

**Social Support Systems as correlates of Academic Achievement Motivation of  
Secondary School Students in Anambra State.**

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**Abstract**

This study investigated the relationship among social support systems and the academic achievement motivation of secondary school students in Anambra State. Three research questions and hypotheses were raised to guide the study. The study adopted a correlation design. The population of the study comprised all 12604 JSS 2 students in the 267 public secondary schools in Anambra State. The sample size consisted of 600 JSS 2 students from the 6 Education Zones in Anambra State, using Simple random sampling technique. Two instruments were used to collect data for the study; a researcher made instrument titled Students' Perception of Social Support Systems Questionnaire, (SPSSSQ) and the adapted version of Entwistle (1963) Academic Achievement Motivation Inventory. Reliability of the instruments were

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established using Cronbach Alpha reliability technique. The reliability of the instruments yielded .84 and .89 for the SPISSSQ and AAMI, respectively. The instruments were validated by two experts in the Faculty of Education, Nnamdi Azikiwe University, Awka. SPSS was used to analyze the collected data. Pearson Product Moment Correlation was used to answer the research questions, while the Simple Linear Regression was used to test the hypotheses. The findings of the study revealed that parental support had a strong and positive relationship with academic achievement motivation. Additionally, the study revealed that there is a negative relationship between peer support and academic achievement motivation of secondary school students in Anambra. Based on the findings, it was recommended that there is need to encourage workshops and seminars for parents to foster a better understanding of their role in supporting their wards' academic achievement, among others.

**Keywords:** Parental Support, Peer Support, Teacher Support, Academic Achievement Motivation.

## **INTRODUCTION**

Academic achievement motivation is a critical factor in the educational success of students. It encompasses the drive, determination, and persistence that students exhibit towards their academic goals. This motivation is influenced by various factors, including personal goals, self-efficacy, and the support they receive from their social environment (Steinmayr, Weidinger, & Spinath, 2019). In recent years, there has been a growing recognition of the importance of understanding and fostering academic achievement motivation, especially in regions with unique socio-cultural contexts like Anambra State, Nigeria.

The study of academic achievement motivation is timely and essential for several reasons. First, the global educational landscape is rapidly evolving, with increasing emphasis on student-centered learning and the development of 21st-century skills. In this context, understanding the factors that drive students' motivation to achieve academically is crucial for designing effective educational interventions and policies (Vu *et al.*, 2021). Second, in Anambra State, Nigeria, the socio-economic and cultural dynamics play a significant role in shaping students'

academic experiences. The region's emphasis on education as a pathway to social mobility and economic development underscores the need for a localized understanding of academic achievement motivation (Anierobi, Nwogbo, & Oyeyemi, 2022).

Recent research has highlighted the multifaceted nature of academic achievement motivation. Studies have shown that it is not a single construct but rather a combination of various motivational beliefs, task values, goals, and achievement motives (Steinmayr *et al.*, 2019). For instance, students' ability self-concepts and task values have been found to be more powerful predictors of academic achievement than goals and achievement motives (Steinmayr *et al.*, 2019). Additionally, the reciprocal relationship between motivation and achievement has been well-documented, with motivation influencing academic performance and vice versa (Vu *et al.*, 2021).

In Anambra State, the interplay of social support variables such as parental, peer, and teacher support is particularly crucial. Parental support involves the emotional, informational, and instrumental assistance that parents provide to their children, which has been shown to significantly impact students' academic success (Chen, Bian, & Zhu, 2023). Peer support, characterized by positive peer interactions, can enhance students' academic motivation and engagement (Yustikasari *et al.*, 2022; Isong *et al.*, 2021). Teacher support, including both academic and emotional support, plays a vital role in fostering students' attitudes towards learning and their academic performance (Camacho *et al.*, 2021).

Despite the substantial body of research on the individual impacts of these forms of support, there remains a gap in understanding how they interact and collectively influence academic achievement motivation in the specific context of Anambra State. Previous studies have often focused on one type of support in

isolation, neglecting the potential synergistic effects of combined social support. Furthermore, the socio-economic and cultural dynamics of Anambra State, such as the emphasis on education and the varying levels of parental involvement due to economic factors, necessitate a localized examination of these variables.

