PARENTAL ACHIEVEMENT ORIENTATION AS PREDICTOR OF ACADEMIC SELF-EFFICACY AND NEED-ACHIEVEMENT OF IN-SCHOOL ADOLESCENTS IN ANAMBRA STATE, NIGERIA

BY

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NOVEMBER, 2019

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SUPERVISOR: PROF. D.U. NGWOKE

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APPROVAL PAGE

THIS THESIS HAS BEEN APPROVED FOR THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS, UNIVERSITY OF NIGERIA, NSUKKA

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DEDICATION

In memory of my late husband, Evangelist Sunday Nwachukwu Mbaegbu for his support and encouragement even though he did not live to celebrate the completion of the programme.

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ABSTRACT

The study investigated parental achievement orientation as predictor of academic self-efficacy and need-achievement of in-school adolescents in Anambra State, Nigeria. Six research questions and six null hypotheses guided the study. The study adopted correlation research design with a population of 15,734 in-school adolescents. A sample of 1200 in- school adolescents were used for the study. Three (3) instruments, namely Parental Achievement Orientation Scale (PAOS), Academic Self-Efficacy Scale (ASES) and Need-Achievement Scale (NAS) were used as instruments for data collection. The instruments were face validated by three validators from the Faculty of Education, University of Nigeria, Nsukka. Reliability indices of 0.79, 0.79 and 0.88 were obtained for the three (3) instruments respectively. Data collected were analysed using multiple regression analysis. Co-efficient of determination was used to answer the research questions while analysis of variance was used to test null hypotheses at 0.05 level of significance. Among the findings it was revealed that parental achievement orientation correlated positively with in-school adolescents' academic need-achievement. Therefore, the study concluded that parental achievement orientation significantly correlated positively with in-school adolescent academic self-afficacy and their need-achievement. The implication of this finding is that parents should imbibe positive and high achievement orientation in their children. It was recommended, among others, that parents should adequately lend support to, and encourage their adolescents to be positive in their academics in order to boost their academic self-efficacy and need-achievement.

CHAPTER ONE

INTRODUCTION

Background of the Study

Globally, some academic challenges are experienced by in-school adolescents. In-school adolescents are individuals in their teens who are still attending secondary schools. They are usually referred to as students or teenagers; and are children who need support or encouragement for optimal achievement in life. Some adolescents engage in activities in which they believe they are capable of achieving and expend much effort towards the attainment of success (Obetta, 2013). This is what Bandura (1997) described as self-efficacy. Self-efficacy is a multidimensional cognitive variable that influences all aspects of human functioning and learning like in the areas of social, health, sports, academics, and so on (Ogunmakin & Akomolafe, 2013). Self-efficacy could be seen as an individual's personal belief in his own capacities to produce a specific performance (Zimmerman and Cleary, 2006). When such belief is on academic tasks, it is described as academic self-efficacy.

Academic self-efficacy as identified by ChildTrend (2012) is an individual's belief or conviction that one can successfully achieve at a designated level on an academic task or attain a specific academic goal. Academic self-efficacy reflects student's personal beliefs in his own capacities to achieve educational duties at expected levels (Gore, 2016). Thus this ultimately increases student's mental efforts to learning. Bong and Skaalvik (2003) indicated that academic self-efficacy are beliefs that are formed specifically towards academics (as distinct from non-academics, general, social, emotional or physical) domains. Stressing further, the authors explained that academic self-efficacy influences students' academic functioning, facilitates

students' engagement, goal setting, task choice, persistence, effort, intrinsic motivation, strategy use, performance, achievement, and career selection. There are two major levels of academic self-efficacy. Bandura (2006) identified that individual's academic self-efficacy could be high or low.

Individuals who face the challenge in a difficult academic task as something to be learned and mastered are said to possess high academic self-efficacy (Bandura, 2006). For such individuals, interest and motivation in mastering the task will drive them to succeed in difficult, yet approachable goals (Kozlowski & Salas, 2010). Individuals with high academic efficacy are less prone to self-defeating thought patterns; they experience less stress and depression and may face failure and setbacks without giving up but will be more committed towards the attainment of a goal. Bandura (2006) noted that high academic self-efficacy individuals use more cognitive and metacognitive strategies to approach difficult academic tasks. Students whose academic self-efficacy levels are high put up persistent efforts to overcome the academic duties assigned to them and do not give up easily. Nonetheless, students with high levels of self-efficacy devote themselves to school better, and are more optimistic (Chermers, Hu &Garcia, 2011). Unsuccessful experiences of students affect their academic self-efficacy negatively. Bassi, Stace, Fave, Caprsar (2015) state that students with high self-efficacy are more willing to perform academic duties given to them when compared to the ones with low self-efficacy. Moreover, when students with higher academic self-efficacy are compared to the ones with low self-efficacy, it was found that those having higher academic self-efficacy study more, and by using efficient learning strategies, manage difficult academic duties effectively (Chermers, Hu & Garcia, 2011).

On the other hand, individuals who decide that the task is impossible and are scared are said to possess low academic self-efficacy. Students with low academic self-efficacy tend to withdraw themselves in the face of academic difficulties (Bandura; 2006), they feel helpless, avoid failures and decide that all efforts are needless, thus they are completely inactive and disoriented. There is a tendency that students with low levels of academic self-efficacy experience academic failure more, and have problems in devoting themselves to school activities. In other words, students with low academic self-efficacy levels, draw themselves away from academic duties, show avoidance, experience motivation problems, and experience anxiety with school (Lodenyk & Winne, 2015). Regretably, in school adolescents in Anambra educational zones are not an exception since most of them are found putting up negligence in academic activities in their various schools, experiences high anxiety during examination which could be related to their achievement in school.

In this study, academic self-efficacy is defined as individual's confidence and demonstration of efforts in their capabilities to learn. Academic self-efficacy has influence over individuals' ability to learn, their motivation and performance. It promotes self-determination to learn and influences students' choice of activities, effort and engagement in an academic task or activities. While academic self-efficacy helps students to persistently engage in behaviours that are necessary to attain goals and reach optimal achievement, it could also be seen as the students' perceived capabilities to manage their own learning behaviours, to master academic materials and to fulfill academic expectations, including the extent to which students believe they will succeed in school. Academic self-efficacy is not an inherent or environmental factor but a cognitive factor and key element of motivation (Pajares, 2012). It exerts considerable impact on students' need achievement and promotes academic attainment. Weiser and Riggio (2010) noted

that a high sense of efficacy engenders self regulated learning and academic mastery in students can foster students' need-achievement.

Need-achievement is an individual's motivation to succeed in competition and to excel in activities important to them (Moore, Grabsch and Potter, 2010). Achaya and Joshi (2011) explained need-achievement as the basic ingredients for individuals' degree of success in life and noted that individuals degrees of success vary in life depending on the level of the motivation they have acquired. Need-achievement explains why some students persist and persevere in the face of difficulty while others relent and give up easily when they are under severe difficulty. In this study, need-achievement is defined as the intrinsic motivation of students to engage and persevere in academic tasks for significant accomplishment. Atkinson (2005) pointed out that individuals' need-achievement could be high or low.

High need-achievement is a situation whereby individuals work with intense, prolonged and repeated efforts to accomplish set goals. These individuals are highly focused towards a high and distant goal with the determination to win and when necessary endure difficult academic task while consistently concerned with setting and meeting high standard of achievement. Yough and Anderman (2009) noted that high need-achievement individuals are influenced by internal drive for action (intrinsic motivation) and the pressure exerted by the expectations of others (extrinsic motivation). They tend to chose moderately difficult task, which are challenging but within reach and seek challenges with high degree of independence. Their most satisfying reward is the recognition of their achievements.

Conversely, individuals with low need-achievement shy away from difficult tasks and may choose very easy tasks in order to minimize risk of failure. Yough and Anderman, (2009) described these students as individuals scarcely influenced by internal drive for action (intrinsic

motivation) and the pressure exerted by the expectations of others (extrinsic motivation). They withdraw in competition and do not care if they win. Such individuals do not care to excel in any activity no matter the importance attached to the activity. Atkinson (2005) indicated that high achievers seek out achievement situations, look for challenges and enhance performance while low achievers avoid achievement situations, avoid challenges and perform poorly. Also, Zimmerman and Cleary (2006) observed that when students believe that they can perform a task in a proficient manner, they will become more engaged in the activity, work harder and sustain high levels of effort even when obstacles are encountered. In addition, McClelland (1961) argued that different societies as well as individuals, showed different levels of achievement motivation. Need-achievement accounts for differential academic striving in students. It also helps to account for different degrees of actual achievement among students. Need-achievement involves individuals desire to persevere to achieve something difficult or master a challenging task. It is individuals' determination to accomplish a set goal and willingness to actively engage in academic learning activities or tasks. Such determination and willingness to engage in a task could have relationship with the parents' achievement orientation. Thus, parental achievement orientation may exert influence on the confidence and motivation individuals have for engaging in academic learning activities or tasks and may mar or improve their academic self-efficacy and need-achievement.

Parental achievement orientation describes the intrinsic feeling and belief which forms an integral part of parenting. Ewuru (2013) defined parental achievement orientation as an aspect of parenting that predicts either positively or negatively achievement motivation and self-esteem of children in their school work. Parental achievement orientation as seen by Davis (2000) is the standard parents hold on how to help their children to improve their school grades, test scores,

interest in school work and to help them graduate from school. Macleod (2004) noted that parental achievement orientation is all about parents' disposition regarding the cultivation of effort or demonstration of ability in achievement training. Parental achievement orientation could account for the extent to which in-school adolescents aspire to achieve in school. Ngwoke and Ede (2016) pointed out that parental achievement orientation significantly predicted academic self-efficacy of in-school adolescents. The achievement orientation parents hold may predict two different outcomes which are adaptive and maladaptive outcomes for the in-school adolescents.

Mastery oriented parents encourage adaptive outcomes in in-school adolescent such as high intrinsic motivation, persistence to work harder at academic tasks, high academic self-efficacy and use of more effective cognitive strategies. While performance oriented parents produce maladaptive outcomes in in-school adolescents such as poor academic performance, low level of academic engagement, self handicapping behavior, low intrinsic motivation, task withdrawal, challenges avoidance and low academic self-efficacy. For example, those in-school adolescents whose parents made to believe that success is as a result of hard work and much effort could try as much as possible to attain success, while those in-school adolescents whose parents made to see success as possessing of ability will give up easily and feel helpless. Fan and Chen (2001) found that parents expectations for their children academic successes related positively to actual academic achievement. Also, Schunk and Meece (2006) noted that parents who want their children to be academically focused are apt to urge them to become involved in academic activities which can strengthen children's self-efficacy.

Furthermore, the type of orientation parents adopt in an achievement situation can cause in-school adolescents to adopt a different or less acute response pattern for academic

improvement: for example, mastery oriented parents that emphasize effort and self-referenced improvement may spur an in-school adolescent with low academic self-efficacy and low need achievement unto hard work and motivation towards achievement; while performance orientated parents that emphasize superior ability and surpassing others can discourage an in-school adolescent with high academic self-efficacy and high need-achievement. Brook (2008) noted that parents can encourage or discourage children's academic work by passing comments such as: the child has ability or conversely, has no skill at a task and further stressed that parents' actions could help students to develop increased capacity for self-regulation, which leads to achievement. Leal-Soto, Onate, Ulloa and Maluenda (2013) indicated that the modes of actions and messages from parents create environments that stimulate the interest and efforts of students to learn or discourage it.

In this study, parental achievement orientation is defined as different ways parents approach or respond to achievement activities or situations to develop academic self-efficacy and need-achievement of their children. Parental achievement orientation may cause in-school adolescents to focus greater and better attention on hard work than focusing on ability and surpassing others and thus improve on performance: for example, when in-school adolescents focus attention more on hard work, there will be higher levels of academic achievement and academic self-efficacy but when in-school adolescent's attention is on showing ability, it becomes detrimental to academic achievement and academic self-efficacy. Chen and Lan findings cited in Passor and smith (2007) revealed that Chinese high school students typically care more about meeting their parents' expectations for academic success than do American students. Leman, Brenor, Parke and Gauvain (2012) found that European- Amercian students had lower standards for their academc work and their parents more often attributed their

children's performance to innate abilty while Asian students had higher academic standards because their parents emphasis hard work as the most important factor for academic achievement. The achievement orientation parents adopt can raise confidence in in-school adolescents for academic learning. For example, mastery oriented parents inculcate in in-school adolescents the belief that they can succeed when they work hard while performance oriented parents inculcate the belief that based on in-school adolescents ability, they can or cannot succeed. Also, mastery oriented parents can improve in-school adolescents confidence in learning academic materials, and motivate them unto much effort and harder work especially when the in-school adolescents experience failure and threatens to give up. Thus, the in-school adolescents may face the challenge with all enthusiasm and joy to master the task. While a performance oriented parents, who express ability can discourage the in-school adolescents confidence by providing superficial help believing that the in-school adolescents have done the best and fail to achieve. The in-school adolescents however lack confidence in learning academic materials and may tend to express a magnitude measure of anxiety, frustration, learned helplessness, truancy, and all kinds of examination malpractice and may withdraw. Eccles, Wigfield and Schiefele (1998) noted that some training programmes parents give help children develop strategies for goal setting; and interpreting failure in different ways as well as encouraging these children to enjoy the process of learning rather than focusing on the achievements of learning and affirmed that such programmes reduce feelings of helplessness. Torres and Solberg findings cited in Bu and Mushtaq (2016) indicated that higher academic self-efficacy is accounted in the students with parental support; this revealed that parental support could enhance academic self-efficacy of in-school adolescents.

Parents' achievement orientation could have different psychological consequences for in-school adolescents: adolescents who believe that they are competent and adolescents who have doubts about their capabilities. In-school adolescents whose parents could make to believe that they are competent are more likely to be intrinsically motivated and are more likely to maintain their efforts to do well in school. However, Igwilo (2012) reported that some parents in Anambra State have abandoned their function as custodians of sound education towards the academic achievement of their children. This seems to agree with Olaniyan cited in Kalgo (2001) that parents no longer encourage effort and hard work among adolescents but set "perfectionistic" standard for them making failure a disgraceful act. Whereas in-school adolescents whose parents could make to have doubts about their capabilities are more likely to be susceptible to feelings of anxiety and hesitation in the face of academic challenges. Therefore, those in-school adolescents source of motivation puts them on shaky ground, undermines intrinsic motivation and self-confidence which diminishes academic achievement.

Some parents believe that achievement is attained as a result of effort and the use of appropriate strategies. Ewuru (2013) pointed that such parents set standards, encourage and monitor their adolescents' academic learning for optimal achievement. They do not compare the efforts of their adolescents with other of their peers. Such parents encourage persistence, look ahead of where their child will have problem or challenges and tackle it; and focus on the development of competence in learning academic materials. Such parents consider their past actions and think of the way to improve on their skills and performance. In the view of Fridel, Cortina,Turner and Midgley (2007) such parents are optimistic and will encourage their children who experience failure to intensify their efforts and work harder; assuring them that it is only through hard work that they will make it. Such parents are much concerned about the self-

improvement of their adolescents and they tend to compare the current level of the adolescents' achievement to their prior achievement. Gutman (2006) described such parents as mastery oriented parents.

Conversely, some parents believe that achievement is as a result of possessing superior ability, surpassing one's peers and appearing smart. Macleod (2004) indicated that such parents compare the efforts of their adolescents with other of their peers and are interested in competition, demonstration of competence and outperforming others. They do not care to monitor and encourage their children towards hard work but are more interested about performance. Such parents are more likely to employ superficial learning strategies to attain success rather than learning the activities. According to Gutman such parents are described as performance oriented parents. In addition, Yough and Anderman (2009) found that parental emphasis on the importance of grades and high test scores may lead offspring to operate at ability level while parental emphasis on learning and mastery may encourage offspring to operate at effort and hard work level. Also, Alonso-Topia findings cited in Leal-Soto, Onate,Ulloa and Maluenda (2013) revealed that many students of Latin America do not have interest in school contents and are not motivated unto learning because majority of their parents do not value the efforts and the acquisition of skills or competencies.

Parental achievement orientation describes the intrinsic feeling and belief of parents which forms an integral part of parenting which predicts either positively or negatively the extent of achievement motivation of children in their academic tasks. Parents have different reasons for engaging in achievement related behaviour. Discrepancies in school location and in-school adolescents' gender could also be a critical determinant of the pattern of parental achievement orientation adopted by these urban and rural inhabitants. The way parents perceive achievement

determines the extent of effort exerted towards its attainment. Parental achievement orientation may be influenced by some demographic variables such as gender and school location.

