's Field Survey, 2024**

The demographic data of the respondents, as presented in Table 4.1, indicated that a total of 952 individuals participated in the study. In terms of gender distribution, 544 respondents (57.1%) were male, while 408 respondents (42.9%) were female. Regarding the age range, the majority of the respondents (643, representing 67.5%) were less than 15 years old. Those aged between 15 and 20 years accounted for 270 respondents (28.4%), while 39 respondents (4.1%) fell within the 21-25 years age bracket. In terms of family type, 797 respondents (83.7%) came from monogamous families, whereas 155 respondents (16.3%) were from polygamous families.

The educational background of the respondents' parents varied. A total of 201 parents (21.1%) never attended school, while 211 parents (22.2%) had only primary education.

Additionally, 269 parents (28.3%) attained secondary education, whereas 271 parents (28.5%) had tertiary education. Concerning home location, 654 respondents (68.7%) resided in urban areas, while 298 respondents (31.3%) lived in rural areas.

#### 4.3 Presentation of Answers to Research Questions

This sub-section contains tables showing analysis of responses to answer formulated research questions.

**Research Question One:** What is the extent of academic motivation (goal orientation, self-determination and active engagement) among senior secondary school students in Southwest Nigeria?

**Table 4.2: Extent of Academic Motivation among Senior Secondary School Students in Southwest Nigeria**

S/N	Item: I;	VHE	HE	LE	VLE	Mean	SD
	<b>Goal Orientation</b>					3.12	
1	regularly set academic goals for myself to work towards.	406 (42.6%)	320 (33.6%)	106 (11.1%)	120 (12.6%)	3.06	1.019
2	am motivated to achieve my academic goals and strive to do my best to attain them.	424 (44.5%)	227 (23.8%)	146 (15.3%)	155 (16.3%)	2.97	1.118
3	feel a sense of accomplishment and satisfaction when I achieve my academic goals.	601 (63.1%)	185 (19.4%)	42 (4.4%)	124 (13.0%)	3.33	1.044
	<b>Self Determination</b>					3.02	
4	believe that my academic success depends on my own effort and determination.	392 (41.2%)	272 (28.6%)	179 (18.8%)	109 (11.4%)	2.99	1.029
5	feel a sense of control over my	326	352	119	155	2.89	1.053

	own academic progress.	(34.2%)	(37.0%)	(12.5%)	(16.3%)		
6	feel that having a sense of independence in my academic pursuits motivates me to perform better.	462 (48.5%)	293 (30.8%)	106 (11.1%)	91 (9.6%)	3.18	0.973
7	<b>Active Engagement</b> actively participate in classroom discussions and ask questions to clarify my understanding of the material.	652 (68.5%)	163 (17.1%)	31 (3.3%)	106 (11.1%)	3.15 3.43	0.990
8	engage in active reading strategies, such as taking notes or summarizing key concepts.	421 (44.2%)	299 (31.4%)	106 (11.1%)	126 (13.2%)	3.07	1.039
9	seek out additional resources, such as books or online materials, to enhance my understanding of the academic topics.	455 (47.8%)	250 (26.3%)	83 (8.7%)	164 (17.2%)	3.05	1.120
10	collaborate with peers on academic tasks, such as group projects or studying together.	436 (45.8%)	269 (28.3%)	102 (10.7%)	145 (15.2%)	3.05	1.083

**Weighted Mean = 3.10 High Extent**

**Source: Researcher's Field Survey, 2024**

**KEY:** VHE= Very High Extent (4), HE= High Extent (3), LE= Low Extent (2), VLE= Very Low Extent (1), and SD = Standard Deviation

**Decision Rule:** Mean value of 0.00 - 1.49 = Very Low Extent; 1.50 - 2.49 = Low Extent; 2.50 - 3.49 = High Extent; 3.50 - 4.00 = Very High Extent

The mean score from table 4.2 revealed that the extent to which students demonstrated academic motivation was to a high extent. This is because the weighted mean (3.10) is greater than the Threshold Mean of 2.5. Furthermore, the results show that out of the three components used to measure academic motivation, active engagement had the highest mean score (3.15) followed by goal orientation (3.12) and then self-determination (3.02).

**Research Question Two:** What is the extent of parental involvement (parental communication, home-work support, attendance and advocacy) in their children's academic work in senior secondary schools in Southwest Nigeria?

**Table 4.3: Parental Involvement in their Children's Academic Work in senior secondary schools in Southwest, Nigeria**

S/N	Item	VHE	HE	LE	VLE	Mean	SD
	<b>Parental Communication: My parents</b>					1.91	
1	discuss with me about my academic progress	165 (17.3%)	89 (9.3%)	223 (23.4%)	475 (49.9%)	1.94	1.133
2	ask about my day at school and show genuine interest in my academics	224 (23.5%)	40 (4.2%)	179 (18.8%)	509 (53.5%)	1.98	1.232
3	provide feedback and encouragement to motivate me in my studies	84 (8.8%)	122 (12.8%)	268 (28.2%)	478 (50.2%)	1.80	0.972
	<b>Homework Support</b>					2.02	
4	create a conducive environment at home for me to complete my homework	120 (12.6%)	102 (10.7%)	278 (29.2%)	452 (47.5%)	1.88	1.036
5	check my completed homework or review my assignments with me	00 (0.0%)	248 (26.1%)	421 (44.2%)	283 (29.7%)	1.96	0.746
6	prioritize my homework and help manage my time effectively	150 (15.8%)	139 (14.6%)	371 (39.0%)	292 (30.7%)	2.15	1.030
7	encourages me to seek help from them when I	143	105	398	306	2.09	1.013

	encounter difficulties with my homework or assignments	(15.0%)	(11.0%)	(41.8%)	(32.1%)		
	<b>Attendance</b>					3.09	
8	actively participate in parent-teachers' Association	419 (44.0%)	295 (31.0%)	94 (9.9%)	144 (15.1%)	3.04	1.069
9	make efforts to adjust their schedules or commitments to accommodate their attendance at school events or activities	653 (68.6%)	120 (12.6%)	73 (7.7%)	106 (11.1%)	3.39	1.029
10	Look forward to coming to my school to attend any programme organized by my school	428 (45.0%)	266 (27.9%)	111 (11.7%)	147 (15.4%)	3.02	1.088
11	attend and actively participate in other school related activities (inter house sports, open day and cultural programmes)	365 (38.3%)	296 (31.1%)	139 (14.6%)	152 (16.0%)	2.92	1.078
	<b>Advocacy</b>					2.90	
12	advocate for my educational needs and interests with my school or teachers	524 (55.0%)	213 (22.4%)	100 (10.5%)	115 (12.1%)	3.20	1.048
13	are supportive in addressing any academic challenges or concerns I may have at school	195 (20.5%)	117 (12.3%)	392 (41.2%)	248 (26.1%)	2.27	1.063
14	seek external support, such as tutoring or counseling, to enhance my academic performance	529 (55.6%)	214 (22.5%)	97 (10.2%)	112 (11.8%)	3.22	1.040

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**Weighted Mean = 2.48 Low Extent**

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**Source: Researcher's Field Survey, 2024**

**KEY:** VHE= Very High Extent (4), HE= High Extent (3), LE= Low Extent (2), VLE= Very Low Extent (1), and SD = Standard Deviation

**Decision Rule:** Mean value of 0.00 - 1.49 = Very Low Extent; 1.50 - 2.49 = Low Extent; 2.50 - 3.49 = High Extent; 3.50 - 4.00 = Very High Extent

From the results displayed on Table 4.3, the weighted mean for parental involvement is 2.48, which is less than the threshold mean score of 2.5. This indicated that parental involvement in their children/wards academic work was generally at a low extent.