Additionally, there is limited research on the mechanisms through which social support influences academic motivation and achievement. For example, how do parental encouragement and involvement translate into increased academic engagement? What role do peer interactions play in shaping students' attitudes towards learning? How does teacher support contribute to students' resilience and perseverance in the face of academic challenges? Addressing these questions is essential for developing a comprehensive understanding of the factors that drive academic achievement motivation among secondary school students in Anambra State.

This study aims to fill these gaps by investigating the relationships between social support variables (parental support, peer support, and teacher support) and academic achievement motivation among secondary school students in Anambra State, Nigeria. By examining these relationships, the study seeks to provide insights into the combined effect of these forms of social support and the underlying mechanisms through which they influence academic motivation and achievement.

### **Statement of the Problem**

The academic achievement of secondary school students is a crucial determinant of their future opportunities and socio-economic mobility. In Anambra State, Nigeria, the complexity of factors influencing academic motivation necessitates a comprehensive exploration. While individual studies have examined the impacts of parental, peer, and teacher support on students' academic outcomes, there is a significant gap in the literature regarding the integrated effects of these

social support variables. This gap limits the understanding of how these factors collectively shape students' motivation to achieve academically.

Furthermore, the mechanisms through which social support influences academic motivation remain underexplored, particularly in the unique socio-cultural context of Anambra State. The varying levels of parental involvement due to economic factors, the role of peer interactions in shaping academic attitudes, and the impact of teacher support on students' resilience and perseverance are critical areas that require further investigation. Addressing these gaps is essential for developing targeted interventions and educational policies that can enhance academic motivation and performance among secondary school students.

This study aims to provide a comprehensive examination of the relationships between parental, peer, and teacher support and academic achievement motivation among secondary school students in Anambra State, Nigeria. By exploring these relationships and the underlying mechanisms, the study seeks to contribute valuable insights that can inform the design of effective educational strategies and policies in the region.

### **Purpose of the Study**

The objective of this study is to investigate the influence of social support systems on learners' academic achievement motivation, in Awka South Local Government Area.

Specifically, the study seeks to;

1. Identify the extent of relationship between parental support and the academic achievement motivation of secondary school students in Awka South Local Government Area.

2. Identify the extent of relationship between peer support and the academic achievement motivation of secondary school students in Awka South Local Government Area.
3. Identify the extent of relationship between teacher support and the academic achievement motivation of secondary school students in Awka South Local Government Area.

### **Research Questions**

The following research questions were formulated to guide the study;

4. What is the extent of relationship between parental support and the academic achievement motivation of secondary school students in Awka South Local Government Area?
5. What is the extent of relationship between peer support and the academic achievement motivation of secondary school students in Awka South Local Government Area?
6. What is the extent of relationship between teacher support and the academic achievement motivation of secondary school students in Awka South Local Government Area?

### **Hypotheses**

Ho1: Parental support has no significant relationship with academic achievement motivation.

Ho2: Peer support has no significant relationship with academic achievement motivation

Ho3: Teacher support has no significant relationship with academic achievement motivation.

## **METHOD**

This study adopted the correlation research design. According to Nworgu (2015), this research design is one that allows for the study relationships between variables. This design was considered appropriate for the present study as it would help in ascertaining the magnitude and direction of relationship that exists among the variables.

The population of the study comprised all 12604 JSS2 students enrolled for the 2023/2024 academic session in the 267 public secondary schools in Anambra State. (Source: Post Primary Service Commission, 2024).

The sample size was 600 JSS 2 students selected using Multistage Sampling Technique. First, the study area was divided into 6 clusters, each for the 6 Education Zones in the state. Using the simple random sampling technique, 4 schools were selected from each Education Zone, which entailed a total of 24 schools. From each school, 25 students were selected randomly using the "Hat and Draw" method. Thus, 600 students were sampled for the study.

Two instruments were used to collect data for this research project; a researcher developed questionnaire titled “Students’ Perception of Social Support Systems Questionnaire (SPSSSQ)” which was used to measure the respondents' perception of their levels of social support, while a standardised instrument by Entwistle (1963), titled "Academic Achievement Motivation Inventory, AAMI, was adapted to ascertain the respondents' academic achievement motivation levels. The instruments were validated by 3 experts in Measurement and Validation from the Department of Science Education, University of Nigeria, Nsukka. To ascertain the reliability of the instruments, a trial test was carried out. as 50 copies of the instrument were administered to 50 students in schools in schools that were not sampled for the study. Cronbach Alpha coefficients of 0.81, 0.76 and 0.89 were obtained for clusters 1, 2

and 3, respectively. More so, the overall reliability estimate obtained for the instrument was 0.84. The adapted Academic Achievement Motivation Inventory also yielded a reliability coefficient of 0.89. The instruments were therefore considered reliable enough to be used for the study. Data collected were analysed using SPSS Version 26. The research questions were answered using Pearson Product Moment Correlation, PPMC, while hypotheses were tested using Simple Regression analysis at .05 level of significance.