Students' gender could determine encouragement and motivation parents give their children in achievement situations. According to Maimuna (2006), gender refers to all characteristic of men and women which a particular society has determined and assigned each sex. According to Ezeh (2013) gender describes the personality traits, attitudes, behaviours, values, relative power, influence, roles, and expectations that society ascribes to the two sexes on a differential basis. Gender in this study is seen as societal ascription of femininity or masculinity to children of different sexes in relation to their roles and behaviour expectations. Most societies believe that females are weaker than males and traditionally raise girls to believe that they are not as good at doing things as boys are. Therefore, achievements by females may be based on ability while achievements by males may be as a result of their efforts even when equal opportunities are offered to both sexes. Abdullahi, Kalejaiye-Matti, Garba and Balogun (2007) reported that parents preferentially support the education of their sons than daughters on the belief that the males need more achievement in education because they are bread winners and adventurers.

School location could also be an influencing factor for academic self-efficacy and need-achievement. Osokoya and Akuche (2011) defined school location as the environmental condition around a school which could be urban or rural. Children in urban areas are believed to be more committed in academic learning materials than those of their counterparts in rural areas. Civilization in urban areas is believed to have place values on education. Owoeye and Yara (2010) found that significant differences exist between students' academic achievement of rural and urban secondary schools in senior school certificate examination. School location refers to

sites or geographical locations where schools of in-school adolescents are situated. According to Obetta (2013) school locations can be urban or rural. School location in this study is seen as the community in which the school is located either rural areas characterized by insufficient infrastructures, low population density, aging population and agrarian orientation or urban areas characterized by increased industrialization, availability of modern infrastructure and high population density. These dynamics in globalization makes the culture of work by parents to overtake the traditional parental roles thereby exposing children and specifically in-school adolescents to negligence especially in academic support.

The values of parents may influence the confidence and motivation of in-school adolescents in meeting academic challenges. For example, parents who value effort lay emphasis on the exertion of effort for better result while those who value ability believe that their children have done the best they can do. Brooks (2008) noted that in United States, European American parents view the child's innate ability as the main determinant of achievement, consider it their role to give children emotional support in school work; and see failure as a sign of limited ability, whereas Asian American parents believe that hard work and effort determine success; take active roles in seeing that their children exert the necessary work and effort to achieve high standards; and see failures as remediable with increased effort.

Parental achievement orientation patterns may vary in urban and rural areas and may also be found to be different especially if the gender differs. This therefore makes it imperative to examine gender and school location of the in-school adolescents as a moderating variable in this research. Generally, this necessitates that a research study should be conducted to determine the relationship which exists among parental achievement orientation, academic self-efficacy and need-achievement of in-school adolescents in Anambra State.

Statement of Problem

In the process of development into adulthood, in-school adolescents begin to have different aspirations about what the future will hold for them. These aspirations stem from their academic efficacy which could have relationship with their need achievement as well as their parental achievement orientation. Nowadays, it seems that the kind of parental achievement orientation parents adopt could determine wheather one will develop high academic self-efficacy or low academic self efficacy. Apparently, in-school adolescents in Anambra State, Nigeria are experiencing different levels of academic challenges. These challenges include inability to persevere under severe academic difficulty. These set of students are found cutting corners in trying to succeed in academics. Reports by some scholars indicated that some parents in Anambra State have abandoned their function as custodians of sound education towards the academic achievement of their children and that they no longer encourage effort and hard work among adolescents but set "perfectionistic" standard for them making failure a disgraceful act. Some parents are much after showcasing the superior ability of their children; and do not monitor and encourage hard work in the learning of academic materials. Also, those parents being much after grades respond to achievement situations by superficial ways. Thus, the in-school adolescents' confidence and motivation in learning academic materials are discouraged. As such they express anxiety, learned helplessness, truancy among others. Consequently, in an attempt to achieve academically, those in-school adolescents may involve themselves in all kinds of test and examination malpractices. Thus, reducing drastically the in-school adolescents need for achievement.

Many studies on the factors that affect in-school adolescents' need achievement tend to focus on their personal attributes and characteristics. In- school adolescents' development and

achievement have been associated with many factors, and these factors have been addressed from different perspectives. Some of these perspectives, according to some researchers cut across some demographic variables and such other factors as individual differences, teacher factor, and teaching strategies as well as peer influence. The rate of poor attitude to academic work and low need-achievement among in-school adolescents in recent times in Anambra state could have a relationship with the achievement orientation of their parents. In a bid to solve this problem, many researchers have investigated factors that influence in-school adolescents' interest and achievement. However, little attention has been given to some factors as family psychodynamics like parental achievement orientation as it relate to need-achievement and academic self-efficacy of the in-school adolescents. Many studies were also done on achievement orientation and not parental achievement orientation. It is also not clear how parental achievement orientation predicts other cognitive attributes of in-school adolescents such as academic self-efficacy and need achievement.

Therefore, the problem of this study put in a question form is: what is the relationship among parental achievement orientation, academic self-efficacy and need-achievement of in-school adolescents?

Purpose of the Study

The general purpose of this study is to investigate the relationship among parental achievement orientation, academic self-efficacy and need-achievement of in-school adolescents. Specifically, the study intends to:

1. ascertain the relationship between parental achievement orientation and academic self-efficacy of in-school adolescents in Anambra State,

2. ascertain the relationship between parental achievement orientation and need-achievement of in-school adolescents in Anambra State,
3. determine the relationship between parental achievement orientation and academic self-efficacy of male and female in-school adolescents in Anambra State,
4. determine the relationship between parental achievement orientation and need-achievement of male and female in-school adolescents in Anambra State,
5. ascertain the relationship between parental achievement orientation and academic self-efficacy of in-school adolescents in rural and urban area in Anambra State, and
6. ascertain the relationship between parental achievement orientation and need-achievement of in-school adolescents in rural and urban area in Anambra State.

Significance of the Study

The findings of this study have both practical and theoretical signifance. Theoretically, the study is anchored on Bandura's self–efficacy theory which explains that individuals' belief in their capabilities affect the efforts and accomplishments they make. The findings of this study may extend the tenets of Bandura's self-efficacy theory or refute some claims of the theory.

Practically**,** the findings when published in academic journals, electronic media among others will be beneficial to a number of persons including parents, students, educational administrators, educators, the general public and researchers. The findings of the study when presented at the grassroots levels during seminars and conferences will expose to parents that the achievement orientation, they hold may exert either a positive or negative influence on the academic self-efficacy and need-achievement of their in-school adolescents. It will also create awareness to the parents that intricate relationship exists between academic self-efficacy and

need-achievement of in-school adolescents in the development of the adolescent's intellectual skills.

To the students, the study on academic self efficacy and need achievement will provide the knowledge that will help to develop high academic self-efficacy and high need-achievement which will enable them to achieve academically. Students will then see the need to capitalize on their efforts to work hard in order to achieve high. Also, the study when presented during career day in schools will enlighten the students on the need for them to develop high academic self-efficacy and high need-achievement in their choice of course of study.

To the parents, the knowledge of academic self efficacy, and need achievement will sensitise them on the danger of their in-school adolescents having low academic self-efficacy and low need achievement as it will affect their entire pursuit in life not only achieving well in the school system. Still on the part of parents who adopt either adaptive or maladaptive achievement orientation, the study when published will educate parents on the kind of achievement orientation they should adopt in training their children.

The findings of the study will serve as a guide to educational administrators. The knowledge of academic self-efficacy and need achievement to educational administrators will help them to organize seminars and workshops where they will educate parents on the need to develop high academic self- efficacy and high need-achievement in children. Also, through the electronic media educational administrators will sensitize other stakeholders on the need to help parents inculcate high academic self-efficacy and high need-achievement in in-school adolescents. The educational administrators through this study will have empirical evidence that a wrong disposition on parental achievement orientation, academic self-efficacy and need-achievement will exert a negative influence on academic achievement of in-school adolescents.

The findings of the study when published or presented in academic conferences will benefit educators and Guidance Counselors. The knowledge of parental achievement orientation, academic self efficacy and need achievement will give clear direction to the counselors in view of the fact that they will be expose to the danger of low academic self efficacy, low need achievement as well as the kind of parents achievement orientation that will foster academic achievement of the in school adolescents. Through the knowledge of aforementioned variables, educators can re-orientate parents through Parents-Teachers Association meetings, (PTA meetings), which will help educators to inform parents on the importance of high need–achievement, high academic self efficacy of in-school adolescents.

To the Teachers, the findings of the study will help them to take good decision on how to handle adolescents with low academic self efficacy, low need achievement in the four walls of the classroom as well as adopt a strategy that can boost such adolescents' academic self-efficacy and need-achievement. The findings will also help teachers to advise parents not to attach much importance on grades and high scores but to place emphasis on hard work and effort for such will give raise to high academic self-efficacy and need-achievement for better academic achievement.

The findings of the study will enlighten the general public if staged through radio or any media platform as a programme that when equal opportunities and achievement orientation that stand the chance of influencing the in school adolescents positively are offered to boys and girls, their need achievement and academic self efficacy will be on the high side and will help both sexes to perform very well. This will remove the bias that girls are weaker and cannot be good at doing things as boys are.

The findings of this study will enlighten the general public that school location may have an impact on the development of in-adolescents' academic self-efficacy and need-achievement. This will help to draw greater attention to the development of rural schools for academic achievement. Finally, the findings of the study will be a useful addition of knowledge to the already existing literature on the intricate relationship among parental achievement orientation and their children's academic self-efficacy, need-achievement and accomplishments in school and life generally.

Scope of the Study

This study covers all in-school adolescents in all the senior secondary schools in Anambra State. Specifically, it will focus on all the SS II students in Awka, Aguata, Nnewi, Ogidi, Onitsha, and Otuocha Education zones. The respondents were taken from all the co-educational secondary schools in the six education zones.

The study focuses on the relationship among parental achievement orientation, academic self-efficacy and need-achievement of in-school adolescents in Anambra state. Gender and school location of in-school adolescents in relation to their parental achievement orientation were also explored.

Research Questions

This study was guided by the following research questions:

1. What is the relationship between parental achievement orientation and academic self-efficacy of in-school adolescents in Anambra State?
2. What is the relationship between parental achievement orientation and need-achievement of in-school adolescents in Anambra State?

3. What is the relationship between parental achievement orientation and academic self-efficacy of male and female in-school adolescents in Anambra State?
4. What is the relationship between parental achievement orientation and need-achievement of male and female in-school adolescents in Anambra State?
5. What is the relationship between parental achievement orientation and academic self-efficacy of in-school adolescents in rural and urban areas in Anambra State?
6. What is the relationship between parental achievement orientation and need-achievement of in-school adolescents in rural and urban areas in Anambra State?

Hypotheses

This study was guided by the following hypotheses tested at 0.05 probability level:

1. There is no significant relationship between parental achievement orientation and academic self-efficacy of in-school adolescents in Anambra State.
2. There is no significant relationship between parental achievement orientation and need-achievement of in-school adolescents in Anambra State.
3. There is no relationship between parental achievement orientation and academic self-efficacy of male and female in-school adolescents in Anambra State.
4. There is no significant relationship between parental achievement orientation and need-achievement of male and female in-school adolescents in Anambra State.
5. There is no significant relationship between parental achievement orientation and academic self-efficacy of in-school adolescents in rural and urban areas in Anambra State.
6. There is no significant relationship between parental achievement orientation and need-achievement of in-school adolescents in rural and urban areas in Anambra State.

CHAPTER TWO

REVIEW OF LITERATURE

In this chapter the researcher presents the review of literature relating to parental achievement orientation, academic self-efficacy and need achievement of in-school adolescents and other variables of the study under the following sub-headings: conceptual and theoretical frameworks, empirical studies and summary.

Conceptual Framework

Concepts of:

Parental Achievement Orientation

Academic Self-efficacy

Need-achievement

Adolescent

Gender

School Location

Conceptual Relationships among Key Variables of the Study

Theoretical Framework

The Theoretical Framework of this study is presented as follows:

Abraham Maslow's Hierarchy of Needs Theory (1943)

Bandura's Theory of Self-Efficacy (1977)

David McClelland's Theory of Need-Achievement (1950)

Empirical Studies

Parental Achievement Orientation

Academic Self-Efficacy

Need-Achievement

Academic Self-Efficacy, Need-Achievement and Gender

Academic Self-Efficacy, Need-Achievement and School Location

Summary of Review of Literature

Conceptual Framework

Concept of Parental Achievement Orientation

Research has shown that achievement Orientation is associated with individual's academic achievement, adjustment and well being. It also concerns the interests, beliefs and views of an individual towards achievement. According to Jacob and Linkow (2011), achievement orientation refers to how an individual interprets and reacts to tasks, resulting in different patterns of cognition, affect and behaviour. This implies that the mind set or the disposition an individual has for performing an academic task could determine the belief and level of effort to be displayed by the individual to attain success. A positive disposition towards achievement could encourage an individual's confidence, motivation and persistence for task performance. As a result, the individual will always aspire for self-improvement to attain success, while a negative disposition towards achievement could undermine an individual's confidence and motivation for self-improvement to achieve academically.

Achievement in life depends on the confidence, motivation and demonstration of an individual's effort. Kerrigan (2013), asserted that achievement orientation is a drive to accomplish an individual's goal and to meet or exceed a high standard success. This suggests that in achievement situations, achievement-oriented individuals would often want to do things better or more efficiently to produce a significant result. The author further explained that achievement-oriented individuals set high standards and take responsibility, maintain a steady emotional state of success, and are resilient. This suggests that achievement orientation is all about possessing a good knowledge of what to do so as to improve and attain success. Such knowledge would enable an individual to be focused and persistently work hard to overcome obstacles and improve on the past performance to appropriately meet a set target or goal.

However, some factors could influence an individual's achievement orientation. Ramsey (2008), stressed that achievement orientation is influenced by a combination of cognitive, motivational and contextual factors such as praise, age, gender, peer and parental influence. This suggests that maximum attention is needed when giving achievement orientation to individuals. The author further pointed that an individual's achievement orientation in a particular domain can be characterized by one of the two distinct achievement profiles: mastery orientation and performance orientation. Mastery orientation is the belief that success is as a result of effort and use of the appropriate strategies while performance orientation is the belief that success is as a result of superior ability and surpassing others. In the same vein, DeGeest and Brown (2011) indicated that more recent conceptualization of achievement orientation added an additional element to the mastery and performance orientation breaking it down to include approach and avoidance components. This resulted in four distinct achievement profiles: Mastery approach, Mastery avoidance, Performance approach and Performance avoidance. A mastery approach orientation describes individuals who are focused on learning as much as possible, overcoming challenges through hard work or increasing competence at a task. A mastery avoidance orientation describes individuals who want to avoid doing worse that they have done before or failing to learn as much as possible. A performance-approach orientation describes individuals who want to demonstrate and prove their high abilities to others. A performance avoidance orientation describes individuals who strive to avoid looking incompetent or less able than their peers by cultivating an appearance of effortless achievement. Therefore, individuals function from different categories of achievement orientation.

The type of achievement orientation an individual adopts may have a significant impact on the performance of the individual. Significant figures may also possess different profiles of

achievement orientation that may influence the life and activities of other people. For example, the type of achievement orientation parents have may influence the encouragement, motivation and performance of their children. This is described as parental achievement orientation. Parental achievement orientation according to Ramsey (2008) is the attitude and behaviours parents show in the education of their children due to the belief they hold about academic achievement. Similarly, Schunk and Meece (2008) explained parental achievement orientation as parental belief that promotes effective interactions with the environment to enhance competence belief in adolescents. The authors maintained that parents help children build a sense of competence when they provide a favourable environment that offers some challenges, encourages and teaches how to deal with difficulties. This implies that parents who believe that academic achievement is as a result of efforts, takes the responsibility of creating a suitable learning environment that promotes hard work both at home and in the school.

In addition, the achievement orientations parents give their children could raise the children's interest and motivation in learning academic task. Joussement, Landry and Koestner (2008) described parental achievement orientation as parental interest in nurturing children's confidence, interest and drive in learning academic tasks for optimum academic achievement. Hence, parental achievement orientation in this study is seen as different ways parents interpret and respond to achievement situations to encourage the effort, confidence and motivation of their children for a significant academic achievement. Parents' actions could influence the views and intentions children have for academic learning. In Nigeria, for example, parents do want their children to choose particular vocations such as law, engineering and medicine among others. Those vocational developments begin in the family as parents communicate their orientations towards hard work and their aspirations for their children. This portrays that parental

achievement orientation could exact a lot of influence on the academic self-efficacy and motivation of individuals.