The results further showed that out of the four indices measuring parental involvement; attendance had the highest weighted mean ( $\bar{x} = 3.09$ ) followed by advocacy ( $\bar{x} = 2.90$ ), homework support ( $\bar{x} = 2.02$ ) and parental communication ( $\bar{x} = 1.91$ ) in that order. From these results of research question two, only two out of the four indices measuring parental influence had mean response that are greater than the threshold mean of 2.5. Considering

the individual items on the table, “my parents provide feedback and encouragement to motivate me in my studies” had the least mean response from the sampled students.

**Research Question Three:** What is the level to which senior secondary school students in Southwest Nigeria succumb to peer influence (conformity, socialization, peer pressure and social identity)?

**Table 4.4: Level to which Senior Secondary School Students in Southwest Nigeria Succumb to Peer Influence**

S/N	Item: I;	SA	A	D	SD	Mean	SD
	<b>Conformity</b>					2.87	
1	feel the need to conform to the academic behavior or opinions of my peers	421 (44.2%)	369 (38.8%)	56 (5.9%)	106 (11.1%)	3.16	0.960
2	am more likely to conform to my peers' academic preferences when studying in a group	423 (44.4%)	299 (31.4%)	84 (8.8%)	146 (15.3%)	3.05	1.070
3	feel the need to conform to my peers' expectations even if it goes against my own goals or interests	265 (27.8%)	254 (26.7%)	158 (16.6%)	275 (28.9%)	2.53	1.177
4	feel the need to maintain a certain academic image among my peers to be accepted or respected	291 (30.6%)	297 (31.2%)	183 (19.2%)	181 (19.0%)	2.73	1.090

	<b>Socialization</b>					2.83	
5	feel pressured to adopt the study habits of my peers to fit in	287 (30.1%)	305 (32.0%)	160 (16.8%)	200 (21.0%)	2.71	1.109
6	feel pressured by my peers to engage in activities that distract me from studying, such as, playing games, or watching movies	327 (34.3%)	248 (26.1%)	199 (20.9%)	178 (18.7%)	2.76	1.116
7	am influenced by my peer's academic decisions, such as choosing subjects or courses	417 (43.8%)	278 (29.2%)	80 (8.4%)	177 (18.6%)	2.98	1.126
8	am more likely to skip studying or neglect academic responsibilities due to peer pressure from my friends	363 (38.1%)	255 (26.8%)	159 (16.7%)	175 (18.4%)	2.85	1.123
	<b>Peer Pressure</b>					2.88	
9	am engaged in academic activities with my peers, such as studying or discussing assignments together	354 (37.2%)	201 (21.1%)	216 (22.7%)	181 (19.0%)	2.76	1.142
10	feel that spending time with academically motivated peers positively impacts my own motivation to study	369 (38.8%)	241 (25.3%)	181 (19.0%)	161 (16.9%)	2.86	1.112
11	am influenced by my peer's academic goals, such as achieving good grades	352 (37.0%)	254 (26.7%)	129 (13.6%)	217 (22.8%)	2.78	1.170
12	discuss academic topics or share study materials with my peers	389 (40.9%)	268 (28.2%)	152 (16.0%)	143 (15.0%)	2.95	1.081
13	am more likely to participate in academic competitions or events if my peers are also participating	413 (43.4%)	301 (31.6%)	101 (10.6%)	137 (14.4%)	3.04	1.056

**Weighted Mean = 2.86 High Level**

**Source: Researcher's Field Survey, 2024**

**KEY:** SA= Strongly Agree (4), A= Agree (3), D= Disagree (2), SD= Strongly Disagree (1), and SD = Standard Deviation

**Decision Rule:** Mean value of 0.00 - 1.49 = Very Low Level; 1.50 - 2.49 = Low Level; 2.50 - 3.49 = High Level; 3.50 - 4.00 = Very High Level

Results of research question three from Table 4.4 showed that the weighted mean for the extent to which the senior secondary school students in Southwest Nigeria succumb to peer influence is 2.86, which is higher than the benchmark mean of 2.5 for this analysis. This implies that the students give in to peer influence to a high extent. From this descriptive statistic, it could also be found that peer pressure had the highest mean average ( $\bar{x} = 2.88$ ) followed by conformity ( $\bar{x} = 2.87$ ) and then socialization ( $\bar{x} = 2.83$ ). All the items measuring peer influence in this study had mean scores that are greater than 2.5. Out of all the items under, “I feel the need to conform to the academic behavior or opinions of my

peers” ( $\bar{x} = 3.16$ ) had the highest mean followed by “I am more likely to conform to my peers' academic preferences when studying in a group” ( $\bar{x} = 3.05$ ) while “I feel the need to conform to my peers' expectations, even if it goes against my own goals or interests” had the least mean score ( $\bar{x} = 2.53$ ).

**Research Question Four:** What is the most adopted study habit (study plan, time management, self-testing and group work) among senior secondary school students in Southwest Nigeria?

**Table 4.5: Study Habit among Senior Secondary School Students in Southwest Nigeria**

S/N	Item: I;	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
<b>Study Plan</b>							
1	create a study plan or schedule to manage academic tasks and assignments	370 (38.9%)	258 (27.1%)	119 (12.5%)	205 (21.5%)	2.83	1.161
2	prioritize and plan my study sessions based on the difficulty level or importance of the subjects or topics	483 (50.7%)	207 (21.7%)	132 (13.9%)	130 (13.7%)	3.10	1.088
3	review and update my study plan to ensure it aligns with my academic goals and progress	406 (42.6%)	254 (26.7%)	156 (16.4%)	136 (14.3%)	2.98	1.078
<b>Time Management</b>							
4	manage my time while studying, to make sure I allocate sufficient time for different subjects or topics	524 (55.0%)	231 (24.3%)	92 (9.7%)	105 (11.0%)	3.23	1.017

5	set deadlines for myself to complete specific academic tasks or assignments, and do usually meet those deadlines	444 (46.6%)	298 (31.3%)	74 (7.8%)	136 (14.3%)	3.10	1.052
6	am able to balance my academic responsibilities with other activities or commitments, such as extracurricular activities or personal interests	180 (18.9%)	86 (9.0%)	463 (48.6%)	223 (23.4%)	2.23	1.013
<b>Self-Testing</b>							
7	regularly set questions for myself and answer them to test my understanding of the topic I am studying, even when I am not required to do so by my teacher.	128 (13.4%)	137 (14.4%)	371 (39.0%)	316 (33.2%)	2.08	1.004
8	believe that self-testing helps me to identify areas where I need to focus in my studies	217 (22.8%)	86 (9.0%)	404 (42.4%)	245 (25.7%)	2.29	1.085
9	have more confident in my ability to recall and apply the information I have learned through self-testing, compared to other study methods	185 (19.4%)	104 (10.9%)	374 (39.3%)	289 (30.4%)	2.19	1.074
<b>Group Work</b>							
10	participate in group study sessions or reading activities with my classmates	195 (20.5%)	89 (9.3%)	464 (48.7%)	204 (21.4%)	2.29	1.022
11	noticed an improvement in my understanding and retention of the material since starting group reading	222 (23.3%)	112 (11.8%)	343 (36.0%)	275 (28.9%)	2.30	1.120
12	take advantage of group to get help from peers when I am struggling with any topic	184 (19.3%)	102 (10.7%)	427 (44.9%)	239 (25.1%)	2.24	1.036