## RESULTS

**Research Question One:** What is the extent of relationship between parental support and the academic achievement motivation of public secondary school students in Anambra State?

**Table 1: Pearson Correlation showing the Relationship between Parental Support and Academic Achievement Motivation of Secondary school students**

				R-values	R <sup>2</sup>	Adjusted R <sup>2</sup> value	Sig. value
Parental	Support	-	Academic	0.913	0.834	0.82	0.01
Achievement Motivation							

Data in Table 1 revealed that the correlation coefficient between parental support and academic achievement motivation is 0.913. This shows that there is a strong and positive relationship between parental support and academic achievement motivation. This implies that when learners experience support from their parents, they are motivated to work hard to attain success.

**Research Question Two:** What is the extent of relationship between peer support and the academic achievement motivation of public secondary school students in Anambra State?



**Table 2: Pearson Correlation showing the Relationship between Peer Support and Academic Achievement Motivation of Secondary school students in Anambra State.**

		R-values	R <sup>2</sup>	Adjusted R <sup>2</sup> value	Sig. value
Peer Support –					
Academic Achievement	Motivation	-0.08	0.007	0.00	0.32

Table 2 showed that correlation coefficient of the relationship between peer support and academic achievement motivation is -0.08 which implies a negative relationship between the independent and dependent variable. Therefore, peer support has a negative relationship with the academic achievement motivation of secondary students in Anambra State.

**Research Question Three:** What is the extent of relationship between teacher support and the academic achievement motivation of public secondary school students in Anambra State?

**Table 3: Pearson Correlation showing the Relationship between Teacher Support and Academic Achievement Motivation of Secondary school students.**

		R-values	R <sup>2</sup>	Adjusted R <sup>2</sup> value	Sig. value
Teacher Support –					
Academic Achievement	Motivation	0.83	0.68	0.69	0.02

Data from Table 3 revealed that the correlation coefficient between teacher support and academic achievement motivation is 0.83 which implies a strong and positive relationship between the two variables. Consequently, it was deduced that teacher support had a strong relationship with academic achievement motivation of secondary school students in Anambra State.

**Hypothesis One:** Parental support has no significant relationship with academic achievement motivation.

**Table 4: Simple Linear Regression on the Predictive of Parental Support on Academic Achievement Motivation**

	Coefficients <sup>a</sup>					Model Summary <sup>b</sup>						
	Unstandardized Coefficients		Standardized Coefficients			R	Adjusted R <sup>2</sup>	S.E	F-value	df1	df2	Sig. F-value
	B	S.E	Beta	t	Sig.							
(Constant)	1.55	0.05		34.54	0.00	.91 <sup>a</sup>	0.82	0.09	1.27	1	148	0.01
Parental Support	0.00	0.01	0.91	0.11	0.01							

a. Predictors: (Constant), Parental Support  
b. Dependent Variable: Academic Achievement Motivation

Table 4 reveal the predictive power of parental support on academic achievement motivation of secondary school students in Anambra State was ascertained to be  $B = 0.91$  ( $p < 0.05$ ). The p-value (0.01) is less than 0.05, so the null hypothesis was rejected. Therefore, parental support predicts academic achievement motivation in secondary school students in Anambra State.

**Hypothesis Two:** Peer support has no significant relationship with academic achievement motivation

**Table 5: Simple Linear Regression on the Predictive of Peer Support on Academic Achievement Motivation**

	Coefficients <sup>a</sup>					Model Summary <sup>b</sup>						
	Unstandardized Coefficients		Standardized Coefficients			R	Adjusted R <sup>2</sup>	S.E	F-value	df1	df2	Sig. F-value
	B	S.E	Beta	t	Sig.							
(Constant)	1.58	0.04		39.62	0.00	.082 <sup>a</sup>	0.00	0.09	1.01	1	148	0.31
Peer Support	-0.01	0.01	-0.08	-1.01	0.32							

a. Predictors: (Constant), Peer Support  
b. Dependent Variable: Academic Achievement Motivation

The predictive power of peer support on academic achievement motivation of secondary school students in Anambra State was shown in Table 5. The value B = 0.08 ( $p < 0.05$ ) and the p-value (0.31) is greater than 0.05, so the null hypothesis was accepted. Therefore, peer support cannot predict academic achievement motivation in secondary school students in Anambra State.