Academic Self-Efficacy

Confidence is the pivot to success. Believing in one's own strength and self confidence matters a lot in achieving the set aims/goals and supports the individual even under any undesirable situations and conditions to accomplishing any task. Success requires consistent performances and this heavily depends upon how an individual deals with the situations and challenges coming forth in life (Sharma & Nasa, 2014). This implies that every achievement in an individual's life depends on the level of belief cum effort an individual holds in the capabilities to attain success.

The belief an individual holds about the capabilities to succeed in all endeavours is termed self-efficacy. Such belief provides the foundation for motivation, well-being and personal accomplishments in all areas of life. Fan and Williams (2009) explained self-efficacy as individuals' belief in their abilities to produce desired results as well as to learn and perform several tasks. Indeed, self-efficacy is the personal determination of one's own ability to deal with a certain task (Bandura, 2008). Bandura further noted that self-efficacy does not refer to how much an individual likes self or how much an individual likes the task at hand; rather, self-efficacy is concerned with how well an individual believes in the capability to reach a desired outcome in a designated area. This suggests that a personal conviction in an individual's effort to attain success is highly needed for any significant achievement. According to Bandura, self-efficacy touch virtually every aspect of people's lives – whether they think productively, self-debilitatingly, pessimistically or optimistically, how well they motivate themselves, their vulnerability to stress and depression and the life choice they make.

Self-efficacy is the more reason an individual could put in a tireless effort against all obstacles to achievements. This concurs with the view of Santrock (2014) that self-efficacy is the belief that an individual can master a situation and produce favourable outcomes. The author further explained that students with high self-efficacy endorse such statements as "I know that I will be able to learn the material in this class and I expect to be able to do well at this activity". On the other hand, students with low self-efficacy endorse such statements as "I am not good at this or that activity and I know I cannot get this or that". While students with low self-efficacy may avoid many challenging tasks, students with high self-efficacy eagerly work at challenging tasks, expend effort and persist until success is achieved. Similarly, Artino (2012) viewed self-efficacy as a personal belief in one's capability to organize and execute a course of action required to attain designated types of performances. The author emphasized that self-efficacy has been a key component in theories of motivation and learning in varied contexts. Individuals' sense of control in their courses of actions will motivate them into accomplishing their set goals. This seems to agree with Sharma and Nasa (2014) assertion that self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Unless individuals believe that their actions can produce the desired outcomes, they have little incentive to act or to persevere in the face of difficulties.

The individual's personal convictions and confidence propel one into a steady action until significant accomplishment is made. Thus, Kirk (2011) explained self-efficacy as the belief in one's capabilities to achieve a goal or an outcome. The author noted that such factors as teaching strategies and environmental factors among others can influence self-efficacy. Similarly, in this study self-efficacy could be seen as the individual's personal convictions or confidence of performing a given task. However, this convictions or confidence could be built in

an individual's life through the actions of significant figures such as parents; and that could influence all spheres of the individual's life. This depicts that self-efficacy when developed could have multi-dimensional effects in an individual's life.

The multi-dimensional aspect of self-efficacy explained the fact that self-efficacy influences all areas of human functioning such as sports, music, academics, among others. Self-efficacy influence on academics is described as academic self-efficacy. Academic self-efficacy as described by Li (2012) is individuals' belief (conviction) that they can successfully achieve at a designated level on an academic task or attain a specific academic goal. Likewise Sharma and Nasa (2014) explained academic self-efficacy as the individuals convictions that they can successfully perform given academic tasks at designated levels or students' perceptions of their competence to do their class work. Individuals make reliable differentiations between their self-efficacy judgments across different academic domains which, collectively, form a loose hierarchical multidimensional structure.

An individual's judgment across different academic domains could make one to achieve significantly in the individual's areas of interest. Hence, an individual could excel in science subjects but be deficient in arts subjects. Concurrently, Ogumakin and Akomlafe (2013) described academic self-efficacy as a personal judgment of one's capabilities to organize and execute a course of action to attain designated types of educational outcomes or performances. Consequently, according to the authors a positive link exists between academic self-efficacy and academic achievement. Similarly, Ferla, Valcke and Cai (2009) noted that through various research findings, academic self-efficacy has been linked to a number of desired students outcomes such as persistence, intrinsic motivation, tasks adoption, achievement goals, low anxiety levels and academic achievement. This explains that academic self-efficacy is an integral

part and hall mark which every student needs for academic achievement. It is an indispensible wheel and pivotal force of achievement in academic settings. Individuals with a strong sense of academic self-efficacy appear out-standing in all their endevours. Such individuals are self-assured and as such put tireless effort, persistently work hard and are not discouraged by challenges and failure but work at self-improvement to attain success.

Explaining further, Ferla et al noted that academic self-efficacy is usually measured at tasks- specific level which solicits goal referenced evaluation and do not ask students to compare their ability to that of their peers. Also, that academic self-efficacy is relatively future-oriented perception which focuses students' attention on their future expectancies for successfully performing specific academic tasks. This suggests that before an individual engages in an academic task, the perception of succeeding in such a task must have been aroused and the specific goal to be achieved must have been set.

Consequently, in educational settings the motivation to engage and succeed in any academic task is based on the perceptions individuals possess about succeeding in such task. Hence, Tauck (2012) described academic self-efficacy as the belief in an individual's ability to perform an academic task and succeed in school. This belief motivates and influences the level of efforts put forth by individuals, their persistence and perseverance when confronted with challenges, and their resilience in the face of obstacles. According to Tauck, individuals with high academic self-efficacy are more likely to accomplish self-set academic goals, achieve good academic progress and have high educational aspirations

Academic self-efficacy could have an effect on academic outcomes. According to Bandura (2008), academic self-efficacy affect students' educational performance due to the

effects produced by the belief through four psychological processes namely, the cognitive, motivational, affective and selection processes. The author highlighted these as follows:

At the cognitive level: The nature of beliefs students hold about their abilities in relation to a given task influences the way they perceive their prospective future academic results. Students who believe in their abilities visualize successful positive outcomes while those who do not trust their capabilities are likely to suffer from cognitive negatively (An obsessed state by one's shortcomings and too skeptical about one's capacity to succeed in the face of challenging learning situations). At the motivational level: A high sense of self-efficacy increases individuals readiness to invest efforts in learning tasks, and to persist when facing difficulties helps to recover more quickly after a negative attempt. Conversely, a perceived sense of inefficacy diminishes individuals' interest in learning and lessens their capacity to resist when facing impediments and undermines commitment to achieve goals.

At the affective level: A strong perceived sense of competence is likely to reduce the amount of stress individuals might experience in the course of learning whereas a low self-estimation of capacity might result in high levels of anxiety and agitation that often lead to irrational thinking which ultimately impair cognitive and intellectual effectiveness.

At the selection level: The conceptions that individuals develop about academic abilities are likely to influence the type of decisions to take, the environment to opt for and the kind of choices to select. Individuals engage in activities in which they feel efficacious while they avoid those in which they feel less competent.

Confidence in learning the academic task is the fulcrum for individuals to attain significant achievements in school. Thus in this study, academic self-efficacy could be described as the individuals' confidence and demonstration of efforts in their capabilities to perform

academic tasks. Academic self-efficacy promotes hard work which leads to success in school careers. However, parents are of the view that their children progress in their life careers and achieve maximally. This wish is accompanied with the academic self-efficacy of the children. Through the achievement orientations and trainings parents give their children, the confidence and demonstration of effort, motivation and perseverance to learn academic tasks could be developed in those children.

Need - Achievement

Motivation stems from individual's desire to fulfill or achieve a need. The individual's conviction on the capabilities of achieving the need could strengthen the individual's effort to a steady work for the need-achievement.

Need-achievement is seen as a non-conscious concern for achieving excellence through individual's efforts (Kirk, 2012). This implies that individuals work hard towards success and standards of excellence using their best effort unconsciously (that is without struggling, at ease or in a relaxed mood) otherwise known as putting in tireless effort.

Motivation for hard work is the platform to attain success. Draft (2008) saw need-achievement as the desire to accomplish something difficult, attain a high standard of success, master complex tasks and surpass others. The author further pointed out that individuals who exhibit the need for achievement seek to accomplish realistic but challenging goals. Similarly, Moore, Grabasch and Rotter, (2010) pointed that individuals who exhibit the need for achievement seek to accomplish realistic but challenging goals; and described need achievement as the desire to accomplish something difficult, attain high standards of success, master complex tasks and surpass others (or success in competition with some standards of excellence). This depicts that the basis for achievement is the desire or motivation to excel. Consequently,

individuals put in maximum efforts and work hard to attain success. However, individuals who lack the motivation to achieve relent in their efforts to attain success.

The motivation to excel could be learned through individuals' social interactions. Feldman (2015) described need-achievement as stable learned characteristics in which an individual obtains satisfaction by striving for and achieving challenging goals. This implies that need-achievement is a learned stable factor which motivates an individual into putting maximum effort to overcome obstacles and master difficult tasks. Achaya and Joshi (2011) is of the view that need-achievement is the basic ingredient for individuals' success in life and posited that individuals' degree of success vary in life depending on the level of motivation they receive from significant figures. Hence, parents as significant figures may help in-school adolescents develop a strong need for achievement through the achievement trainings and orientations parents give the in-school adolescents.

The words and actions of parents contribute a lot in achievement training. According to Achaya and Joshi, a number of factors such as parental level of education and expectations, parental encouragement and support among others may exert a lot of influence on in-school adolescents' need-achievement. For example, when parents set standards for achievement behaviour and encourage such behaviuor, the in-school adolescents may try as much as possible to meet-up with the standard.

In-school adolescents who are trained to be intrinsically motivated participate in learning activities and desire the outcome. Those individuals do not need reward or praise but they find satisfaction in the knowledge that the learning outcome will be beneficial in due time. On the same hand, Onete, Edet, Udey and Ogbor (2012) indicated that need-achievement is enhanced by

a feeling of self-directed competence. This explains the fact that personal convictions are the fulcrum for need-achievement. As soon as the individual is convinced of attaining success through hard work, tireless efforts could be applied until achievement is made. In the case of failure, the individual accepts all blames and faults rather than shifting them to external factors. Hence, greater effort is applied for self-improvement. For the purpose of this study, need-achievement is seen as the intrinsic motivation of in-school adolescents to engage and persevere in academic tasks for significant accomplishment. This may be explained as the conscious desire to accomplish difficult tasks in order to attain a high standard of success. This demands that a lot of efforts must be made by the individual to attain success. In-school adolescents are expected to be hard working within themselves. The tone with which parents relate achievement behaviours to in-school adolescents matters a lot. Parents could set high standards, motivate, encourage and support in-school adolescents in their demonstration of efforts to attain success or academic achievement. Hence, the in-school adolescents in turn may develop high need-achievement for significant accomplishment.

Adolescent

Human beings in the process of development pass the period of adolescence. According to the World Health Organization (WHO,2018) adolescence means the period following childhood and comes from the Latin word “adolescentia” which means youths. Youths could be described as young persons in their teens. Hence, young persons passing through the period of adolescence is referred to as adolescents. WHO further described adolescents as young people who are going through the period of human psychological and physical development which occurs between the onset of puberty and adulthood (that is individuals between 10 to 19 years). Precisely, “adolescents” are individuals while “adolescence” is the period of development that

the adolescent undergoes which could be physical or psychological. Brooks (2008) asserted that during adolescence period, changes in physical form and ways of thinking, time adolescents spent with parents, teachers and peers changes. Other changes such as neurodevelopment changes, psychological and social changes also take place. The author further noted that important neuronal development taking place during the adolescent years are linked to hormonal changes but are not always dependent on them. Also, that development are taking place in regions of the brain, such as the limbic system, that are responsible for pleasure seeking and reward processing, emotional responses and sleep regulation. At the same time, changes are taking place in the pre-frontal cortex, the area responsible for what is called executive functions, decision-making, organization, impulse control and planning for the future. This demands that adolescents should be well motivated towards hard work and perseverance to attain academic achievement in their careers.

Furthermore, according to the author other hormonal and neuro developmental changes taking place in adolescents are psychological and emotional changes, increased cognitive and intellectual capacities. This implies that adolescents could develop stronger reasoning skills, logical and moral thinking, and could be more capable of abstract thinking in making rational judgments. Therefore, changes taking place in the adolescents' environment could exert a considerable influence on the adolescents' academic achievement as well as the adolescents' confidence and hard work, motivation and preservance to learn academic tasks.

In addition, adolescents could be described as teenagers. Thus, Santrock (2014) described adolescents as those individuals in their teens. The author noted that adolescents show rapid physical changes such as dramatic gains in height and weight; changes in body contour, and the development of sexual characteristics such as enlargement of the breast, development of pubic

and facial hair and deepening of voice. Stressing further, the author explained that adolescents are more logical and abstract in reasoning. Consequently, they depict prominence in the pursuit of independence and identity; therefore, parents as important figures could influence such development. Hence, the need for adolescents to be trained towards the development of academic self-efficacy and need-achievement. Parents as important figures in the adolescents' lives could dictate the tune and play the piper those adolescents would understand better.

Adolescents could be described as individuals. Yolanda (2016) described adolescents as young individuals in the period of human growth known as adolescence which occurs between childhood and adulthood. The author noted that adolescence period begins at around 10 years and ends around 21 years; and the period can be broken into three stages namely early, middle and late adolescence.

The author further explained that early adolescence is the first stage of adolescence which occurs from 10-14 years. At this stage, puberty begins and the adolescents start to realize that their parents are not infallible and begin to identify parents' faults. Noting further, Yolanda explained that middle adolescence is the second stage, which occurs from 15-17 years. At this stage, puberty has passed away and the adolescents are extremely concerned with how they look and think that others are concerned too. Adolescents at this stage complained that their parents are preventing them from becoming independent so they confide more in teens rather than parents. Also the author explained that at late adolescence which occurs from 18 to 21 years of age, the adolescents have fully developed and have advanced in thoughts. According to the author, late adolescents are of more in abstract reasoning and knowledge but have not matured enough to put those things into day-to-day use or actions and concluded that parent' practices and support could affect the adolescents' academic achievement.

The academic achievement of adolescents is very necessary and could be related to how adolescents feel about themselves, their capabilities to learn and support received from important figures. As a result, personal convictions of adolescents coupled with support from parents could boost or undermine academic achievement. Adolescents are known to be creative and innovative; and will always like to exert much effort in their daily activities.

Adolescents occupy the largest number of the population in every society. They are the future hope of every nation, and the development of any nation depends on the quality of learning those adolescents received in the schools at different levels (nursery, primary, secondary and tertiary institutions). Concequently, if the adolescents are not academically balanced, the nations overall development will be in shambles. This demands that adolescents should be properly geared towards the right direction in academic learning to attain a significant academic achievement. High academic self-efficacy of adolescents developed through parental achievement orientation will guide the adolescents towards better academic achievement. This academic achievement will make the individual to live a better life in the society.

Adolescents in Nigeria are classified as youths and or teenagers, and are found in all spheres of life such as work places, school, and so on. Those found in schools (secondary or tertiary) are classified as in-school adolescents, whereas those adolescents found in the work places or out of schools are classified as out-of-school adolescents. Adolescents, whether in-school or out of school are full of vigour and will always want to put in their best efforts to attain academic achievement if properly oriented. Therefore, positive parental achievement orientation is very essential for adolescents to excel in life.

Concept of Gender

Gender has been viewed differently by researchers depending on one's perspective. Santrock (2014) described gender as the characteristics of people as male and female and pointed some aspects of gender such as gender identity and gender role. Similarly, the World Health Organization (WHO, 2018) described gender as the socially constructed characteristics of women and men such as norms, roles and relationships between groups of women and men. From the views of Santrock and WHO, gender could be explained as the societal meaning assigned to male and female individuals. Culturally, in each society, it is expected that male and female individuals should perform different roles as regards to their gender. Hence, Brooks (2008) added that parents' general belief about gender-appropriate behaviours shape what they provide for their males and females to support them academically. This implies that academic support of an individual could be influenced by the perception parents hold about gender.

Basically, during the process of development, individuals could identify their gender. Maimuna (2006) described gender identity as the sense of being female or male which most children acquire by the time they are three years old. This implies that naturally children tend to develop gender knowledge. The author further described gender role as a set of expectations that prescribe how females and males should think, act and feel. According to the author, certain factors such as biological, social and cognitive influences could affect gender development for a significant academic achievement. Biologically, heredity and hormones contribute to a greater extent to gender development; at conception and during fetal development, certain sex hormones determine the sex of a child and consequently results in an infant being born a male or female. Therefore, Brooks (2008) noted that social influence on gender development occurs in two different ways: (i) identifying with the same sex parents and unconsciously adopting the same-

sex parents' characteristics. (ii) Observation and imitation of gender behaviour and through rewards and punishments, children experience for gender appropriate and inappropriate behavours. Stressing further, the author explained that children's gender development could be influenced through the actions and examples displayed by parents, while cognitive influence occurs after children must have developed a concept of gender disparity. This suggests that gender development could be a critical factor for an individual's attainment of academic achievement.