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**Weighted Mean = 2.57**

**Source: Researcher's Field Survey, 2024**

**KEY:** SA= Strongly Agree (4), A= Agree (3), D= Disagree (2), SD= Strongly Disagree (1), and SD = Standard Deviation

**Decision Rule:** Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

The findings from table 4.5 indicated that students exhibited study habits to a high extent, with a weighted mean of 2.57. Regarding study planning, students created study plans ( $\bar{x}$  = 2.83), prioritized subjects based on difficulty ( $\bar{x}$  = 3.10), and reviewed their plans to align with academic goals ( $\bar{x}$  = 2.98). In time management, students effectively allocated study time ( $\bar{x}$  = 3.23) and set deadlines for academic tasks ( $\bar{x}$  = 3.10). However, balancing academics with extracurricular activities was more challenging ( $\bar{x}$  = 2.23).

For self-testing, students were less engaged, with lower mean scores for setting their own questions ( $\bar{x} = 2.08$ ), identifying weak areas through self-testing ( $\bar{x} = 2.29$ ), and confidence in recalling information via self-testing ( $\bar{x} = 2.19$ ). Group work was also at a low extent, as students participated in study sessions ( $\bar{x} = 2.29$ ), experienced slight improvements in understanding (2.30), and sought peer assistance for difficult topics ( $\bar{x} = 2.24$ ). Overall, while students demonstrated strong planning and time management skills, their engagement in self-testing and group study was relatively low.

**Table 4.6: Most Adopted Study Habit (Study Plan, Time Management, Self-Testing and Group Work) among Senior Secondary School Students in Southwest Nigeria**

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Rank
Study Plan	420 (44.1%)	240 (25.2%)	135 (14.2%)	157 (16.5%)	1 <sup>st</sup>
Time Management	383 (40.2%)	204 (21.5%)	210 (22.1%)	155 (16.2%)	2 <sup>nd</sup>
Self-Testing	177 (18.6%)	109 (11.4%)	383 (40.2%)	283 (29.8%)	4 <sup>th</sup>
Group Work	200 (21.0%)	101 (10.6%)	411 (43.2%)	240 (25.2%)	3 <sup>rd</sup>

**Source: Researcher's Field Survey, 2024**

The findings in table 4.6 revealed that among senior secondary school students in Southwest Nigeria, the most adopted study habit is Study Planning. Almost 70% of the students strongly agreed (44.1%) and agreed (25.2%) that they create and follow structured study plans to manage their academic tasks effectively. Time Management follows closely in second place, with 40.2% of students strongly agreeing and 21.5% agreeing that they allocate sufficient time for different subjects and assignments.

Group Work ranks third out of the four measures of study habit. The percentage response scores showed that a considerable number of students (43.2%) disagreed and strongly disagreed (25.2%) with actively engaging in group study sessions. Lastly, Self-Testing emerged as the least adopted study habit, with 40.2% of students disagreeing and 29.8% strongly disagreeing that they regularly test themselves to assess their understanding of study materials. These results suggest that while students prioritize structured planning and effective time management, they are less inclined to engage in self-assessment and collaborative learning activities.

#### 4.4 Test of Hypotheses

**H<sub>01</sub>:** There will be no significant combined influence of parental involvement, peer influence and study habits on academic motivation of senior secondary school students in Southwest Nigeria.

**Table 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**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.994 <sup>a</sup>	.988	.987	1.121

a. Predictors: (Constant), Study Habit, Peer Influence, Parental

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Involvement

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	94296.472	3	31432.157	24985.816	.000 <sup>b</sup>
	Residual	1192.350	948	1.258		
	Total	95488.822	951			

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a. Dependent Variable: Academic Motivation

b. Predictors: (Constant), Study Habit, Peer Influence, Parental Involvement

**Source: Researcher's Field Survey, 2024**

Presented in table 4.7 is the regression analysis that explored the collective impact of parental involvement, peer influence, and study habits on the academic motivation of senior secondary school students in Southwest Nigeria. The model summary indicated that these three factors have a significant combined effect, as evidenced by the correlation coefficient (R) of 0.994. This high value signifies a very strong positive relationship between the predictors—parental involvement, peer influence, and study habits—and the academic motivation of the students. Furthermore, the R Square value of 0.988 suggests that these factors together explain 98.8% of the variation in students' academic motivation. Even when adjusted for the model's complexity, the Adjusted R Square remains high at 0.987, demonstrating the findings' robustness. The standard error of 1.121 indicates that the observed academic motivation levels deviate only slightly from the predicted values, suggesting a good fit of the model.

The ANOVA (Analysis of Variance) results further validated these findings. With an F-statistic of 24,985.816, the model demonstrated a strong ability to predict academic motivation. The p-value of 0.000 further confirms the statistical significance of the results, highlighting that the combination of parental involvement, peer influence, and study habits play a crucial role in shaping students' academic motivation. Consequently, the null hypothesis, which posited that there would be no significant combined influence of these factors on academic motivation, is rejected. This emphasises the importance of these factors in fostering academic motivation among senior secondary school students in Southwest Nigeria.

In summary, the regression analysis showed that these three factors are highly predictive of academic motivation among secondary school students in Southwest. The strength of the relationship and the statistical significance suggest that enhancing parental involvement, positive peer influence, and effective study habits could lead to improved academic motivation among students in Southwest Nigeria.

**H<sub>02</sub>:** There will be no significant relative influence of parental involvement, peer influence and study habit on academic motivation of senior secondary school students in Southwest Nigeria.

**Table 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**

Model	Coefficients <sup>a</sup>		t	Sig.	
	Unstandardized Coefficients				Standardized Coefficients
	B	Std. Error			Beta

1	(Constant)	-.501	.147		-3.416	.001
	Parental Involvement	.347	.009	.309	39.372	.000
	Peer Influence	.631	.005	.870	128.663	.000
	Study Habit	-.130	.012	-.116	-10.979	.000

a. Dependent Variable: Academic Motivation

Source: Researcher's Field Survey, 2024

Presented in table 4.8 is the regression analysis showing how parental involvement, peer influence, and study habits relatively affect the academic motivation of senior secondary school students in Southwest Nigeria. Parental involvement is shown to be a notable predictor of academic motivation. With an unstandardised coefficient of 0.347 and a standardised coefficient of 0.309, parental involvement significantly boosts students' motivation. The high t-value of 39.372 and the significance level of 0.000 highlights the importance of active parental engagement in enhancing students' academic enthusiasm and drive. Also, peer influence stands out as the most impactful factor. It has the highest unstandardised coefficient of 0.631 and a standardised coefficient of 0.870, indicating a very strong positive effect on academic motivation. The high t-value of 128.663 and the significance level of 0.000 confirm that the influence of peers is a major contributor to students' motivation, highlighting the importance of a supportive peer network.