**Hypothesis Three:** Teacher support has no significant relationship with academic achievement motivation

**Table 6: Simple Linear Regression on the Predictive of Teacher Support on Academic Achievement Motivation**

	Coefficients <sup>a</sup>					Model Summary <sup>b</sup>						
	Unstandardized Coefficients		Standardized Coefficients			R	Adjusted R <sup>2</sup>	S.E	F-value	df1	df2	Sig. F-value
	B	S. E	Beta	t	Sig.							
(Constant)	1.53	0.04		37.42	0.00	.83 <sup>a</sup>	0.69	0.09	1.05	1	148	0.02
Teacher Support	0.00	0.01	0.83	0.22	0.02							

a. Predictors: (Constant), Teacher Support  
b. Dependent Variable: Academic Achievement Motivation

Table 6 showed the predictive power of teacher support on academic achievement motivation among secondary school students in Anambra State was found to be  $B = 0.83$  ( $p < 0.05$ ). The p-value (0.02) is lower than 0.05, so the null hypothesis was not accepted. Therefore, parental support predicts academic achievement motivation among secondary school students in Anambra State.

### **Discussion of Findings**

Based on findings of Table 1, it was revealed that parental support had a strong and positive relationship with academic achievement motivation. Also, Table 4 also showed that parental support had a strong predictive power on academic achievement motivation of senior secondary school students in Anambra State. This implies that when parents show commitment towards their children's academic endeavors, the learner (children) are moved to work hard to succeed. This is in line with the findings of Adamou (2018) that social support interplayed with psychogenic needs to encourage academic success. This is most likely associated with the learners need for positive feedback from their parents. Most learners would love to achieve success to impress their parents that have shown solidarity and support. The findings also agree with Baria and Gomez (2022) that found that social support influenced the learning environment. The success or failure of a learner is highly dependent on a number of factors including learning environment. Thus, social support could be said to have an indirect influence on academic success.

Findings in Table 2 revealed that there is a negative relationship between peer support and academic achievement motivation of senior secondary school students in Anambra State. Also, results in Table 5 also showed that peer support did not predict academic achievement motivation. The findings did not augur with that of Wen and Li (2022) that found that social support has a predictive effect on school-work-outcomes of learners from low-income homes. The disparities in the findings

could be attributed to the socio-demographic characteristics of the samples as indicated in the findings of Guzzman *et al.* (2014) that found a negative relationship between social support and academic outcomes with ethnic nationality as a moderator. Thus, it could be summarized that peer support does not have any strong influence on the academic achievement motivation of senior secondary school students.

Findings in Table 3 and Table 6 found a strong positive relationship, as well as a strong predictive power between teacher support and academic achievement motivation. This is in line with the findings of Longe and Owube (2019) that posited that support from around the learner had significant influence on goal attainment of undergraduates. Teachers are vital in the learning process as they act as facilitators and models for the learner. When teachers offer support to learners, they tend to strive to attain success. Also, the findings of the study are also in line with the expositions of Egheosase and Ugwu (2016) that social support had significant influence on the academic performance of undergraduates. When a learner has the trust and support to his teacher(s), the said learner tends to apply himself more in the pursuit of academic-oriented goals.

## **Conclusion**

The study concluded that parental support and teacher support significantly associated with academic achievement motivation of secondary school students in Anambra State, Nigeria. However, peer support had no significant relationship with the dependent variable among the target population.

## **Recommendations**

1. There is need to encourage workshops and seminars for parents to foster a better understanding of their role in supporting academic achievement.

2. There is need for peer mentoring initiatives to help sensitive young people on the positive and negative consequences of peer association and how to leverage on these associations to enhance their chances of attaining desirable academic outcomes.
3. There is need to entrench a supportive school culture by fostering a positive and inclusive school environment that promotes collaboration among peer, parents and teachers.
4. Establishing a structured feedback mechanism involving peers, teachers and parents to assess students' academic progress.
5. The school administration should establish a continuous monitoring and evaluating system to assess the long-term impact of academic programmes in order to assess learners' progress.

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