Other components of gender could exert influence on the academic achievement of an individual. Santrock (2014) described other components of gender such as gender stereotyping, gender similarity and disparities/differences and gender role classification. The author defined gender stereotyping as broad categories that reflect impressions and widely held beliefs about what behavour is appropriate for female and male. The author further noted that males are widely believed to be powerful, dominant, independent, aggressive, achievement-oriented and enduring, whereas females are widely believed to be nurturant, less esteemed and more helpful in times of distress. Thus, males are believed to be stronger than females. In the view of Maimuna, gender differences and similarities are the differences and similarities that exist within the sexes or between the sexes due to biological and socio-cultural factors. The author further explained gender-role classification as a concept which involves a personality-trait like the categorization of a person which may be helpful to understand personality in terms of person-situation interaction rather than personality traits alone. Concequently, in achievement situations, individuals' gender should be considered as a secondary factor.

Gender role, according to Abdullahi, Kalejaiy-Matti, Garba & Balogun (2007) refers to measures which categorize individuals as masculine, feminine, androgynous or undifferentiated,

and pointed out that in every society, what counts much is gender role transcendence which explains that when an individual's competence is at issue, gender should be conceptualized not on the basis of masculinity, femininity or androgyny but rather on a personal basis. This suggests that academically, individuals should be encouraged to think about themselves as a people and not as a masculine, feminine or androgynous. Thus parents should rear their children to be competent boys and girls and not masculine, feminine or androgynous.

If parents are unbiased about gender, it could make a significant impact on the academic achievement of children. Okafor (2015) claimed that home environment and cultural belief could exert impact on mathematics achievement among secondary school students. Therefore, parents as significant figures should endavour to motivate and encourage the efforts of both males and females for significant academic achievement. In this study, gender is described as societal ascription of femininity or masculinity to children of different sexes as per their actions and behaviour expectations.

Concept of School Location

Location is very important in any venture as it affects the attendance, participation and output measures. For example, location of markets affects buying and selling; also location of schools contributes to the academic performance of the students. As a result, many researchers have tried to explain school location and its characteristics or antecedents. Osokoya and Akuche (2011) described school location as the environmental condition of being urban or rural around a school which can positively or negatively influence the learning outcomes. Similarly, Owoeye and Yara (2011) viewed school location as sites which can be (urban or rural) and can exert

influence on the distribution of educational resources. This suggests that differences could exist between the academic achievement of students in the urban areas and rural areas.

The term school site could be used to describe school location. Alonsabe (2011) described school location as school site, a piece of land or plot of ground on which a school plant is built or is to be built. This implies that land is an important factor in the location of schools. The availability of land determines where a school could be sited be it in urban or rural area. The author added that urban areas are recognized by high population density, increased industrialization and availability of modern infrastructure whereas rural areas are recognized by low population density, insufficient infrastructures, ageing population and agrarian orientation.

In Nigeria, rural life is uniform, homogenous and less complex than that of urban areas, with cultural diversity, which often is suspected to affect students' academic achievement. This is because urban areas are more civilized and are evenly distributed with social amenities such as pipe borne water, electricity, healthcare facilities while rural areas lack such facilities. This also could be true in the distribution of educational facilities and as such could exert influence on the academic achievement of students as well as their confidence and motivation to learn. In support of these views, Xu (2009) pointed out that rural students lag behind those of their urban counterparts in educational aspirations; and that rural students place less value on academics and have lower academic motivation. In the same vane, Okafor (2015) reported that students in urban areas show more interest in the learning of academic tasks compared to their rural counterparts. This assertion is in agreement with Adebule and Omirin's (2008) report that individuals in urban areas recognize the importance of education compared to those individuals in the rural areas. Therefore, significant academic differences could be seen between individuals in one school location and individuals in another school location. The authors added that school libraries in

urban areas could be well equipped and furnished with expensive modern textbooks compared to school libraries in rural areas. Consequently, this could be an added advantage to students in the urban areas whose parents could not afford to purchase those expensive textbooks; as they would use those ones in the libraries.

In this study, school location is described as the community in which a school is located either urban areas recognized by high population density, increased industrialization, and availability of modern infrastructure or rural areas recognized by low population density, insufficient infrastructures, ageing population and agrarian orientation.

Fig 1: Relationship among Parental Achievement Orientation, Academic Self-Efficacy and Need-Achievement of in-school Adolescents

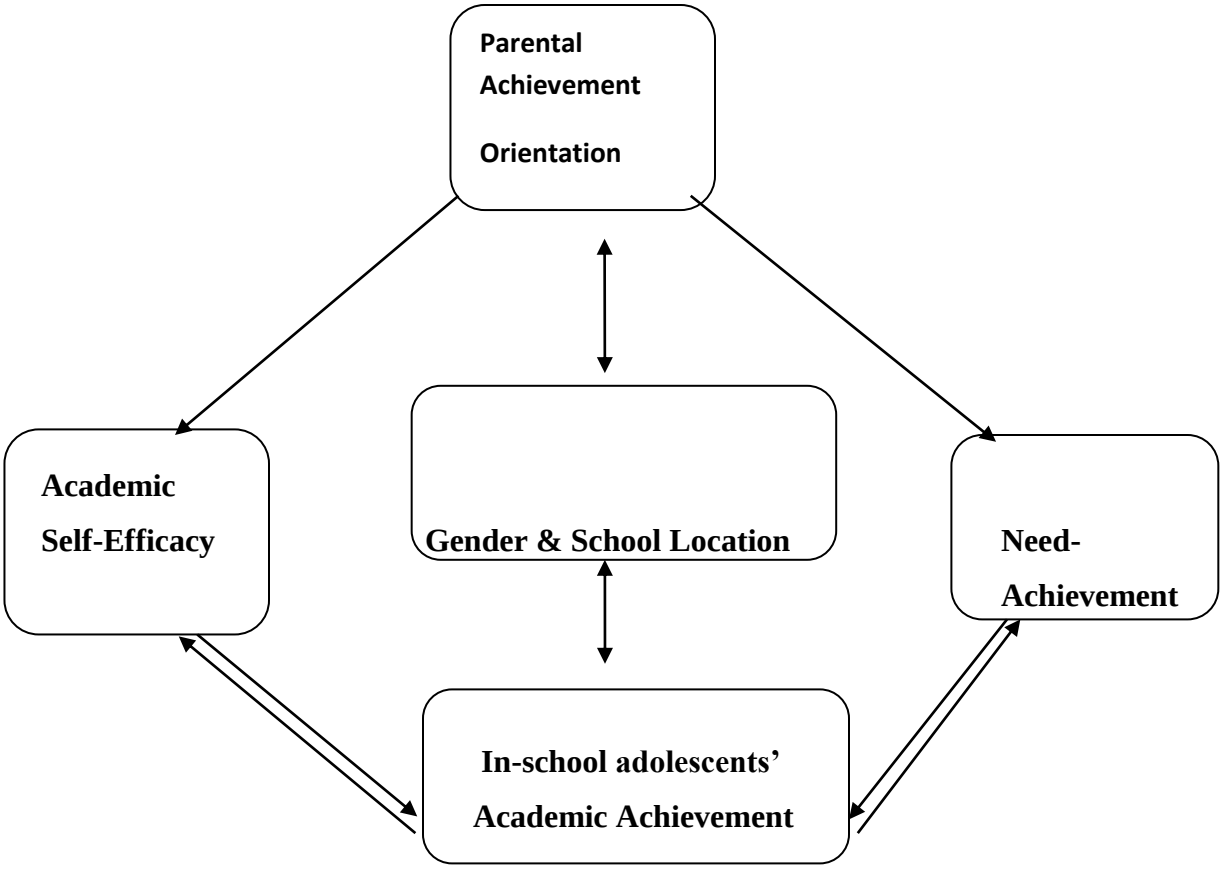

Fig 1: The schematic diagram above explains the relationship among parental achievement orientation and other cognitive variables such academic self –efficacy and need achievement. Parental achievement orientation occupies a strategic position which highlights the predictive power which it possesses. It goes further to show that Parental achievement orientation impacts adolescents' academic self –efficacy and need achievement and academic self –efficacy and need achievement shapes academic achievement. Gender and school location also play a mediating role because it moderates the predictive power of parental achievement orientation on other cognitive variables such academic self–efficacy and need achievement. Most importantly, parental achievement orientation predicts all other cognitive variables such as academic self –efficacy and need achievement.

Theoretical Framework

Maslow's Hierarchy of Needs Theory

Maslow's hierarchy of needs theory is a theory in psychology proposed by Abraham Maslow in 1943. Maslow described the pattern that human motivations generally move through. The goal of Maslow's theory is to attain the last level or stage. The levels are represented as a pyramid with the more basic needs at the bottom. These needs include physiological, safety needs, social belonging, esteem and self-actualization. The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs" or d-needs" which include esteem, friendship and love, security and physical needs. If these deficiency needs are not met-with the exception of the most fundamental (physiological) need-there may not be a physical indication, but the individual will feel anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher level needs. Maslow also used the term "meta motivation" to

describe the motivation of people who go beyond the scope of the basic needs and strive for constant betterment. Maslow described the levels thus;

Physiological needs are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly and will ultimately fail. Physiological needs are the first and the most important needs on the hierarchy of needs which should be met first. Without fulfilling those needs, the motivation for the fulfillment of other needs cannot be aroused. Physiological needs include air, water, food, sleep, clothing, shelter; and are described as the necessity of life.

Safety Needs

Once an individual's physiological needs are relatively satisfied, safety needs take precedence and dominate behaviour. Individuals feel free to be safe in any circumstance they found themselves. In the absence of strong physical safety, individuals may experience post-traumatic stress disorder or trans-generational trauma. Safety and security needs include: personal security, financial security, health and well-being, safety needs against accidents and illness.

Social Belonging

After physiological and safety needs are fulfilled, the third level of human needs is interpersonal, and it involves feelings of belongingness. This need is especially strong in childhood, and it can override the need for safety as witnessed in children who cling to abusive parents. Every individual needs to be loved and have a sense of belonging and acceptance among social groups. Many people become susceptible to loneliness, social anxiety and clinical depression in the absence of this love or belonging element. Social belonging needs include

friendships, intimacy and family. The need for belonging may over-ride the physiological and security needs depending on the strength of the peer pressure.

Esteem: esteem needs are ego needs or status needs, the need to develop a concern with getting recognition, status, importance and respect from others (need to have self-esteem and self-respect). Maslow noted two versions of esteem needs: a "lower" version and a "higher" version. The "lower" version of esteem is the need for respect from others such as recognition, status, fame, prestige and attention. The "higher" version manifests itself as the need for self-respect such as the need for strength, competence, mastery, self-confidence, independence and freedom. The "higher" version takes precedence over the "lower" version because it relies on an inner competence established through experience. Maslow pointed out the importance of self-esteem in adolescents' life and noted that adolescents can give up everything to obtain a higher version of self-esteem. Adolescents value it when they recognize that significant figures around them appreciate, support and attach importance to them on what they do. As a result, adolescents could develop self-confidence and strength as a result of the high self-esteem the important figures around them have helped them to acquire.

Self-actualization

This level of need describes the realization of an individual's full potential. Maslow explained self-actualization as the desire to accomplish everything an individual has intended to be in life (to reach the top or peak). Maslow stressed that individuals' who have reached the top could help others fulfill their potentials; and pointed out that sustainable success is built on a serious and compassionate commitment of helping individuals identify, pursue and reach their own personal unique potentials. Therefore, parents could help their children develop the potentials in them.

This theory is relevant to this study in that the entire levels enumerated by Maslow are very beneficial to students in the teaching-learning process. The theory emphasized the need to satisfy the lower order needs before the higher order needs. Cognitive needs (academic self-efficacy and need-achievement), higher order needs cannot be met except when the lower order needs of physiological, safety and self-esteem are fulfilled. It is the duty of parents to provide the lower order needs to their children before they could be set for learning (need to know). In-school adolescents need to be physically, psychologically, and emotionally safe at home in order to progress academically in the school. If parents fail to satisfy those lower order needs the in-school adolescents cannot be concerned with the higher order needs.

Furthermore, Maslow emphasized the fact that individuals can help others realize their potentials. Parents can encourage and help in-school adolescents to develop a strong sense of self-esteem to attain academic success. In-school adolescents with a low self-esteem will not progress academically at an optimum rate unless they are encouraged to develop a strong sense of self-esteem, and parents owe it as a duty to encourage them. When in-school adolescents develop a strong sense of self-esteem, it will boost the self-confidence that drives motivation. The motivation in-school adolescents develop towards learning the academic tasks could help them to achieve maximally.

Bandura's Theory of Self-Efficacy or Self-Efficacy Theory (SET)

Self-Efficacy Theory (SET) was propounded by Albert Bandura, a behaviourist in 1977. Bandura postulated that all human behaviours are learned through interaction with the social environment. Individuals do not simply respond to environmental influences but rather they actively seek and interpret information. Furthermore, individuals function as contributors to their

own motivation, behaviour and development within a network of reciprocally interacting factors; behavioural, personal and environmental. The philosophy behind reciprocal determinism is that all determinants of motivation are functionally dependent, interacting with and influencing one another.

Moreover, social cognitive theory takes on as an agent of change, development and adaptation. An agent is described as someone who intentionally influences an individual's functioning and life circumstances. Thus, parents can serve as agents to their children. The social cognitive theory is composed of four processes of goal realization, self-observation, self-evaluation, self-reaction and self-efficacy. Self-efficacy is regarded as the most important aspect of human motivation and behaviours and as well influences the actions that affect one's life.

The principle behind the self-efficacy theory is that individuals are most likely to engage in activities for which they have high self-efficacy and less likely to engage in those they do not. Performance and motivation of individuals are in part determined by how effective individuals believe they can be. Hence, individuals behave in the way that executes their initial beliefs; and self-efficacy functions as a self-fulfilling prophecy. For example, a student who has high efficacy in mathematics will always like to attend mathematics problems while a student who has low-efficacy in mathematics will always like to dodge mathematics problems, no matter how easy the mathematics may appear. Moreover, the theory highlighted the idea that the perception of efficacy is influenced by four factors: mastery experience, social modeling or vicarious experience, verbal persuasion and somatic and emotional state.

Mastery Experience: Every individual has the mastery experience. This occurs when an individual attempts to do something and is successful. Mastery experiences are the most effective

way to boost self-efficacy because individuals are more like to believe they can do something new if it is similar to something they have done well in the past. Practice enhances the mastery experience and as such individuals are motivated to practise all the time. Success in practice builds a robust belief in an individual's efficacy but failure undermines self-efficacy.

Vicarious Experience: Another factor influencing the perception of self-efficacy is vicarious experience, or the observation of the successes and or failures of others often referred to as models. Watching a model especially, a similar individual accomplish a task successfully increases an individual's self-efficacy. Conversely, observing a model especially a similar individual attempt a task unsuccessfully threatens and lowers self-efficacy. The extent to which vicarious experiences affect self-efficacy is related to the personal conviction an individual developed by observing the models perform. The more an individual associates with models, the greater the influence on the individual's belief. This goes with the saying "if they can do it, so can I".

Verbal Persuasion: The third factor affecting self-efficacy is verbal or social persuasion. Verbal persuasion individuals receive from others could raise or mar the personal convictions that they can successfully accomplish a task. Therefore, positive words increase an individual's personal convictions and as well could propel the individual's encouragement and motivation towards hard work in order to attain success while negative words undermine an individual's personal convictions and as well could reduce the individual's encouragement and motivation towards hard work. For examples, when parents pass such positive comments as "you can do it, I have confidence in you that you can study well and pass," or when parents pass such negative words as "you always fail in every examination".

Somatic and Emotional State: The physical and emotional states that occur when an individual contemplates doing something provide clues as to the likelihood of success or failure. Stress, anxiety, worry and fear negatively affect self-efficacy and can lead to a self-fulfilling prophecy of failure or inability to perform the feared tasks. So how individuals perceive the emotional arousal influences their self-efficacy. For example, giving a speech in front of a large group of people, taking an examination can cause agitation, anxiety, sweaty palms among others. If an individual is more at ease with any given task, the person will feel more capable and have high self-efficacy.

This theory is relevant to this study in that in-school adolescents will be encouraged to develop high academic self-efficacy to enable them attain success, because individuals' thought about themselves can ultimately affect their behaviours to produce the desirable outcomes. When individuals have high academic self-efficacy, they tend to be motivated, put in greater effort and persistently work hard in the face of obstacles until the task is accomplished and achievement is attained, whereas individuals who have low academic self-efficacy tend to give up in the face of obstacles thus they under-achieve.