However, study habits showed a negative relationship with academic motivation. The unstandardised coefficient for study habits is -0.130, and the standardised coefficient is -0.116, indicating a slight negative impact. Although this effect is statistically significant, with a t-value of -10.979 and a significance level of 0.000, it is weaker compared to the positive impacts of parental involvement and peer influence. This negative association suggests that current study habits may not be effectively enhancing students' motivation or could be linked to lower motivation levels. Therefore, the analysis highlights that parental

involvement and peer influence are crucial for boosting academic motivation, with peer influence having the most significant impact. While, study habits seem to have a detrimental effect, suggesting that improvements in study strategies could be beneficial for increasing motivation.

H<sub>03</sub>: There will be no significant difference in academic motivation among senior secondary school students in Southwest Nigeria by gender

**Table 4.9: Summary of T-test showing the Gender Difference in Academic Motivation among Senior Secondary School Students in Southwest Nigeria**

Group Statistics					
	Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Academic Motivation	Male	544	35.58	9.305	.399
	Female	408	24.93	7.362	.364

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		95% Confidence Interval of the Difference				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Academic Motivation	Equal variances assumed	.003	.956	19.060	950	.000	10.644	.558	9.548	11.740
	Equal variances not assumed			19.697	947.279	.000	10.644	.540	9.584	11.704

**Source: Researcher's Field Survey, 2024**

Presented in table 4.9 is an analysis of gender differences in academic motivation among senior secondary school students in Southwest Nigeria. The data clearly indicated a disparity in academic motivation levels between male and female students. According to

the group statistics, male students, with a sample size of 544, reported a higher average academic motivation score of 35.58, accompanied by a standard deviation of 9.305 and a standard error of 0.399. In contrast, female students, with a sample size of 408, have a lower average score of 24.93, with a standard deviation of 7.362 and a standard error of 0.364. These figures suggest that male students exhibit higher academic motivation than their female counterparts. The independent samples t-test supports this observation. Levene's Test for Equality of Variances shows an F-value of 0.003 with a p-value of 0.956, indicating that the variances in academic motivation scores between male and female students are equal. This allows the use of a standard t-test to compare the means, further confirming the significant gender differences in academic motivation.

The t-test results demonstrated a statistically significant difference in academic motivation between male and female students. When assuming equal variances, the t-value is 19.060 with 950 degrees of freedom, and the p-value is 0.000, indicating a highly significant result. The mean difference between male and female students is 10.644, with a standard error of 0.558, and the 95% confidence interval for this difference ranges from 9.548 to 11.740. Even when the assumption of equal variances is relaxed, the results remain significant, with a t-value of 19.697, 947.279 degrees of freedom, and a p-value of 0.000. The mean difference and confidence interval are consistent, with the mean difference again being 10.644 and the confidence interval ranging from 9.584 to 11.704.

In conclusion, male students show significantly higher levels of academic motivation compared to female students. This finding underscores the importance of implementing gender-sensitive strategies in educational interventions aimed at enhancing academic motivation.

#### 4.5 Discussion of Findings

Research question one sought to determine the extent of academic motivation specifically goal orientation, self-determination, and active engagement—among senior secondary school students in Southwest Nigeria. The findings indicated that students exhibited a high level of academic motivation across all the three dimensions. They demonstrated a strong focus on academic goals, a sense of self-determination in their educational pursuits, and active participation in their studies. This aligns with self-determination theory, which emphasizes the importance of intrinsic motivation and the fulfillment of psychological needs, such as autonomy and competence, in promoting academic engagement and success. The results suggest that these factors are integral in motivating students and enhancing their academic performance.

Several studies support these results. For instance, a study in the Philippines found that secondary students demonstrated strong achievement goals and active learning strategies, reflecting high goal orientation and persistent academic effort<sup>1</sup>. Evidence of high active engagement was also found in research involving female students in India, where learners showed high self-efficacy and frequent use of cognitive and metacognitive strategies such as rehearsal, summarizing, and self-regulation<sup>2</sup>. Additionally, a study in Sri Lanka among senior secondary students revealed high intrinsic and extrinsic motivation that significantly contributed to academic performance, further emphasizing students' internal drive and sustained engagement with learning tasks<sup>3</sup>.

However, not all the researches carried out on academic motivation align with the findings of this study. For instance, research conducted among high school students in Assam, India,

highlighted a growing lack of motivation, especially due to distractions from peer influence and entertainment, with low achievers displaying significantly reduced motivation compared to high achievers<sup>4</sup>. Similarly, a study in Jordan found that university students generally had only low to moderate intrinsic motivation, particularly among older and working students, suggesting waning self-determination as students progressed academically<sup>5</sup>. Among medical students at the University of Debrecen, Hungary, a scholar identified a group with low self-determined motivation and high amotivation, which was also associated with poor mental health outcomes—indicating a lack of purposeful academic engagement<sup>6</sup>.

Research question two aimed at determining the extent of parental involvement (parental communication, home-work support, attendance and advocacy) in their children's academic work in senior secondary schools in Southwest Nigeria. Findings suggests that parental involvement across parental communication, home-work support, attendance and advocacy was generally low. This low parental involvement can be attributed to several factors. Firstly, a significant proportion of parents still have limited formal education, with over 43% either never attending school or completing only primary education. This educational gap can affect their ability to support their children's academic work, communicate effectively with teachers, or navigate school systems confidently. Parents with little schooling may feel unqualified to help with homework, attend meetings, or advocate for their children, leading to lower engagement overall<sup>7,8</sup>. Also, many parents in Nigeria work long hours to meet basic needs. This limits their time and energy to be involved in school-related activities. Financial instability also restricts access to school events or providing educational resources<sup>9</sup>. Furthermore, in public schools especially, there are fewer platforms

for parents to contribute meaningfully to school governance, curriculum input, or extracurricular activities<sup>10</sup>.

This finding is supported by several studies in different regions that have similarly noted limited parental engagement. For instance, a study in Rwanda found that parental engagement in education is minimal, with schools primarily communicating with parents about financial matters rather than focusing on the students' academic progress<sup>11</sup>. Parents showed little interest in activities like homework supervision, which negatively impacted student performance<sup>11</sup>. Similarly, research conducted in Nsukka education zone, Enugu state, reported that while there is some correlation between parental involvement and students' self-efficacy in Nigeria, actual engagement in academic activities, particularly homework support, remains inadequate<sup>12</sup>. In South Africa, scholars found that in underprivileged areas, parental involvement is often hindered by socioeconomic challenges, further exacerbating the poor academic outcomes of students<sup>13</sup>. Similarly, a study in South Africa observed that low parental engagement, largely due to ineffective communication and scheduling conflicts, was responsible for poor academic achievement among secondary school students<sup>14</sup>. Also, some scholars documented similar findings in Tanzania, where parental engagement in their children's education was minimal, reflecting the situation observed in Southwest Nigeria<sup>15</sup>.

Conversely, there are other studies that challenged this finding. For instance, in urban areas of Indonesia, parental involvement tends to be notably higher among educated families<sup>16</sup>. Furthermore, a study challenged the assumption of universally declining parental involvement as children enter secondary school<sup>17</sup>. Instead, the findings of the study suggested that the nature of this involvement evolves, adapting to the changing needs of

older students while maintaining its supportive role in education<sup>17</sup>. In Imo State, Nigeria, research revealed that parents, irrespective of their socioeconomic status, demonstrated a strong eagerness to support their children's education, especially during crucial examinations<sup>18</sup>. Also, a study investigating parental involvement in early education found high levels of involvement in assignments and fostering a supportive home environment<sup>19</sup>. Lastly, a study on the extent of parental school involvement on pupils' academic performance in Anambra State, Nigeria found that both teachers and parents rated parental involvement to a great extent in home-school communication and school volunteering as key factors in enhancing students' academic performance<sup>20</sup>.

Research question three aimed at identifying the extent to which senior secondary school students in southwest Nigeria yield to peer influence focusing on conformity, socialization and peer pressure. Findings reveal that the extent to which senior secondary school students in southwest Nigeria succumb to peer influence is high. This indicates that students in this study are highly susceptible to peer influence, making it an important area for attention among educators, parents, and policymakers. The implication for Schools is to implement programmes that encourage positive peer influence, such as collaborative group project, deliberate pairing of extroverts with introverts and mentorship initiatives where high-achieving students support their peers.

There are existing studies support the findings of research question three. For instance, a study in public secondary school students in Osun Central Senatorial District, Osun State, revealed a high level of peer influence among students, indicating that peers play a crucial role in shaping reading habits and, by extension, academic behaviors<sup>21</sup>. Similarly, research in Johor Bahru secondary schools identified high levels of conformity and peer pressure

among adolescents<sup>22</sup>. This aligns with similar findings in Southwest Nigeria, emphasizing the prominence of peer-driven socialization<sup>22</sup>. Additionally, a study found that peer influence on public secondary school students in Lagos State was considered moderately high, with peer pressure having a very strong impact<sup>23</sup>. Also, a study in Plateau State found that adolescents in Jos-North Local Government Area secondary schools often conform to peer norms, highlighting the high levels of peer influence on social behavior<sup>24</sup>. Another study carried out among secondary school students in Oyo State revealed that the level of peer influence is high<sup>25</sup>.

However, some studies challenged the extent of peer influence on student behaviour. Research conducted in senior secondary schools in Owerri Zone I of Imo State suggested that smaller class sizes reduce the dominance of peer influence, allowing for more direct teacher-student engagement that counters peer conformity<sup>26</sup>. In a similar vein, a scholar concluded that locus of control was a more significant determinant of adolescent behaviour than peer pressure in urban Ghana, implying that individuals with strong self-discipline are less vulnerable to peer influence<sup>27</sup>. Research conducted in Nigerian Schools found that while peer acceptance influenced social adjustment, it did not significantly affect academic performance, suggesting that peer influence might be more social than academic<sup>28</sup>. Additionally, another study reported no direct evidence of peer influence affecting upper-secondary educational choices in Hungary, suggesting that other factors, such as family or personal ambitions, played a more significant role in students' academic paths<sup>29</sup>. Another study found no significant relationship between peer pressure and academic performance among adolescents in Jos, suggesting that factors such as self-confidence and family support may help mitigate the impact of peer influence<sup>30</sup>.

Research question four aimed at determining the most adopted study habit (study plan, time management, self-testing and group work) among senior secondary school students in Southwest Nigeria. It was discovered that study plans are the most widely adopted, followed by time management which ranks second in terms of adoption, group work is the third most commonly adopted habit, while self-testing is the least adopted habit. The predominance of study plans as the most adopted habit among senior secondary school students in Southwest Nigeria likely stems from the structured, exam-orientated nature of the education system, where students are encouraged to follow formal study schedules to adequately cover the curriculum. This approach aligns with cultural values that emphasise discipline and routine, making study plans a natural fit for students aiming to excel in exams like the WASSCE. Time management ranks second, as students need to effectively allocate their time across multiple subjects, driven by the pressure to succeed in an environment that places heavy importance on academic achievement. Group work comes third, influenced by peer influence and the benefits of collaborative learning, although it is less structured than individual study plans. Self-testing, however, is the least adopted habit, possibly due to a lack of awareness about its benefits, limited access to practice materials, and insufficient guidance on how to implement effective self-assessment techniques. As a result, students may focus more on structured study routines than self-evaluation methods.

Supporting studies offer insights into these findings. A study observed that Namibian students also rely heavily on personal study timetables and exhibit minimal engagement in peer study groups and self-testing, a pattern mirrored in Nigeria<sup>31</sup>. Similarly, a study noted that students often lack consistent study habits, which correlates with the lesser emphasis on self-testing and group work in favour of structured study plans<sup>32</sup>. A scholar also found that

study skills training could mitigate poor study habits, yet self-testing remains underutilised, paralleling the situation in Nigeria<sup>33</sup>. Another study highlighted that brain-storming techniques enhanced study habits but noted a lower adoption of self-testing among Nigerian students<sup>34</sup>. Additionally, some authors identified study plans and time management as the most effective strategies among students in Lagos, with self-testing continuing to be the least adopted practice<sup>35</sup>.

Contradicting studies provide an alternative perspective. For example, a study found that while study plans are prevalent, students in Abuja displayed a greater inclination towards group work, differing from the trend in Southwest Nigeria<sup>36</sup>. A study reported that self-testing strategies were effective in alleviating exam anxiety, suggesting higher adoption in Kwara State<sup>37</sup>. Another study observed a more frequent engagement in self-testing among students in Plateau State as part of their academic self-concept transformation efforts<sup>38</sup>. A scholar noted that students in Taraba State, despite poor study habits overall, favoured group work over structured study plans, which contrasts with findings from Southwest Nigeria<sup>39</sup>. Lastly, a study recorded a higher reliance on group study and self-testing among students in Rivers State, challenging the low adoption rates observed in Southwest Nigeria<sup>40</sup>.

Hypothesis one aimed to assess the combined impact of parental involvement, peer influence, and study habits on the academic motivation of senior secondary school students in Southwest Nigeria. The findings showed that all three factors—parental involvement, peer influence, and study habits—had a significant effect on academic motivation, leading to the rejection of the null hypothesis. This significant combined influence underscores the critical role that these factors play in shaping students' academic motivation. Active parental involvement, (communication and homework support), foster a supportive learning

environment that enhances student motivation. Positive peer influence encourages students to adopt academic norms and resist non-academic pressures, while effective study habits like time management and group work help students organise their learning and feel more prepared.

The combined influence of these factors on academic motivation suggests that academic motivation is influenced by many factors, which makes it a complex variable. For stakeholders in education (educators, parents, and policymakers), this means that boosting students' academic motivation involves more than just improving school environments; it also requires strengthening support systems at home and encouraging positive peer relationships. Therefore, any interventions aimed at enhancing academic outcomes must be comprehensive, addressing both external influences and internal practices that shape students' motivation to learn.