Parents as social models could influence in-school adolescents to be motivated towards hard work to attain success. When parents' model behaviours are encouraging, in-school adolescents tend to put in more efforts and hard work which in turn promote high academic excellence. Parents as social models can raise in-school adolescents' academic self-efficacy through words of encouragement. When in-school adolescents are properly communicated, guided and directed towards hard work to attain academic achievement, they will put in greater efforts in their studies in order to obtain a better grade or make a significant academic achievement.

David McClelland's Theory of Need- Achievement

David McClelland propounded the Need- Achievement theory in the 1940's. The need-achievement theory explains why certain individuals are more motivated to achieve than others. The theory is based on two psychological principles: the motive of an individual to achieve success and the motive of an individual to avoid failure. This theory is described as an approach-avoidance model because an individual will be motivated either to take part in or to withdraw from (avoid) a situation, based on the strength of the two forces in relation to each other. An individual will likely engage in an academic task if the individual's intrinsic motivation to succeed is stronger than the individual's fear of failure. Conversely, if the individual's fear of failure is stronger than the intrinsic motivation to succeed, the individual will either avoid or withdraw from the task.

Furthermore, the theory emphasizes that individual needs vary from person to person. McClelland used three types of needs to explain this theory namely: (1) the need for achievement (n-ach); (2) the need for power (n-pow), and (3) the need for affiliation (n-affil). McClelland argued that early home training or child rearing on self-reliant mastery tends to promote the development of need – achievement, provided it is not merely an expression of authoritarianism or rejection of the child by parents. He also added that change in the societal levels of need-achievement is mediated by changes in the way children are reared in the home.

McClelland believed that if a child is properly motivated, the emotional arousal that occurs within the unconscious becomes stronger, especially when the child is challenged with the possibility of success. As a result, the child could be developed as "high achiever" while, if a child is not properly motivated towards achieving success, the child may turn out as "low

achiever". High achiever individuals tend to choose difficult and challenging tasks while low achievers tend to choose easier tasks because of fear of failure.

This theory is relevant to this study in that it emphasized that the early-home training of a child could help in the development of need- achievement. Parents as the first care givers of early home training could encourage their children to develop a strong potential to succeed in life. Parental guidance and expectation could lead to high or low need-achievement. Moreso, parental achievement orientation could influence students' desire to succeed in school and the world at large. While some parents may have the orientation that achievement is a mark of effort and hard work, other parents may encourage ability and surpassing other peers. Hence, when parents encourage the attainment of success through hard work and effort, it is most likely that a strong need for achievement could be developed. Also, need-achievement could be developed when parents set high standards and reward achievement, encourage autonomy and independence in children. Children at a tender age are like tendrils that must be properly nurtured and channeled towards achievement for success in life. Therefore, parents owe it as a duty to encourage and motivate their children towards hard work in order to achieve academically.

Empirical Studies

Studies Related to Parental Achievement Orientation.

Ngwoke and Ede (2016), conducted a study on parental achievement orientation as a predictor of in-school adolescents' academic self-efficacy in Enugu State. The purpose of the study was to determine the extent to which parental achievement orientation predicts academic self-efficacy of in-school adolescents. Two research questions and two null hypotheses guided the study. The study used a correlation survey design carried out in Enugu State, Nigeria. The population of the study consisted of 11, 268 senior secondary class two students (4, 296 males

and 6, 972 females) in public co-educational schools. A sample of 1, 160 students was proportionately drawn from the schools selected. The instruments used for data collection were two questionnaires developed by the researchers: Parental Achievement Orientation Scale and Academic Self-Efficacy Scale. The data was analysed using pearson product moment correlation coefficient. The findings indicated that parental achievement orientation significantly predicted the academic self-efficacy of in-school adolescents. While the achievement orientation of parents predicted 45% of the in-school adolescents' self-efficacy, gender did not significantly predict self-efficacy of in-school adolescents. The study is related to the present study in that it examined parental achievement orientation as a predictor of in-school adolescents' academic self-efficacy and made use of correlation survey design, but differs in that it was carried out in Enugu State, Nigeria, guided by two research questions, two null hypotheses and sampled 1,160 in-school adolescents.

Ingoldsby, Schvaneveldt, Supple and Bush (2004) investigated the relationship between parenting behaviours and adolescent achievement and self-efficacy in Chile and Ecuador. The purpose of the study was to examine the relationship between the perception of parenting bahaviours on adolescent achievement orientation and self-efficacy. Two research questions and a null hypothesis guided the study. It was a descriptive survey design.. The population of the study consisted of 1,680 in-school adolescents from Ecuador and 2,430 in-school adolescents from Chile attending public schools. A sample of 185 in-school adolescents from Ecuador and 245 in-school adolescents from Chile who are aged 11 to 18 years was randomly selected for the study. A self constructed instrument was used to measure adolescents' achievement and self-efficacy. Parental Behaviours were measured with Rollins and Thomas' (1999) Parents Inventory. A factor analysis was used to analyze the hypothesis while multiple regression was

used to answer the research questions. Findings revealed that parental positive induction significantly predicted a greater achievement orientation for Ecuadorian adolescents. Achievement orientation and self-efficacy were positively predicted by the perception of Chilean mothers and fathers monitoring of behaviours. The study is related to the present study in that it examined the relationship between parenting behaviour and adolescents' self-efficacy of in-school adolescents but differs in that it was a descriptive design and was carried out in Chile and Ecuador, guided by two research questions and a null hypothesis.

Onah, Onyishi and Umeano (2014), conducted a study on the influence of parent-child interaction on in-school adolescents' motivation in learning in the Nsukka Education zone. The purpose of the study was to investigate the influence of parent-child interaction on in-school adolescents' motivation in learning. It was an ex-post-facto design carried out in Nsukka Education zone, Enugu State, Nigeria. The study was guided by three research questions and two null hypotheses. The population of the study consisted of 4,592 senior secondary two (SSII) in-school adolescents in public secondary schools. Using the multi-stage random sampling technique a sample of 397 (201 males and 196 females) in-school adolescents was selected. Instruments used for data collection were Parent-Child Interaction Questionnaire (PCIQ) and Child Motivation for Learning Questionnaire (CMLQ). The instruments were face-validated by three experts. Mean and standard deviation were used to answer the research questions while t-test statistics was used to test the null hypotheses. Findings revealed that two patterns of parent-child interaction exist in Nsukka Educational zone, warmth and hostile. Adolescents with warmth parent-child interaction had more motivation in learning than adolescents with hostile parent-child interaction. The study relates to the present study in that it examined the influence of parent-child interaction on in-school adolescents' motivation in learning, sampled SS11 in-

school adolescents in public secondary schools and used mean and standard deviation to answer research questions but differs from the present study in that it made use of ex-post-facto design, was carried out in Nsukka Education zone, Nigeria and used t-test statistics to test the hypotheses.

Rafiq, Tehsin, Sohail, Saleem and Khan (2013), conducted a study on parental involvement and academic achievement of secondary school students in Lahore, Pakistan. The purpose of the study was to examine the relationship between parental involvement in the academic activities of their children and the academic achievement of their children. It was a descriptive research design carried out in Allama Igbal Town, Lahore city, Pakistan. Three research questions and two null hypotheses guided the study. The population of the study consisted of 375 in-school adolescents (220 males and 155 females) aged 15-18 years in public and private secondary schools. The entire population was used as the sample for the study. A survey instrument validated by experts was used for data collection. Chi-square test was used to test the significance of association between parental involvement and the academic achievement of in-school adolescents. The findings revealed that parental involvement has significaant effect in better academic performance of their children. While the study made use of descriptive design to examine the relationship between parental involvement and academic achievement of in-school adolescents in Lahore city, Pakistan; it sampled in-school adolescents aged 15-18years in private and public secondary schools. The present study sought the relationship between parental achievement orientation and need-achievement of in-school adolescents aged 15-19 years in public secondary schools in Anambra State, Nigeria.

Kashahu, Bushati, Dibra and Priku (2014), conducted a study on parental involvement in a Teenager's Academic Achievements in mathematics and Native language courses in Tirana,

Albania city. The purpose of the study was to determine the relationship that exists between in-school adolescents' academic achievement in mathematics and native language and some aspects of parental involvement in education, such as parent-child discussion and parental expectations for education. It was a co-relational survey design carried out in Tirana, Albania. The study was guided by three research questions and two null hypotheses. The total population of the study consisted of 369 parents of in-school adolescents aged 14-18years in public secondary schools. The entire population was used as the sample for the study. Data were collected using self-report coded questionnaire borrowed from Robinson (2008). Students' grades in mathematics and the native language were used to measure students' academic achievement in mathematics and the native language. Davis' indicators were used to identify the strength of correlations while ANOVA was used to compare the average values for the parental involvement of differences on the basis of the level of achievement. Results showed that there is a positive relationship (from weak to strong) between the academic achievement of students in mathematics and the native language with parental involvement aspects. While the study is a correlation survey design which investigated on parental involvement, it sampled only parents, and used standardized instrument for data collection, the present study is a correlation survey design which investigated on parental achievement orientation, sampled both parents and in-school adolescents and used self constructed instrument for data collection.

Ngwoke and Ede (2016) conducted a study on parental support as a predictor of school adjustment and academic achievement of secondary school students in the Nsukka Local Government Area, Enugu State, Nigeria. The purpose of the study was to determine the extent parental support predicts school adjustment and academic achievement of secondary school students. It was a correlation survey research design carried out in public secondary schools in

Nsukka Local Government Area, Enugu State, Nigeria. Two research questions and two null hypotheses guided the study. The population of the study consisted of 8, 349 (3972 males and 4377 females) SS II students in public secondary schools in the Nsukka Local Government Area. Using the proportionate stratified random sampling technique, a sample of 835 (389 males and 446 female) in-school adolescents in senior secondary school class two (SS II) was drawn. Two validated instruments entitled "Instrument for Family Support Scale (IFS) and School Adjustment Scale (SAS) were used for data collection. Academic Achievement Test (AAT) was used to ascertain the level of academic achievement of the students. Pearson'sr and multiple regression analysis were used to answer the research questions while a transformed t-value was used to test the null hypotheses at 0.05 level of significance. Results revealed that parental support significantly predicted school adjustment and academic achievement of secondary school students. The study was a correlation survey design which investigated on parental support and sampled SS11 in-school adolescents in public secondary schools in Nsukka Local Government Area, Enugu State, Nigeria. The present study is a correlation survey design which investigated on parental achievement orientation and sampled parents and their SS11 in-school adolescents in public secondary schools in Anambra State, Nigeria.

Kristjansson, Sigfusdottir, Karisson and Allegrante (2011), conducted a study on perceived parental support among adolescents across cultures in eight European cities. The purpose of the study was to determine whether perceived parental support is a valid and reliable construct across cultures. It was a descriptive research design carried out in eight European cities. The study was guided by two research questions and one null hypothesis. The population of the study consisted of 23,605 in-school adolescents in public secondary schools in the European cities. A sample of 1,860 in-school adolescents aged 14-15 years old was randomly

selected. An instrument entitled “perceived parental support (PPS) scale was tested. Fit statistics for the factor structure of the PPS were analyzed in three models using confirmatory factor analysis with AMOS 5 implementation of structural equation modeling. The result indicated that parental support is a consistent construct across cultures. While the study is a descriptive research design which focused on the perceived parental support among in-school adolescents in eight European cities, the present study is a correlation research design which sought to determine parental achievement orientation as predictor of academic self-efficacy and need-achievement of-school adolescents in Anambra state, Nigeria.

Cutrona, Cole, Colangelo, Assouline and Russell (1994), conducted a study on perceived parental social support and academic achievement of adolescents in Iowa. The purpose of the study was to test the extent to which parental social support predicted college grade point average among undergraduate students. It was a descriptive research design carried out in Iowa. Three research questions and two null hypotheses guided the study. The total population of the study consisted of 418 undergraduate students (244females, 174males) aged 15 to 19years offering introductory psychology course in the University of Iowa. The total population constituted the sample for the study. Two instruments: Social Provisions Scale and Family Environment Scale by Moos & Moos 1986 were used to collect data from parents while students’ grades points average on the ACT (American College Testing Program,) examinations was obtained from the university Registrar. Mean and standard deviations were used to measure the students’ grades points’ average while structural equation analysis with latent variable and chi square statistics were used to test the relationship between parental social support and students GPA on ACT scores. Results revealed that parental social support especially reassurance of worth, predicted college grade points average when controlling for academic

aptitude, family achievement orientation and family conflict. The study is related to the present study in that it linked parental support as part of parental achievement orientation with students' grade points average and sampled adolescents aged 15 – 19 years, while it differs in that it was carried out in Iowa using adolescents in university.

A study was carried out by Chohan and Khan (2010) on the impact of parental support on the academic performance and self-concept of in-school adolescents in the United States of America. The purpose of the study was to examine the linkage between academic achievement and educational support provided to the child at home and to determine whether this support directly or indirectly effect the child's self-concept. The study was guided by three research questions and a null hypothesis. It was a descriptive research design carried out in the United States of America. The total population of the study consisted of 305 students in public secondary schools. The total population constituted the sample for the study. The students who have or have not parental support were compared on two measures: (a) the annual school result report and (b) the self-concept scale. The self concept was measured twice: before one month of annual school examination and one month after announcement of annual results. Mean and standard deviation were used to determine the effects of parental support on the child's self-concept. Findings revealed that parents' contribution to their children's education has a consistent and positive effect on academic achievement and on the self-concept. The study is related to the present study in that it examined the parental support in-school adolescents receive from their parents, while it differs in that it was a descriptive study carried out in United States of America.

Another study by Ruholt, Gore and Dukes (2007) investigated on the importance of parental support and parental involvement on the academic well-being of in-school adolescents

in Kentucky. The purpose of the study was to examine the role of parents in in-school adolescents' academic well-being. It was a descriptive research design carried out in public secondary schools in Kentucky. Four research questions and two null hypotheses guided the study. The total population of the study consisted of 250 in-school adolescents aged 14-19 years in public secondary schools. The entire population constituted the sample. Data were collected using four (4) instruments. Multiple regressions analysis was used to measure the relationship among parental support, parental involvement, self-esteem and academic self-efficacy of in-school adolescents. Results revealed that parental support and involvement positively predicted both self-esteem and academic self-efficacy of in-school adolescents. The study is related to the present study in that it examined the role of parental support and parental involvement in the academic well-being of in-school adolescents aged 14-19 years. While the study was a descriptive design carried out in Kentucky, it was guided by four research questions and two null hypotheses. The present study is a correlation design carried out in Anambra State, Nigeria and guided by nine (9) research questions and six(6) hypotheses.

A study was conducted by Bu and Mushtaq (2016) on parental support as a predictor of self-efficacy and academic achievement of in-school adolescents in Lahore city. The purpose of the study was to explore the relationship among parental support, self-efficacy and academic achievements of college students. It was a correlation research design carried out in public secondary schools in Lahore city. Four research questions and two hypotheses guided the study. The population of the study consisted of 150 students aged 16-22years in intermediate classes of public colleges. The entire population constituted the sample of the study. Three instruments were used for data collection: Demographic Information Form, Perception of Parents Scale (POPS) by Robbins (1994), College Self-efficacy Investory (CSEI) by Solberg (1993). The

academic achievement of students was measured by obtaining previous results of consecutive three (3) classes of every student and Demographic information form. Pearson product correlation, t-test and multiple regressions were used to measure the correlation among parental support,self-efficacy and academic achievement. Results indicated significant positive correlation between academic achievement, parental support and self-efficacy of students. The study relates to the present study in that it was a correlation design which explored the relationship among parental support, self-efficacy and academic achievement of in-school adolescents, while it differs in that it was carried out in Lahore city.

Shukla, Tombari, Toland and Danner (2015), examined parental support for learning, academic motivation and persistence in mathematics in the South Eastern United State of America. The purpose of the study was to test whether students-perceived at home parental support for learning is associated to students' personal goal orientations and persistence in mathematics in the classroom. It was a correlation research design carried out in the South Eastern United States of America. Two research questions and a null hypothesis guided the study. The population of the study consisted of 1,534 grade-nine students aged 13-18years in public high schools. The entire population formed the sample for the study. Three standardized instruments used for data collection were Parental Support Scale by Marjoribanks and Mboya (2000), Patterns of Adaptive Learning Survey by Midgley Maehr, Hruda, Anderman, Freeman, & Urdan (2000) and Students Engagement Scale by Wellborn & Connell (2000). Exploratory factor analysis was used to explore the dimensionality of at-home parental support for learning and persistence in mathematics. The confirmatory factor analysis was used to determine the students' academic motivation. Results indicated that students' perception of at-home parental support for learning is significantly positively associated with students' personal mastery,

performance approach goal orientation, academic motivation and persistence for mathematics in the classroom. The study is related to the present study in that it was a correlation study which linked parental support with students' academic motivation. It also used three instruments for data collection, but differs in that the study was guided by two research questions, a null hypothesis and was carried out in the United States of America.

Studies Related to Academic Self-Efficacy

Ogunmakin and Akomolafe (2013) investigated on academic self-efficacy, locus of control and academic performance of in-school adolescents in Ondo State, Nigeria. The purpose of the study was to examine the influence of some psychological factors on students' academic performance. The study was a correlational design carried out in Ondo State, Nigeria. Two research questions and a null hypothesis guided the study. The population of the study consisted of 364 in-school adolescents aged 12-17 years in public secondary schools. The population of the study consisted of 8,340 in-school adolescents in public secondary schools. A sample of 364 students was randomly selected from ten (10) secondary schools. Two (2) standardized instruments: Self-in-School Scale by Downs (2005) and Locus of Control of Behaviour Scale by Craig, Franklin and Andrews (1984) were used to collect data on students' academic self-efficacy and locus of control while students' scores in their previous promotion examination were used to measure students academic performance. Multiple regression analysis was used to analyze the research questions and hypothesis was tested at 0.05 level with the use of ANOVA. Results showed that academic self-efficacy and Locus of control jointly predicted academic performance. The study is related to the present study in that the academic self-efficacy of in-school adolescents in public secondary schools was examined with the use of correlational research design; multiple regression analysis and ANOVA were used as the statistical measure

but differs in that it was guided by two (2) research questions, a null hypothesis and was carried out with a sample of 364 students in Ondo State, Nigeria.

Another study was conducted by Carol, Houghton, Wood, Unsworth, Haltle and Gordon (2008) on self-efficacy and academic achievement of in-school adolescents in Australia. The purpose of the study was to determine the mediating structural relations among self-efficacy, academic aspirations, and delinquency, on the academic achievement of in-school adolescents aged 11-18years. Four (4) research questions and two(2) null hypotheses guided the study. It was a correlational study carried out in public schools in two Australian cities. The total population of the study consisted of 3,583 in-school adolescents in public high schools in two (2) Australian cities. A sample of 935 in-school adolescents aged 11-18 years was randomly selected. Three (3) instruments were used for data collection. Structural equation modeling was used to test three (3) alternative models for the relationships from academic, social, and self-regulatory efficacy on academic achievement. Results revealed that academic and self-regulatory efficacy had an indirect negative effect through delinquency and a direct positive effect on academic achievement. The study is related to the present study in that it was a correlational design which is linked to self-efficacy and academic aspirations of in-school adolescents in public high schools but differs in that it sampled 935 in-school adolescents aged 11-18years and was carried out in two (2) Australia cities.

Ferla, Valcke and Cai (2009) examined academic self-efficacy and academic self-concept of in-school adolescents in Belgia. The purpose of the study was to investigate whether academic (example, mathematics) self-efficacy and academic self-concept represent two (2) conceptually and empirically distinct psychological constructs when studied within the same domain, and the nature of the relationship existing between both self-constructs, their

antecedents and their mediating and predictive qualities for background variables such as gender and prior knowledge and outcome variables such as maths performance, maths interest and maths anxiety. Eight (8) research questions guided the study. It was a comparative research carried out in Belgian. The participants in the study include 8,796 in-school adolescents aged ffteen (15) years who are enrolled in 277 schools. Data collected were based on a secondary analysis of the Belgian data from the 2003 PISA-survey (Programme for International Student Assessment). Participants were required to complete a mathematical test and a student questionnaire. Confirmatory factor analyses and Path analyses were used to analyze the research questions. Results indicated that maths self-efficacy and maths self-concept do indeed represent conceptually and empirically different constructs, even when studied within the same domain. Students' academic self-concept strongly influences their academic self-efficacy. The study is related to the present study in that it was linked to the academic self-efficacy of in-school adolescents but differs in that it was a comparative study and was carried out in Belgia.

A study was carried out by Zajacova, Lynch and Espenshade (2005), on self-efficacy, stress and academic success of undergraduate students in New York. The purpose of the study was to investigate the joint effects of academic self-efficacy and stress on the academic performance of students. Four (4) research questions and three (3) null hypotheses guided the study. It was a correlation study carried out in New York. The population of the study consisted of 289 freshmen (students) aged twenty (20) years who enrolled in college in the spring semester of 1997 to 1998. A sample of 107 freshmen was randomly selected for the study. An instrument was used to collect data. Exploratory and confirmatory factor analyses were used to determine whether stress and self-efficacy could be considered distinct constructs Structural equation modeling was used to examine the effects of stress and self-efficacy as latent constructs on each

of the three (3) outcomes: college GPA at the end of the first year, credit hours during the year and the enrollment in college at the start of the third semester. Results showed that academic self-efficacy is a more robust and consistent predictor than the stress of academic success. The study is related to the present study in that it was a correlational study linked to academic self-efficacy but differs in that it sampled university undergraduates aged twenty (20) years and was carried out in New York.

Another study was conducted by Okoiye, Anokam and Nwoga (2016) on the influence of academic self-efficacy, examination anxiety and peer influence on academic achievement motivation of students in Benin, Edo State, Nigeria. The purpose of the study was to examine the influence of academic self-efficacy, examination anxiety and peer as correlate of academic achievement motivation of senior secondary school students. The study was guided by three (3) hypotheses. It was a descriptive survey design. A sample of 400 senior secondary 11 (SS11) students was randomly selected from the schools sampled. Data were collected using four (4) instruments entitled: Students' "Academic Achievement Motivation" by Aremu and Hammed (2002), "Students' Academic Self-Efficacy Scale" by Morgan and Jinks (1999), Sokan's Examination Anxiety Scale and Peer Influence Scale by Adeyemo and Torubeli (2008). The hypotheses were analyzed using Pearson Product Moment Correlation and multiple regressions statistical tool tested at 0.05level of significance. Results showed that academic self-efficacy, examination anxiety and peer influence correlate significantly with academic achievement motivation of students. The study linked academic achievement motivation with academic self-efficacy which is the focus of the study.

Yuan, Weiser and Fisher (2016) examined self-efficacy, parent-child relationships and the academic performance of undergraduate students in the United States of America. The

purpose of the study was to examine how parent-child relationship quality relates to young adults' academic achievement and self-efficacy. The study was guided by four (4) research questions and three (3) hypotheses. It was a correlational study carried out in the United States of America. The participants were 258 undergraduate students (185 males and 173 females). Data were collected using an instrument. The hypotheses were analyzed using Pearson product moment. Results revealed that both parent-child relationship and self-efficacy were significantly associated with the students' academic performance. While the study examined how parent-child relationship quality relates to undergraduates academic achievement and self-efficacy, the present study determined the relationship between parental achievement orientation and academic self-efficacy of in-school adolescents.

Bandura, Barbaranelli, Caprara and Pastorelli (1996) examined multifaceted impact of self-efficacy on academic functioning of in-school adolescents in Rome. The purpose of the study was to analyze the network of psychological influences through which self-efficacy affects academic achievement. Three (3) research questions and a null hypothesis guided the study. It was a descriptive research design carried out in Rome. A sample of 279(155males and 124females) in-school adolescents aged 11-14years, their mothers and teachers were used for the study. Three (3) instruments were used for data collection. Mean and standard deviation were used to analyze the research questions while factoral analysis and analysis of variance were used to test the hypothesis. Results revealed that parents' sense of academic efficacy and aspirations for their children were linked to their children's scholastic achievement through their perceived academic capabilities and aspirations. Also, children's beliefs in their efficacy to regulate their own learning and academic attainments in turn contributed to scholastic achievement both independently and by promoting high academic aspirations and prosocial behaviour and by

reducing vulnerability to feelings of futility and depression. The study revealed that parental academic support to their children promotes academic achievement. Hence, this study sought to determine the relationship between parental achievement orientation and academic self-efficacy of in-school adolescents. Also, while the study sampled in-school adolescents, their parents and teachers, and used mean, standard deviation, factoral analysis and analysis of variance (ANOVA) for data analysis, the present study sampled in-school adolescents and their parents; and used mean, standard deviation, multiple regression and analysis of variance for data analysis.

Li (2012), conducted a study on the attitude, self-efficacy, effort and academic achievement of undergraduate students in Hong Kong. The purpose of the study was to determine the relationship among social science students' attitude towards research methods and statistics, self-efficacy, effort and academic achievement. The study was guided by four (4) research questions and four (4) hypotheses. It was a correlational research design carried out in the Department of Social Studies in City University, Hong Kong. A sample of 153 students was used for the study. Data were collected using an instrument. Multiple regression analysis was conducted to estimate the prediction power of attitude and self-efficacy on effort and the prediction power of attitude, self-efficacy and effort on academic achievement. Results showed a positive correlation between all the four (4) variables---attitude towards research methods and statistics, self-efficacy, effort and academic achievement. Also, both attitude and self-efficacy could significantly predict effort. The study revealed the importance of self-efficacy in the demonstration of effort for academic learning. The present study also advocates that academic self-efficacy could help the in-school adolescents in their demonstration of effort for academic achievement. The reviewed study is a correlational design carried out in the City University, Hong Kong, using 153 undergraduate students as the sample of the study. The present study is a

correlational design carried out in public secondary schools in Anambra State, using 1,600 students as the sample of the study.

Studies Related to Need-Achievement

Acharya and Joshi (2011), conducted a study on the relationship between parental support and achievement motivation of in-school adolescents in Varansi City. The purpose of the study was to ascertain the relationship between achievement motivation of in-school adolescents and parental support, and to examine the gender differences in parental support. It was a correlational study carried out in Varansi city. The study was guided by three (3) research questions and two (2) hypotheses. The simple random sampling technique was used to select a sample of 500 (250 males and 250 females) in-school adolescents aged 16-18 years in public secondary schools. Data were collected using two questionnaire instruments: Achievement Motivation Scale by Deo Mohan (1985) and Family Support Scale by Rajneesh (2004). Multiple regression analysis was used to answer the research questions while ANOVA was used to analyze the hypotheses. Results indicated a positive correlation between achievement motivation and parental support. Also, girls are sensitive to parental support as compared to boys, and achievement motivation is related to success in life, life satisfaction and quality of life. It was recommended that parents should support the educational activities of their in-school adolescents to enhance their academic motivation. The study made use of correlational design to ascertain the relationship between parental support and achievement motivation of in-school adolescents aged 16-18years in public secondary schools, collected data with two (2) questionnaire and analyzed data with multiple regression and ANOVA. The present study made use of correlational design to determine the relationship between parental achievement orientation and need-achievement of in-school adolescents aged 15-19years in public secondary schools. Data were

collected using three (3) sets of questionnaire and data collected were analyzed using mean, standard deviation, multiple regression and ANOVA.

Onete, Edet, Udey and Ogbor (2012), investigated the undergraduate students' academic performance as a function of achievement motivation in Calabar, Nigeria. The purpose of the study was to examine the influence of achievement motivation on undergraduate students' academic performance. It was an expo-facto survey design carried out in Calabar, Nigeria. The study was guided by two (2) research questions and two (2) hypotheses. The total population of the study was 1,352 first year education students of Cross River University of Technology admitted in the 2010/2011 academic session. A sample of 750 students was randomly selected for the research study. The instruments used for data collection include: Education Students' Achievement Motivation Scale (ESAMS) adapted from Cofer and Appley 1964, Achievement Imagery, Grandal and Grandal (1965) modified Intellectual Achievement Questionnaire (MIAQ), and students scores in the first semester examinations of the session provided information on the students' academic performance. Mean and standard deviation were used to answer the research questions while research hypotheses were analysed using analysis of variance (ANOVA). Results showed that neither students' academic achievement motivation nor students' social achievement motivation had any significant influence on education students' academic performance. Since achievement motivation had no significant influence on the academic performance of undergraduates of Cross River University of Technology, Calabar, Nigeria, the present study sampled in-school adolescents to determine the level of need-achievement of in-school adolescents in public secondary schools in Anambra State, Nigeria.

Pal (2011) examined the achievement motivation of in-school adolescents in Ahmedabad City. The purpose of the study was to examine the achievement motivation of secondary school

students. The study was guided by three research questions and one null hypothesis. It was a descriptive research design carried out in Ahmedabad City. A sample of 300 students aged 15-18 years was randomly selected from public secondary schools for the study. Data were collected using Deo-Mohan Achievement Scale by Pratibha Deo and Asha Mohan (2012). Mean and standard deviation were used to answer the research questions and T-test was used to analyze the hypothesis. Results indicated that majority of the students fall in the category of average and high level of achievement motivation. While the study examined the achievement motivation of secondary school adolescents aged 15-18years in Ahmeddabad City public secondary schools, it sampled 300 students, collected data with two standardized instrument and analyzed the collected data with mean, standard deviation and t-test, the present study examined the level of need-achievement of in-school adolescents aged 15-19years in public secondary schools in Anambra State, Nigeria. It sampled 1,600 in-school adolescents, data were collected using three instruments and data collected were analyzed using mean, standard deviation, multiple regression and ANOVA.

Hansemark (2003) examined the need for achievement, locus of control and the prediction of business start-ups of adolescents in the United States of America. The purpose of the study was to show whether a connection exists between need-achievement and locus of control of reinforcement on the one hand and the entrepreneurial activity: start of new business on the other hand and whether any gender-specific exists. The study was guided by three (3) research questions and (2) two hypotheses. It was a longitudinal study carried out in the United States of America. The participants were 180 adolescents who were followed up consistently. Personal characteristics of the subjects were measured eleven (11) years before the follow-up data were collected. The Need-achievement data were collected using Thematic Apperception

Test (TAT) and Cesarec Marke Personality Schedule (CMPS), whereas locus of control data were collected using Rotters Internal-External Test. Mean, standard deviation and multiple regressions were used to answer the research questions and ANOVA was used to analyze the hypotheses. Results revealed that need-achievement has no predictive validity on the entrepreneurial activity: start of new business. But locus of control has predictive validity for men and not for women. The study is a longitudinal design which focused on need-achievement for entrepreneurial activity; it sampled 180 adolescents, collected data with three (3) standardized questionnaires and analyzed data with mean, standard deviation and multiple regressions, the present study is a correlational design which focused on need-achievement for academic learning achievement, and sampled 1,600 in-school adolescents. Data were collected using three (3) instruments and data collected were analyzed using mean, standard deviation, multiple regression and ANOVA.

Moneta (2011) examined the need for achievement, burn out and intention to leave of university undergraduate students in the United States of America. The purpose of the study was to assess the applicability of the occupational model of burn out to an educational context. The study was guided by three (3) research questions and two (2) null hypotheses. It was a descriptive research study carried out in the United States of America. The participants were 226 university undergraduate students. Data were collected using Need for Achievement scale, the Maslach Burnout Inventory for Students' Survey (2006) and Weisberg's Intention to Leave Scale (2002). Data were analyzed using structural equation model. Results indicated that the need for achievement directly prevented each component of burn out (emotional exhaustion, cynicism and reduced efficacy). Emotional exhaustion directly promoted cynicism, which in turn directly promoted reduced efficacy. While the study focused on the need-achievement of undergraduates,

it sampled 226 university undergraduates, collected data with a self-constructed and two standardized instrument and analyzed data using structural equation model, the present study focused on need-achievement of in-school adolescents, 1,600 in-school adolescents were sampled, data were collected using three instruments and data collected were analyzed using mean, standard deviation, multiple regression and ANOVA.

Oladipo and Ajufo (2013), conducted a study on the possible factors that predict need-achievement of university undergraduate students in South Western, Nigeria. The purpose of the study was to look at how students' gender, institution and academic level would influence their level of need-achievement motivation. The study was guided by three (3) research questions and two (2) hypotheses. It was a cross-sectional ex-post survey research design carried out in South Western Nigeria. The population of the study consisted of all the under-graduate students aged 16-31 years in three (3) tertiary institutions in South Western Nigeria. A sample of 420 (153 males, and 267 females) undergraduate students aged 16-31 years were randomly selected from three (3) tertiary institutions in South Western, Nigeria. Data were collected using McClelland need-achievement scale. T-test and analysis of variance (ANOVA) were used to analyze the hypotheses. Results revealed that gender was not a significant predictor of students' need-achievement but institutions of learning and students' academic level were significant predictors of students' need-achievement respectively. While the study examined how students' gender, institution and academic level would influence students' level of need-achievement, it sampled 420 undergraduate students aged 16-31years, collected data with a standardized instrument and analyzed data using t-test and ANOVA, the present study examined the influence of gender and school location as a moderator variable on need-achievement of in-school adolescents; and sampled 1,600 in-school adolescents aged 15-19years, data was collected with three (3)

instruments and data collected were analyzed using mean, standard deviation, multiple regression and ANOVA.