The significant combined influence of parental involvement, peer influence, and study habits on the academic motivation of senior secondary school students in Southwest Nigeria is consistent with the findings of some past studies. For example, research carried out among middle school students in UAE demonstrated that, parental expectations significantly boost students' academic motivation, despite potential drawbacks of high expectations<sup>41</sup>. Similarly, research found that parental support and control directly and indirectly impact academic performance by enhancing factors such as self-efficacy and study habits<sup>42</sup>. A study also highlighted that warm involvement from both parents and teachers positively influences students' sense of competence and autonomy, which in turn enhances their academic engagement<sup>43</sup>. Research also identified that parental involvement positively affects students' mastery goal orientation over time, contributing to sustained

academic motivation<sup>44</sup>. Additionally, some authors emphasised that intrinsic motivation and parental involvement are crucial for improving adolescents' academic performance, reinforcing the importance of these factors in fostering academic motivation<sup>45</sup>.

A scholar from Sweden also found that students who are exposed to motivated peers tend to perform better academically, particularly in the short term<sup>46</sup>. This shows the importance of having a positive peer environment that can boost students' own motivation to succeed. Similarly, research demonstrated a strong positive correlation between effective study habits and achievement motivation<sup>47</sup>. The study revealed that well-developed study habits could account for a substantial portion of students' motivation, further emphasising the role of disciplined study practices in academic achievement.

Moreover, another scholar explored how peer relationships, although slightly less influential than teacher relationships, significantly affect students' academic motivation and outcomes<sup>48</sup>. The study also highlighted gender differences, with boys being more sensitive to negative peer influences, suggesting that the quality of peer interactions is crucial in shaping academic motivation<sup>48</sup>. In a related study, it was found that peer influence directly impacts students' academic performance by affecting their engagement and task completion<sup>49</sup>. This finding shows the role of peers in fostering or hindering academic success. Lastly, some authors examined the benefits of peer-assisted study sessions and found that these sessions, particularly when combined with high academic motivation and certain personality traits, significantly enhance academic performance<sup>50</sup>. Their study highlights the importance of structured peer interactions in boosting students' motivation and academic outcomes.

However, there are other studies which are not in agreement with these findings. For example, a study among junior high school (JHS) students in selected schools in Cebu found no significant correlation between parental involvement and academic performance among junior high school students, indicating that parental involvement does not always enhance academic motivation<sup>51</sup>. Also, a study highlighted that while certain parenting styles could positively affect academic performance, the emotional and psychosocial impacts of such involvement require careful consideration, as not all forms of parental involvement are beneficial<sup>52</sup>. Another study found that parental support and achievement motivation did not have a significant impact on academic performance in Islamic studies, suggesting that other factors may play a more critical role in influencing academic outcomes in this context<sup>53</sup>. Research also found that while motivation impacts educational success, peer motivation did not have a long-term effect on academic success, questioning the overall impact of peer influence<sup>46</sup>. Furthermore, a study indicated a low-to-negative relationship between parental involvement and academic motivation, suggesting that excessive involvement could actually demotivate students<sup>54</sup>.

Hypothesis two aimed at determining the relative influence of parental involvement, peer influence and study habit on academic motivation of senior secondary school students in Southwest Nigeria. The findings revealed that parental involvement and peer influence are crucial for boosting academic motivation, with peer influence having the most significant impact. While, study habits had a negative influence on academic motivation, which may suggest that the current study habits employed by the sampled students are not effectively enhancing students' motivation or it could be linked to lower motivation levels.

The results of this study is in line with some past studies on academic motivation. For instance, a study conducted in UAE sought to investigate the parental high expectations on their children academic motivation found that while parental involvement, particularly high expectations, can positively influence academic motivation, it can also have negative effects if these expectations are misaligned with the child's abilities<sup>41</sup>. Similarly, a study demonstrated that parental support and control significantly influence academic motivation, particularly through effective study habits and self-efficacy, reinforcing the importance of parental communication and homework support<sup>42</sup>. Another study also found that parental involvement, especially psychological engagement, positively influences students' motivation and their ability to adapt to academic challenges<sup>55</sup>. Again, a scholar found that parental influence, particularly in motivating and encouraging students, plays a crucial role in enhancing academic motivation and performance<sup>56</sup>. This aligns with the idea that parental communication and homework support positively influence students' motivation. Similarly, an author demonstrated that rational parental involvement positively affects students' academic performance and educational choices, reinforcing the importance of targeted parental involvement in Russia<sup>57</sup>. Research also highlighted the significant role of peer influence, showing that a supportive family environment and positive peer interactions greatly enhance academic achievement, which in turn boosts motivation<sup>58</sup>. Another scholar further confirmed that family involvement, including the provision of academic resources and the establishment of high expectations, significantly impacts students' motivation and academic outcomes<sup>59</sup>. Additionally, a study found that parental involvement in ensuring the completion of science learning assignments directly contributes to higher academic motivation and success<sup>60</sup>.

However, not all studies align with these findings. A study among junior high school (JHS) students in selected schools in Cebu found no significant correlation between parental involvement and academic performance, challenging the idea that parental communication and homework support always have positive effects on motivation<sup>51</sup>. Similarly, a study highlighted that overprotective parenting styles can negatively impact academic performance, suggesting that not all forms of parental involvement are beneficial<sup>52</sup>. Some scholars provided mixed results regarding peer influence, showing that while peer norms can positively impact academic activities, they can also lead to distractions like the fear of missing out, which can detract from academic focus<sup>61</sup>. Furthermore, research suggested that parental involvement may not significantly impact academic outcomes when students are already performing well, questioning the universal importance of parental support in driving motivation<sup>62</sup>. Research conducted in Georgia (United States) also explored the role of parental involvement in middle school students' mental health and found that while it reduced mental health difficulties, it did not necessarily enhance academic motivation, particularly in cases where parental control was high<sup>63</sup>. Lastly, a study found that the effect of parental involvement on immigrant students' achievement motivation was generally small, questioning the overall significance of parental influence on academic motivation<sup>64</sup>.

Hypothesis three sought to examine gender differences in academic motivation among senior secondary school students in Southwest Nigeria. The results revealed a statistically significant difference, with male students demonstrating significantly higher levels of academic motivation compared to their female counterparts. This finding can be attributed to several factors. Cultural and societal expectations may place greater pressure on males to excel academically, while gender roles and stereotypes might influence the perceived

importance of academic success. Additionally, disparities in educational support and resources, socialization practices, and psychological factors such as self-efficacy and confidence could also contribute to these differences.

This result aligns with similar studies that found males to often display greater academic motivation, self-perceived employability and achievement than their female counterparts. For instance, a study found significant gender differences in academic achievement among pre-service science teachers in Taraba State, with males outperforming females, potentially reflecting higher motivation levels among male students<sup>65</sup>. Also, ANOVA results from a study conducted in South Africa among 400-level university students revealed a significant gender difference in Self-Perceived Employability (SPE). The analysis showed that male students reported higher levels of SPE compared to their female counterparts. These findings suggest that male students in South African universities tend to be more confident in their prospects of securing employment in the labour market than female students<sup>66</sup>. As male students perceive themselves as more employable and confident in their ability to succeed in the labour market, they are also likely to be more motivated to engage academically, as they see a clearer link between academic success and future employment opportunities.