Riffat-Un-Nisa, Ghazala and Anjum (2011) investigated on achievement motivation, self- concept and academic achievement of in-school adolescents in Sargodha district. The purpose of the study was to examine the relationship among achievement motivation, academic self-concept and academic achievement of in-school adolescents. The study was guided by four (4) research questions and two (2) null hypotheses. It was a correlational design carried out in Sargodha district. A sample of 336 ninth grade students (146 males and 172 females) aged 10-15 years was randomly selected from public and private schools. Two (2) instruments: "Academic Self-Description Questionnaire" by Marsh (1990) (ASDQ II) and "General Achievement Goal Orientation Scale" (GAGOS) by McClnerney (1997) were used for data collection. Statistical techniques for data analysis were mean, standard deviation, Pearson r, t-test and multiple regressions. Results revealed that achievement motivation and self-concept are significantly related to academic achievement. Also, significant gender differences were discovered which were in favour of girls. While the study is a correlational design which discovered gender differences in achievement motivation and the self-concept of in-school adolescents, it sampled 336 students aged 10-15 years in public and private schools in Sargodha district, collected data using two standardized instruments and analyzed data using mean, standard deviation, Pearson r, t-test and multiple regression, the present study is a correlational design which examined the influence of gender as a moderator variable on academic self-efficacy and need-achievement of in-school adolescents, it sampled 1,200 students aged 15-19 years in public secondary schools in Anambra State, Nigeria, data were collected using three (3) instruments and data collected were analyzed using mean, standard deviation, multiple regression and ANOVA.

Studies Related to Academic Self-Efficacy, Need Achievement and Gender.

Ewumi (2014), conducted a study on gender, socio-economic status and academic achievements of senior secondary in-school adolescents in Ogun State, Nigeria. The purpose of the study was to determine the relationship among gender, socio-economic status and academic achievements of senior secondary school students. The study was guided by two (2) null hypotheses. It was a descriptive research design in form of an ex-post facto approach carried out in Odogbolu Local Government, Ogun State, Nigeria. The total population of the study consisted of 831 senior secondary school students aged 14-21 years in seventeen (17) public secondary schools in Odogbolu Local Government Area, Ogun State, Nigeria. A sample of 108 students (54 males and 54 females) was drawn from three (3) secondary schools in the local government area using stratified random sampling technique. Two (2) validated instruments were used for data collection. Data collected were analyzed using mean, standard deviation and Pearson-moment-correlation. Results revealed a negative significant relationship between gender and academic achievement. Also, no significant relationship existed between socio-economic status and academic achievement. Academic achievement of male and female in-school adolescents could be related to their need-achievement. Therefore, the present study used correlational design to determine the relationship between parental achievement orientation and need-achievement of male and female in-school adolescents in senior secondary school class 11 in public secondary schools in Anambra State, Nigeria.

Sylvia-Bobiak and Caldwell (2006), conducted a study on the complex relationship between social cognitive constructs, gender and active leisure of undergraduate university students in South Eastern United States of America. The purpose of the study was to ascertain the difference between leisure efficacy of male and female students. The study was guided by

five (5) null hypotheses. It was a descriptive survey research design carried out in the United States of America. The participants were 874 undergraduate university students in South Eastern, United States of America. A self-constructed instrument was used for data collection. ANOVA was used to analyze the hypotheses. Findings revealed that males have a higher active leisure efficacy and higher physical activity self-efficacy compared to the females. While the study was a descriptive design which focused on finding the difference between leisure efficacy of male and female university students, the present study is a correlational design which sought to determine the relationship between parental achievement orientation and academic self-efficacy of male and female in-school adolescents in public secondary schools in Anambra State, Nigeria.

Schmitt (2008) investigated the relationship between gender, emotional stability and self-efficacy of in-school adolescents in Australia. The purpose of the study was to determine the gender differences in emotional stability and self-efficacy of in-school adolescents. The research study was guided by three (3) research questions and three (3) null hypotheses. It was a descriptive study carried out in Australia. A sample of 891 in-school adolescents aged 15-18 years was randomly selected from public secondary schools for the study. Two (2) self-constructed instruments were used for data collection. Mean, standard deviation and multiple regressions were used to answer the research questions and ANOVA was used to analyze the hypotheses. Results showed that a significant relationship between gender and the level of self-efficacy exists also, that female students demonstrated a lower level of emotional stability and self-efficacy compared to males. While the study is a descriptive design carried out in Australia to determine the gender differences in emotional stability and self-efficacy of in-school adolescents, it sampled 891 senior secondary school students aged 15-18years, collected data

using two (2) instruments and analyzed data using mean, standard deviation, multiple regression and ANOVA, the present study is a correlational study which was carried out in Anambra State, Nigeria to determine the relationship between parental achievement orientation and academic self-efficacy of male and female in-school adolescents in public secondary schools; it sampled 1,600senior secondary school adolescents aged 15-19years, it collected data using three (3) instruments and data collected were analyzed using mean, standard deviation, multiple regression and ANOVA.

Khwaileh and Zaza (2011), conducted astudy on grade point average (GPA) and gender differences in the academic performance of undergraduate university students in Jordan. The purpose of the study was to determine gender differences in academic performance among undergraduate students. The study was guided by three (3) research questions. It was a descriptive research design carried out in Jordan. The participants were 17, 522 females and 8, 600 males undergraduate students at the University of Jordan from 2002 to 2007. Students records obtained from the registrar's unit were used as the instrument for the study. The data were analyzed using mean and standard deviation. Results revealed that female undergraduate students were found to outperform male undergraduates in their GPAs. While the study was a descriptive design which focused on grade point average to determine gender differences in the academic performance of undergraduate university students, the present study is a correlational design which sought to determine the relationship between parental achievement orientation and need-achievement of in-school adolescents.

Alldred (2013) investigated self-efficacy as correlate of academic achievement, gender and socioeconomic status of in-school adolescents in Georgia. The purpose of the study was to ascertain the relationships between students' self-efficacy and three (3) other variables: academic

achievement, gender and socioeconomic status of in-school adolescents. The study was guided by four (4) research questions and two (2) null hypotheses. It was a correlational and causal comparative research design carried out in public secondary schools in the north eastern mountains of Georgia. The simple random sampling technique was used to select a sample of 257 in-school adolescents aged 15-18 years. Data were collected using two (2) instruments. Pearson product moment was used to analyze the relationship between self-efficacy and students' achievement. T-test statistics were used to analyze the relationship between socioeconomic status and gender of the adolescents and how those variables affect adolescents' self-efficacy. Results indicated that self-efficacy is significantly related to academic achievement and socio economic status, but gender does not influence academic self-efficacy of in-school adolescents. The study made use of correlational and comparative design to examine the relationship among in-school adolescents' self-efficacy, academic achievement, gender and socio-economic status, the present study is a correlational design which sought the relationship between parental achievement orientation and need-achievement of male and female in-school adolescents in Anambra State, Nigeria.

Tenaw (2013), investigated on the relationship between self-efficacy, academic achievement and gender of college students in Ethiopia. The purpose of the study was to determine the level of students' self-efficacy; gender difference in self-efficacy and achievement, and also to determine the relationship between self-efficacy and achievement in analytic chemistry of college students. The study was guided by four (4) research questions and two (2) null hypotheses. It was a correlational design study carried out in Debre Markos College of Teacher Education in Ethiopia. The simple random sampling technique was used to select a sample of 100 students in second year at Debre Markos College of Teacher Education, Ethiopia

for the study. Data were collected using an instrument. T-test statistics was used to analyze the difference between self-efficacy and academic achievement in gender. Pearson correlation was used to analyze the relationship between self-efficacy and academic achievement. Results indicated that students' level of self-efficacy is medium, and there is no significant difference in the self-efficacy between genders, but there is a statistically significant difference in achievement between genders. The study made use of correlational design study to determine students' self-efficacy level and linked gender with self-efficacy, the present correlational study sought to determine the level of academic self –efficacy of in-school adolescents, and the relationship between parental achievement orientation and academic self-efficacy of male and female in-school adolescents.

Wodi, Bunu and Oluwatayo (2014), conducted a study on the academic gender stereotype among schooling adolescents in Yenagoa, Bayelsa State. The purpose of the study was to explore the academic gender stereotype beliefs held by in-school adolescents. The study was guided by four (4) research questions and three (3) hypotheses. It was a descriptive research design carried out in public secondary schools in Yenagoa, Bayelsa State, Nigeria. The population of the study consisted of 3, 404 senior secondary school class two (SS 2) students aged 14-19 years. A sample of 220 students was selected for the study using the simple random sampling technique. An instrument entitled "Visual Analogue Scale on Academic Gender stereotype (VASA) was used for data collection. Mean and standard deviation were used to answer the research questions. T-test statistics were used to test the hypotheses at 0.05 level of significance. Results revealed that school adolescents in Bayelsa state were stereotypic and held on to academic gender stereotype beliefs with regard to mathematics and language. Also, male and female students did differ significantly in the stereotypes they hold concerning science while they did

not differ significantly in the stereotypes they hold concerning mathematics and language competence. While the study was a descriptive design which revealed certain types of gender stereotypes in academic learning among 220 sampled senior secondary school class 11 (SS 11) students in Yenagoa, Bayelsa State, Nigeria, it collected data using an instrument and analyzed data with mean, standard deviation and t-test statistics ,the present study sought to determine the relationship between parental achievement orientation and academic self-efficacy of male and female in-school adolescents of 1,600 sampled senior secondary school class11 (SS 11) students in public secondary schools in Anambra State, Nigeria. Data collected using three (3) instruments and data collected were analyzed using mean, standard deviation, multiple regression and ANOVA.

Ochieng (2015), investigated self-efficacy and Mathematics perspective of in-school adolescents on academic achievement. The purpose of the study was to determine the relationship between self-efficacy and academic achievement, and also to determine gender perspective between self-efficacy, academic achievement among male and female secondary school students. The study was guided by five (5) research questions and three (3) hypotheses. It was a descriptive research design carried out in public secondary schools in Nyakach sub-country, Kenya. A sample of 390 students aged 12-15 years was selected for the study using the simple random sampling technique. Two (2) instruments: Math Self-Efficacy Questionnaire by Benard (2012) and Academic Achievement by Document analysis table were used for data collection. Mean, standard deviation and Pearson correlation coefficient were used to analyze the research questions and t-test statistics were used to analyze the hypotheses. Results of the study revealed that self-efficacy levels and academic achievement of students are average. Male students seem to have a higher self-efficacy than their female counterparts. Finally, students with

higher self-efficacy perform better in mathematics than those with lower self-efficacy. While the study was a descriptive design which revealed gender differences in self-efficacy of 390 sampled secondary school adolescents aged 12-15years in public secondary schools in Kenya, it collected data using two (2) instruments and analyzed data using mean, standard deviation, Pearson correlation coefficient and t-test statistics, the present study is a correlational design which sought to determine the relationship between parental achievement orientation and academic self-efficacy of male and female in-school adolescents in public secondary schools in Anambra State, Nigeria; it sampled 1,600 in-school adolescents aged 15-19years and collected data using three (3) instruments. Data collected were analyzed using mean, standard deviation, multiple regression and ANOVA.

Studies Related to Academic Self-Efficacy, Need-Achievement and School Location

Amannah, Okwelle and Wokocha (2014), on the influence of school location and class size on academic performance of in-school adolescents in Rivers State, Nigeria. The purpose of the study was to determine the differences between rural versus urban schools and small versus large class sizes. The study was guided by two (2) null hypotheses. It was an Expo-facto design carried out in Rivers state, Nigeria. The population of the study consisted of 87, 121 secondary school students who registered and sat for the three (3) core subjects, namely: Biology, Mathematics and English language in the 2006/2007 WAEC examinations. A sample of 399 students was randomly selected from ten (10) secondary schools for the study. An instrument was used for data collection. Chi square statistics was used to analyze the hypotheses. Results revealed significant differences between the school location and students' academic performance; also between small and large class sizes and students' academic performance. The Expo-facto design linked academic performance with school location; the present study is a

correlational design which sought to determine the relationship between parental achievement orientation and academic self-efficacy of rural and urban in-school adolescents in Anambra State, Nigeria.

Xu (2009) investigated the influence of school location, academic achievement and home work management strategies of in-school adolescents in the United States of America. The purpose of the study was to examine whether students' achievement and school location influence a range of homework management strategies. The study was guided by three (3) research questions and two (2) hypotheses. It was a descriptive research design carried out in public secondary schools in the United States of America. A sample of 633 in-school adolescents was selected for the study using the simple random sampling technique. An instrument was used for data collection. For statistical measure, separate univariate tests were performed to compare the effects of school location (rural versus urban) on the homework management. Findings revealed that urban middle school students reported being more self-motivated during homework than their rural counterparts. While the study discovered differences in the motivational level of urban and rural students, the present study sought to determine the relationship between parental achievement orientation and the need-achievement of rural and urban in-school adolescents.

Owoeye and Yara (2010) examined school location and academic achievement of in-school adolescents in Ekiti State, Nigeria. The purpose of the study was to determine the relationship between school location and academic performance of in-school adolescents. The study was guided by a null hypothesis. It was a descriptive survey design of the ex-post facto type carried out in public secondary schools in Ekiti State, Nigeria. A total of fifty (50) secondary schools which sat for the West African School Certificate Examination (WAEC) between 1990 and 1997 in urban and rural schools was used for the study. A sample of 223 final

year students (SSIII) aged 15-18 years in the rural and urban schools were selected for the study using the simple random sampling technique. A validated instrument entitled “Student Location Questionnaire” (SLQ) was used for data collection. T-test statistics was used to analyze the hypothesis. Results revealed a significant difference between students’ academic achievement of rural and urban secondary schools in senior school certificate examinations. Also, students in urban areas had better academic achievement than their rural counterparts. The study linked academic achievement with school location. Hence, the present study sought to determine the relationship between parental achievement orientation and academic self-efficacy of rural and urban in-school adolescents.

Oskoya and Akuche (2011), conducted a study on the effects of school location on students’ learning outcomes in practical physics in Ibadan, Oyo State, Nigeria. The purpose of the study was to investigate the effects of school location on students’ learning outcomes in practical physics. The study was guided by three (3) null hypotheses. It was a quasi experimental design carried out in public secondary schools in Ibadan, Oyo State, Nigeria. The sample consisted of 526 SS II students randomly drawn from eight co-educational schools in Ibadan (four (4) schools from urban area and four (4) schools from rural area). The study consisted of two (2) groups: experimental group and control group. A pre-test and a post test were administered to each of the groups. Four (4) validated instruments were used for data collection. Analysis of variance and Scheffe post HOC statistics were used to test the hypotheses at the significant level of 0.05 alpha. Results indicated that school location had a significant main effect on students’ cognitive attainment, performance in practical skills but there was no significant main effect on attitude. The study is a quasi-experimental design which linked cognitive attainment with school location. Therefore, the present study is a correlational design which

sought to determine the relationship between parental achievement orientation and academic self-efficacy of rural and urban in-school adolescents.

Obasi (2011) investigated urban-rural differential teaching and learning of geography in Imo State, Nigeria. The purpose of the study was to examine some of urban-rural variables affecting the teaching and learning of geography. The study was guided by four (4) research questions and three (3) null hypotheses. It was a descriptive research design carried out in public secondary schools in Ahiazu Mbaise and Owerri municipal council, Imo State, Nigeria. The total population of the study consisted of 123 (106 urban and17 rural) senior secondary school students offering geography, ten (10) school principals and fifteen (15) teachers teaching geography in ten (10) schools five (5) schools from rural area--Ahiazu Mbaise and five (5) schools from urban area--Owerri municipal council). Since the population of the study is moderate, the researcher studied all as the sample. The instruments for data collection include: structured interviews and questionnaire, library reference and West African Examination Council (WAEC) results of 1997-2000. Chi-square contingency was used to test the hypotheses. Results showed that one consistent indicator of differences in school certificate geography examinations such as WAEC is school location. This revealed that the yearly performance in the school certificate geography examinations of students from rural schools were poor when compared with that of their counterparts from the urban schools. The study highlighted a disparity in academic performance between urban and rural schools. Thus, the present study sought to determine the relationship between parental achievement orientation and academic self-efficacy of rural and urban in-school adolescents.