However, another study investigated gender differences in academic motivation and classroom engagement among 500 university students (250 males and 250 females) in Kathmandu, Nepal using descriptive and causal-comparative methodologies<sup>67</sup>. The findings showed that female students exhibited higher intrinsic motivation compared to male students, who were more inclined toward extrinsic motivation<sup>67</sup>. This Nepal study confirms the believe that female students often attribute value to personal growth and the joy of

learning, unlike males that are more driven by external rewards, such as grades or career prospects<sup>67</sup>.

However, this finding is not universally supported. For example, a study in Lagos state found no significant gender difference in academic achievement in chemistry when using an entrepreneurial-motivated approach, suggesting that educational strategies can equalise motivation levels between genders<sup>68</sup>. Similarly, a study among senior high school students at the University Practice Senior High School, Cape Coast, Ghana found no significant gender differences in achievement motivation among senior high school students, indicating that motivation might be influenced more by context than by gender<sup>69</sup>. In a multi-national study, a scholar found that while small differences existed, females generally showed higher mastery and social motivation across different cultures, challenging the notion that males are inherently more motivated<sup>70</sup>. Finally, a study among Senior Secondary School in Minna, Niger State found no significant gender differences in retention and academic performance using the Flipped Classroom Strategy, indicating that instructional methods can mitigate gender disparities in motivation<sup>71</sup>.

## Endnotes

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## **Chapter Five**

### **Conclusion**

This chapter presents a summary of the key findings, draws conclusions based on the study's results, offers recommendations as derived from the findings, discusses the contribution to existing knowledge, and suggests areas for further research.

#### **5.1 Summary of Findings**

The research aimed at investigating the influence of parental involvement, peer influence, and study habits on academic motivation among senior secondary school students in Southwest, Nigeria. Findings showed that students demonstrated high levels of academic motivation across all three dimensions with a weighted mean of 3.10. Also, parental involvement is generally low with a weighted mean of 2.8. Findings also indicated that students were highly susceptible to peer influence with 2.8 as the weighted mean, with these factors significantly shaping their behaviour and decisions. Out of the four measures of study habits used in this work, findings showed that study plans are the most widely adopted study habit among senior secondary school students in Southwest Nigeria. This was followed by time management, group work, and self-testing in that order.

Furthermore, parental involvement, peer influence, and study habits significantly influenced academic motivation, leading to the rejection of the null hypothesis. It was also discovered that parental involvement and peer influence had significant relative influence on academic motivation of senior secondary school students in Southwest Nigeria, with peer influence

having the most significant influence. While study habits had a negative relative influence on academic motivation. Lastly, there was a statistically significant gender difference, with male students showing notably higher levels of academic motivation compared to their female counterparts.

## **5.2 Conclusion**

This study sheds light on the key factors that influence academic motivation among senior secondary school students in Southwest Nigeria. It highlighted the significant roles of parental involvement, peer influence, and study habits in shaping how motivated students are towards their studies. The findings showed that active parental involvement through good communication, support with homework, and consistent attendance play a fundamental role in boosting students' motivation. Positive peer influence, especially through conformity and peer pressure, also significantly encourage students to stay engaged in their studies. However, the impact of study habits is mixed: while having a structured study plan is beneficial, time management seems to negatively affect motivation, and self-testing and group work don't have a strong impact. The study also found a notable difference between male and female students, with males showing higher levels of academic motivation. This difference might be linked to cultural expectations and gender roles, as well as differences in support and self-confidence. In conclusion, to help students stay motivated, it's important to strengthen parental support and harness the positive aspects of peer influence. Improving study strategies could also make a difference. Additionally, addressing gender disparities and cultural factors will be key to creating a fairer and more supportive learning environment for all students.

### 5.3 Recommendations

Based on the findings of this study, the following recommendations were made:

1. Schools and educational policymakers should build on this high level of academic motivation by integrating programmes that further nurture and sustain students' motivation. For instance, schools could introduce recognition programmes and provide more opportunities for students to take ownership of their learning to reinforce self-determination and goal orientation.
2. Schools should implement programmes to educate and engage parents in their children's education. This could include workshops on effective parental support strategies, better communication channels between parents and teachers, and resources to help parents overcome socio-economic and cultural barriers to involvement.
3. Schools should create programmes that foster positive peer relationships and peer mentoring. By encouraging students to form study groups and engage in collaborative learning, schools can harness the positive aspects of peer influence while providing guidance to help students resist negative pressures.
4. Given that study plans and time management are the most adopted study habits among senior secondary school students in Southwest Nigeria, teachers should reinforce these habits while also promoting the less adopted habits, such as self-testing and group work. Schools can organize workshops to educate students on the benefits and techniques of self-testing as a means to improve retention and

- understanding. Additionally, collaborative learning activities can be incorporated into the curriculum to make group work more appealing and effective.
5. Schools should adopt a holistic approach to enhancing academic motivation by addressing all significant factors including parental involvement, peer influence, and study habits. This could involve creating integrated programmes that involve parents, encourage positive peer interactions, and promote effective study strategies.
  6. Schools should focus on amplifying the positive impacts of parental involvement and peer influence while reassessing and improving study strategies. Specific interventions could include increasing parental engagement through support programmes and enhancing study skills workshops to address the negative aspects of time management.
  7. Schools should work to address gender disparities by implementing gender-sensitive educational practices. This might include providing tailored support to female students to boost their academic motivation and ensuring that cultural and societal expectations do not hinder their academic progress.

#### **5.4 Contribution to Knowledge**

This study has made a significant contribution to the existing body of knowledge on academic motivation by providing in-depth insights into the factors that influence academic motivation among senior secondary school students in Southwest Nigeria. By examining the roles of parental involvement, peer influence and study habits, it offers a subtle understanding of how these elements interact within the specific educational context of Southwest Nigeria. This awareness would be of help to teachers, policymakers, and parents

in developing targeted strategies that are sensitive to local, cultural and socio-economic factors.

The study supports and extends self-determination theory by demonstrating its relevance in the Nigerian educational context. It confirms the theory's assertion that intrinsic motivation, driven by the fulfilment of psychological needs such as autonomy and competence, plays a significant role in academic engagement. Additionally, the study highlights the importance of peer influence and parental involvement, contributing to a more comprehensive understanding of motivational dynamics and how they align with or challenge existing theoretical frameworks.

Empirically, this study provides new insights into the key factors influencing academic motivation, revealing gender differences and the distinct impact of study habits. It deepens understanding of parental involvement, peer influence, and study habits, addressing gaps in the Nigerian secondary education literature.

The practical implications of this study are substantial. It offers actionable recommendations for teachers, parents, and policymakers to enhance academic motivation among students. By suggesting targeted interventions such as parental involvement programs, peer mentoring, and improved study habits training, the study provides concrete strategies that can be implemented to foster a more motivated and engaged student body. Policies that promote greater parental engagement, leverage positive peer influences, and improve study strategies can be developed based on the study's recommendations, leading to more effective educational practices and better academic outcomes for students.

## **5.5 Suggestion for Further Studies**

Future research should explore alternative measures of parental involvement, peer influence, and study habits that were not covered in this study. Moreover, replicating this research in private secondary schools, primary schools, and higher education institutions would offer a broader and more diverse perspective. To enrich the quantitative findings, qualitative approaches such as interviews and focus groups with students, parents, and teachers could offer deeper perspective into the underlying factors affecting academic motivation. Expanding the study to include different states, regions, or even a nationwide analysis could further enhance our understanding of these dynamics on a larger scale.

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### **Website**

Federal Ministry of Education, Nigeria, 2024. <https://education.gov.ng/>

## **Appendix**

### **Senior Secondary School Students Academic Motivation Questionnaire (SSAMQ)**

Department of Arts and Social Science  
Education,  
Faculty of Education,  
Lead City University,  
Ibadan

**Dear Respondents,**

### **Request to Participate in a Research**

I am a doctoral research student at the above-mentioned institution. I am currently conducting research to gain insight into the factors that determine senior secondary school

students' academic motivation. Please respond appropriately to the set of questions in this questionnaire. As respondents, you are not required to write your name; all information provided will be treated as anonymous and will be used solely for research purposes.

Sincerely,

Adepoju Adeoye

### Section A: Demographic characteristics

#### Instruction

Please, tick the space (✓) provided in front of the option that best fits your responses to the questions below

1. **Gender:** Male ( ) Female ( )
2. **Age Range:** Less than 15 ( ) 15-20 ( ) 21-25 ( ) Above 25 ( )
3. **Type of Family:** Monogamy ( ) Polygamy ( )
4. **Parental Education Level:** Never went to school ( ), Primary education ( ), Secondary Education ( ), Tertiary Education ( )
5. **Home location:** Urban ( ) Rural ( )

### Section B

Please indicate the extent to which each statement on academic motivation applies to your experience by selecting the option that best reflects your opinion. Use the following scale to respond to the statements;

Very High Extent (VHE) =4; High Extent (HE) =3; Low Extent (LE) = 2; Very Low extent (VLE) = 1

S/N	I:	VHE	HE	LE	VLE
		4	3	2	1
1	regularly set academic goals for myself to work towards.				
2	am motivated to achieve my academic goals and strive to do my best to attain them.				
3	feel a sense of accomplishment and satisfaction when I achieve my academic goals.				
4	believe that my academic success depends on my own effort and determination.				
5	feel a sense of control over my own academic progress.				
6	feel that having a sense of independence in my academic pursuits motivates me to perform better.				
7	actively participate in classroom discussions and ask questions to clarify my understanding of the material.				
8	engage in active reading strategies, such				

	as taking notes or summarizing key concepts.				
9	seek out additional resources, such as books or online materials, to enhance my understanding of the academic topics.				
10	collaborate with peers on academic tasks, such as group projects or studying together.				

### Section C

This section contains items to collect information on the extent at which your parents are involved in your academic work. Please respond to the statement in the table below using the following scale;

Very High Extent (VHE) =4; High Extent (HE) =3; Low Extent (LE) = 2; Very Low extent (VLE)

S/N	My Parents/Guardian	VHE	HE	LE	VLE
		4	3	2	1
1	discuss with me about my academic progress				
2	ask about my day at school and show genuine interest in my academics				
3	provide feedback and encouragement to				

	motivate me in my studies				
4	create a conducive environment at home for me to complete my homework				
5	check my completed homework or review my assignments with me				
6	prioritize my homework and help manage my time effectively				
7	encourages me to seek help from them when I encounter difficulties with my homework or assignments				
8	actively participate in parent-teachers' Association				
9	make efforts to adjust their schedules or commitments to accommodate their attendance at school events or activities				
10	Look forward to coming to my school to attend any programme organized by my school				
11	attend and actively participate in other school related activities (inter house sports, open day and cultural programmes)				
12	advocate for my educational needs and interests with my school or teachers				
13	are supportive in addressing any				

	academic challenges or concerns I may have at school				
14	provide resources or seek external support, such as tutoring or counseling, to enhance my academic performance				

### Section D

This section relates to the level at which your decisions are influenced by your peers. You are expected to respond to the statements in the tables below using the following scale:

Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1,

S/N	I:	SA	A	D	SD
		4	3	2	1
1	feel the need to conform to the academic behavior or opinions of my peers				
2	am more likely to conform to my peers' academic preferences when studying in a group				
3	feel the need to conform to my peers' expectations even if it goes against my own goals or interests				
4	feel the need to maintain a certain academic image among my peers to be accepted or respected				

5	feel pressured to adopt the study habits of my peers to fit in				
6	feel pressured by my peers to engage in activities that distract me from studying, such as, playing games, or watching movies				
7	am influenced by my peers academic decisions, such as choosing subjects or courses				
8	am more likely to skip studying or neglect academic responsibilities due to peer pressure from my friends				
9	am engaged in academic activities with my peers, such as studying or discussing assignments together				
10	feel that spending time with academically motivated peers positively impacts my own motivation to study				
11	am influenced by my peer's academic goals, such as achieving good grades				
12	discuss academic topics or share study materials with my peers				
13	am more likely to participate in academic competitions or events if my peers are also participating				

### Section E

This section contains items to collect information from respondents on the most adopted study habit among senior secondary school students in Southwest Nigeria. Please respond to the statement in the tables below using the following scale;

Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1,

S/N	I:	SA	A	D	SD
		4	3	2	1
1	create a study plan or schedule to manage academic tasks and assignments				
2	prioritize and plan my study sessions based on the difficulty level or importance of the subjects or topics				
3	review and update my study plan to ensure it aligns with my academic goals and progress				
4	manage my time while studying, to make sure I allocate sufficient time for different subjects or topics				
5	set deadlines for myself to complete specific academic tasks or assignments, and do usually meet those deadlines				
6	am able to balance my academic responsibilities with other activities or commitments, such as extracurricular activities or personal interests				
7	regularly set questions for myself and answer them to test my understanding of the topic I am studying, even when I am not required to do so by my teacher.				
8	believe that self-testing helps me to identify areas where I need to focus in my studies				
9	have more confident in my ability to recall and apply the information I have learned through self-testing, compared to other study methods				
10	participate in group study sessions or reading activities				

	with my classmates				
11	noticed an improvement in my understanding and retention of the material since starting group reading				
12	take advantage of group to get help from peers when I am struggling with any topic				

### Bio-data

#### A. Personal Data

- **Full Name:** Adewumi Adeoye ADEPOJU
- **Address** 2, Adeoye House, Adewolo Peace Estate, off Ayegun Oleyo,  
Ibadan
- **Email** endtimevessel@yahoo.com
- **Phone Number** 08100084501
- **Date of Birth:** 15<sup>th</sup> August, 1985
- **Nationality:** Nigerian
- **Marital Status:** Married
- **Name of Next of Kin:** Omowumi Eytayo ADEPOJU
- **Address of Next of Kin:** Adeoye House, Adewolo Peace Estate, off Ayegun Oleyo,  
Ibadan

#### B. Educational Background

##### 1. Educational Institutions Attended with Dates and Qualification:

###### i. Primary Education

1991-1996

Iluju community ADC school, ogbomosho



Ilorra, oyo state  
0806686933

2. Pst. Oyelowo Olanrewaju  
Life gate Baptist church  
08033467506

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**Signature**

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**Date**

**The University Compliance Certification**

This is to certify that this thesis by Adewumi Adeoye ADEPOJU, with matriculation number LCU/PG/002937, in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, is in full compliance with the approved University format and style.

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Signature

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Date

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