Oyelami (2004), examined the school location of primary schools in Oyo State, Nigeria. The purpose of the study was to investigate and contrast the locational peculiarities of urban and

rural primary schools. The study was guided by two (2) research questions and a null hypothesis. It was a descriptive research design carried out in public primary schools in Atiba Local Government Area, Oyo State, Nigeria. The population of the study consisted of fifty- seven (57) head teachers in the fifty- seven (57) public primary schools in the study area (Urban =twenty-four (24) schools and Rural = thrity-three (33) schools). Since the population of the study is moderate, the researcher studied the entire population as the sample for the study. Data were collected using an instrument. Comparison of the variables such as school distance, available classroom, number of pupils in a class and teachers' characteristics were done using ratio, kilometers, hours and percentages of real numbers. Findings revealed that rural schools are more efficiently distributed than urban schools while urban schools are more accessible than rural schools. Also, classrooms are short of demand in urban areas and a shortfall exists in the population of rural teachers. While the study focused on school locational peculiarities, the present study sought to determine the relationship between parental achievement orientation and need-achievement of in-school adolescents in rural and urban areas.

Kelmurugan and Balakrishan (2013), conducted a study on achievement motivation as correlate of locality in Tami/Nadu. The purpose of the study was to investigate the relationship between achievement motivation of in-school adolescents and location of schools. The study was guided by two (2) research questions and a null hypothesis. It was a correlational research design carried out in public secondary schools in Ariyahi and Perambular districts, Tami/Nadu. The sample consisted of 600 students aged 15-17 years randomly selected for the study. An instrument was used for data collection. Multiple regression analysis was used to determine the relationship between achievement motivation of students in rural and urban areas. Findings revealed that there is no significant difference between rural and urban students in their

achievement motivation. The study is a correlational design which examined the relationship between school location and achievement motivation of students aged 15-17years in public secondary schools and sampled 600 students. An instrument was used for data collection and data collected were analyzed using multiple regression analysis, similarly the present study is a correlational design which sought to determine the relationship between parental achievement orientation and need-achievement of rural and urban in-school adolescents aged 15-19 years in public secondary schools using a sample of 1,600 students. Data was collected using three (3) instruments and data collected were analyzed using mean, standard deviation, multiple regression and ANOVA.

Summary of the Literature Reviewed

The review of related literature was broken down into three sections: conceptual framework, theoretical framework and empirical studies. The concept of various terms and variables contained in this study were explained to give a detailed understanding of what the study is all about. Literatures reviewed in this study explained academic self-efficacy as individuals' convictions that they can successfully achieve at a designated task. This however increases the individuals' confidence, encourages effort, hard work and need for achievement. Need-achievement is generally seen as the motivation to make significant achievement which could be intrinsically or extrinsically aroused. Need-achievement as an academic factor makes it almost impossible for students to give up easily at an academic task; and to persevere until significant accomplishment is made. An individual's need-achievement could be influenced through interactions with some factors in the environment such as parental achievement orientation.

Parental achievement orientation is generally seen as beliefs parents hold towards the attainment of academic achievements. The orientation parents have towards success could determine the actions they demonstrate towards it, and that may influence the encouragement and motivation of their wards. When parents support efforts for academic achievement, it could raise the in-school adolescents' academic self-efficacy and motivate them towards hard work for the attainment of success. In-school adolescents are individuals in their teens attending secondary schools, and are mostly described as youths, teenagers or students. Literatures reviewed described in-school adolescents as individuals full of vigour who will always demonstrate best efforts to attain achievement if properly encouraged and motivated by their parents.

Other factors such as gender and school location could impact the encouragement and motivation parents give their in-school adolescents. Gender is generally seen as societal division of individuals into males and females as per the roles and characteristics of the individuals. A female individual is culturally considered a weaker vessel that exerts lesser efforts than males. School location as a factor could also implicate in-school adolescents' confidence and motivation to achieve. School location is generally seen as the community in which a school is located either urban or rural area. In-school adolescents in urban areas tend to demonstrate more effort and motivation in learning academic tasks than their counterparts in rural areas; the acquaintace with achieved persons in urban areas could ginger the in-school adolescents on the need for academic achievement.

Theories reviewed include Maslow's hierarchy of needs theory, McClelland's theory of need-achievement, Atkinson's theory of need-achievement and Bandura's theory of self-efficacy. Maslow's theory points to the fact that cognitive needs are met only when the lower

order needs are satisfied. Then, the individual will be motivated and set for learning. McClelland and Atkinson's theories point to the fact that the propelling force for individual engagement in any activity is the motivation to achieve. Bandura's theory points to the fact that individuals engage in activities in which they feel they have the capabilities to achieve. Unless the individual believes he has the capabilities to achieve, he cannot be motivated to work hard.

Empirically, several research works were reviewed under the following sub-headings: studies related to parental achievement orientation, studies related to academic self-efficacy, studies related to need-achievement, studies related to academic self-efficacy, need-achievement, gender and school location. Most of the works reviewed sought the influence of some parental variables such as parental involvement, parental achievement orientation, parents-adolescents interaction among others on self-concept, self-esteem, study habits, self-efficacy and achievement motivation of in-school adolescents. Therefore, from the empirical studies reviewed it was made obvious that there is need to carry out a study to determine the relationship among parental achievement orientation, academic self-efficacy and need achievement of in-school adolescents in Anambra State.

CHAPTER THREE

METHOD

In this chapter the researcher presented the procedures to be adopted for the work under the following sub headings: Design of the Study, Area of the Study, Population of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validation of Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

Design of the Study

The design of this study is correlation survey study. Correlation design is a type of research study used to determine the relationships that exist between two or more variables. Harcourt (2013) described correlation design as a statistical measure of a relationship between two or more variables which gives an indication of how one variable may predict another. The author further noted that the correlation design permits a statement in the form of correlations about those relationships, and does not imply causation but indicates the direction and magnitude of the relationship between the variables. Therefore, this study attempted to establish the relationship among parental achievement orientation, academic self-efficacy and need-achievement of in-school adolescents in public secondary schools in Anambra State, Nigeria.

Area of the Study

The study was conducted in the six education zones in Anambra State, Nigeria. Anambra State is a state in the South-Eastern Nigeria. Anambra State was created on 27th August 1991, following the re-organization of the nineteen (19) states structure of the Federal Republic of Nigeria. The capital is in Awka. It has boundaries with Delta State (West), Imo State and River State (South), Enugu State (East) and Kogi State (North). According to the 2006 census (Nigerian Muse, 2007) it has a total population of 4, 055, 048 people. Anambra State is inhabited

mostly by the Igbo ethnic group. It consists of twenty-one (21) local government areas, divided into six education zones: Aguata, Awka, Ogidi, Nnewi, Otuocha and Onitsha zone. Majority of the people in the area are business men, farmers and civil servants and they maximally support the education industry. The area is deemed appropriate for the study in that education is the most thriving industry in the state. In every community, at least two secondary schools, many commercial and crafts schools exist. Moreover, traditionally, males are predominantly trained to be bread winners and are believed to be more hardworking individuals than the females.

Population of the Study

The total population of SS II students in public secondary schools was 15, 734 (7,218 males and 8,516 females). The total population of SS II students in the urban areas was 8,773 (males 4,173 and females 4,600), whereas the total population of SS II students in rural areas was 6,961 (males 3,045 and females 3,916) (Source: Statistics Unit, Post Primary Education Board, Awka, 2016). According to the 2006 population census, the total population of parents in Anambra State is 1,394, 010 (Nigerian Muse, 2007). For the purpose of this study, parents of SS II students were used as the respondents. There are 253 government owned secondary schools in the six education zones in Anambra State. The schools are of three types: boys' schools, girls' schools and co-educational schools, see Appendix V pg.131 for the population distribution of the schools.

Sample and Sampling Technique

The sample consisted of 2,400 respondents, comprising 1,200 SS II students and their parents (1,200) from the urban and rural secondary schools in the six (6) educational zones in Anambra State, Nigeria. A total of 710 SS II students were selected from urban areas while a total of 490 SSII students were selected from rural areas.

The study utilized the multi-stage stratified random sampling technique. The first stage will entail selecting twelve (12) local government areas out of the twenty-one (21). By this arrangement, simple random sampling techniques (by balloting) were used to select two (2) local government areas from each of the educational zones.

Aguata zone has three (3) Local Government Areas (LGA), Awka zone: five (5) LGA's, Nnewi Zone: four (4) LGA's, Ogidi Zone: three (3) LGA's, Onitsha Zone: three (3) LGA's and Otuocha: three (3) LGA's. The selected local government areas from the zones are Aguata zone: Aguata Local Government Area, Orumba-North Local Government Area; Awka Zone: Anaocha Local Government Area, Awka-South LGA; Nnewi Zone: Nnewi-South LGA, Ihiala LGA; Ogidi zone: Idemili-North LGA, Oyi LGA; Onitsha Zone: Onitsha-North LGA, Ogbaru LGA; Otuocha Zone: Anambra East LGA, and Ayamelum LGA.

In each of the local government areas, the schools were proportionately stratified into urban and rural areas: two (2) schools were randomly selected, one (1) from the urban area and the other from the rural area, given a total of twelve (12) schools from both the urban and rural areas respectively. In all of the state, twenty four (24) schools were selected for the study.

The next stage involved the selection of 1,200 SS II students from the urban and rural areas in Anambra State. Simple random sampling techniques were used to select two (2) streams of intact classes of SS II students in the urban and rural schools sampled. In terms of gender, since the populations of females are larger than those of the males, the ratio 3: 2 was used for the sample selection. This gave a total number of 800 females and 400 males. The average age of student respondent is 16 years. 1,200 parent of the sampled in-school adolescents were also used as the sample for the study.

Instruments for Data Collection

Three (3) research instruments were used for data collection in this study. These were entitled "Parental Achievement Orientation Scale" (PAOS), "Academic Self-efficacy scale" (ASES) and "Need-achievement Scale" (NAS).

The ASES was adapted from the New General Self-Efficacy Scale by Riopel (2001). The original instrument had seventeen (17) items but the instrument was modified and thirteen (13) items were added. The Nas was adapted from Achievement Motivation Scale by Norton (2006). The original instrument had twenty-two (22) items but the instrument was modified and three (3) items were added. The PAOS was a self-developed instrument.

The PAOS was used to measure the achievement orientation of the sampled parents The PAOS has two sections: A and B. Section A elicited the background information of sampled parents. Section B grouped into two clusters: (A, mastery oriented and B, performance oriented) consisted of items to obtain information from the respondents' parents. The PAOS has twenty-five (25) items but after validation four (4) items were discarded and twenty one (21) items remained. The PAOS was scored on a four point scale as shown below: Always – 4 points, Sometimes – 3 points, Rarely – 2 points and Never – 1 point.

The Academic Self-Efficacy Scale (ASES) was used to collect data from SS II students on the in-school adolescents' academic self-efficacy. The ASES has two sections: Section A and section B. Section A elicited the background information of the sampled in-school adolescents while section B consisted of items designed to obtain information from the respondent students. The academic self-efficacy has thrity (30) items but after validation six (6) items were discarded and twenty-four (24) items remained. The ASES was scored on a four point scale as shown below: Always – 4 points, Sometimes – 3 points, Rarely – 2 points and Never – 1 point.

The Need-Achievement Scale (NAS) was used to collect data from SS II students on the in-school adolescents' Need-achievement. The NAS has two (2) sections: Sections A and Section B. Section A elicited the background information of the sampled in-school adolescents while section B consisted of items designed to obtain information from the respondent students. The NAS has twenty five (25) questionnaire items which remained intact after validation. The NAS was scored on a four point scale as shown below: Always – 4 points, Sometimes – 3 points, Rarely – 2 points and Never – 1 point.

Validation of the Instrument

The three instruments were validated by three validators from the Faculty of Education, University of Nigeria, Nsukka. Two (2) of the three (3) validates are Educational Psychologist and one is a measurement and evaluation expert. The experts were required to face-validate the instruments and check for suitability of the language to the responses and the ability of the instruments to measure the objectives they were intended to measure. The experts were guided by the research purposes, research questions and research hypotheses. They made valuable contributions, constructive criticisms, comments and suggestions which helped in improving the structure of the items of the instruments.

Reliability of the Instruments

To determine whether respondents would have problems in the understanding of, and responding to questionnaire items, the researcher carried out a trial testing of the instruments. Twenty (20) in-school adolescents and their parents twenty (20) were selected from two (2) non-participating schools (Community Secondary School Nsugbe and Onitsha High School) across Anambra State for trial testing. The results obtained from the exercise were used for the calculation of reliability co-efficient of the instruments by the use of Cronbach Alpha to establish

theinternal consistency reliability of the items of the Parental Achievement Orientation Scale (PAOS), Academic Self-Efficacy Scale (ASES) and Need-Achievement Scale (NAS).

The reliability co-efficient of the Parental Achievement Orientation Scale was estimated in cluster A (mastery-oriented) as 0.87 and cluster B (performance oriented) as 0.71, while the overall PAOS reliability estimate was 0.79. The reliability co-efficient of Academic self-efficacy scale was estimated as 0.79 while that of Need-achievement scale was estimated as 0.88. These were considered high enough and showed that the instruments can be used to measure accurately achievement orientation of parents, academic self-efficacy of students and Need-achievement of in school adolescents.

Method of Data Collection

The researcher to used five research assistants for the study. During the field work trip to the sampled schools, on entering each school, the research assistants contacted the principals and class form teachers to highlight the purpose of the visit in order to be guided in the distribution and collection of the copies of the questionnaire instruments. The research assistants are degree holders who are secondary school teachers. They were instructed on what the respondents should do and the time required for the completion of the instruments.

With the aid of five research assistants the three instruments were administered to the students and parents. The ASES and NAS were completed by the students. The research assistants gave the sampled students a general instruction on how to complete the items contained in the instruments. The students then proceeded to complete them. The PAOS was administered to the parents within the aid of the sampled students thereafter. The PAOS is written in simple English which the sampled students could interpret to their parents if the need

arose. The ASES and NAS were collected back the same day after the respondents had completed them for proper processing. The PAOS was collected back the next day.

Method of Data Analysis

After collecting the information from the questionnaire, relevant and related data were grouped according to the different variables. In analyzing the research questions the Multiple Regression Analysis, Linear Regression were used to answer the research questions and the reason was to establish a relationship between the dependent and the independent variables and then the amount of variation in the dependent variable that was attributed to the independent variable. Multiple Regression analysis was used to measure the relationship among parental achievement orientation, academic self-efficacy and need achievement of in-school adolescents. The null hypotheses were tested at 0.05 probability level using the analysis of variance (ANOVA) because it involved testing significance of differences between different groups.

Decision Rule

Each of the variables has fits own Beta value which are considered for predictable and non-predictable value. Accordingly, a Beta value of 10% and above is considered to be of predictable value since it is accounted for a tenth of the value. Also, any Beta value below 10% is considered not predictable value.

The null hypothesis is accepted if the calculated F-value is less or equal to the critical value of F-table. Conversely, the null hypothesis is rejected if the calculated F-value was greater than the critical value.

CHAPTER FOUR

RESULTS

This chapter presents the analysis of data collected in line with the research questions and hypotheses that guided the study.

Research Question One: What is the relationship between parental achievement orientation and academic self-efficacy of in-school adolescents in Anambra State?

Table 1: Regression analysis of the relationship between parental achievement orientation and academic self-efficacy of in-school adolescents in Anambra State.

Model	R	R Square
1	.0680[a]	.461

a. Predictors:: (constant) parental Achievement Orientation

Table 1 data show the nature of the relationship between parental achievement orientation and academic self-efficacy of in-school adolescents in Anambra State. It reveals that the correlation between parental achievement orientation and academic self efficacy of in-school adolescents is 0.680 indicating a moderate positive relationship with a coefficient of determination of 0.461. This means that 46.1 percent variation in in-school adolescents' academic self-efficacy can be attributed to parental achievement orientation.

$H0_1$: There is no significant relationship between parental achievement orientation and academic self-efficacy of in-school adolescents in Anambra State.

Table 2: Analysis of variance of the relationship between parental achievement orientation and academic self-efficacy of in-school adolescents in Anambra State

Model	Sum of squares	df	Mean square	F	Sig.
Regression	3043.939	1	.3043.939	72.58	.000[b]
1 Residual	50241.153	1198	41.938		
Total	83285.092	1199			

a. Dependent variable: Academic self efficacy

b. Predictors: (constant), parental Achievement orientation

Data in Table 2 show that the probability associated with the f-ratio value of f (72.582) for the relationship between parental achievements orientation and in-school adolescents' academic self-efficacy in Anambra State is 0.000. Since the probability value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected. This implies that there is a significant (P<.0.05) positive relationship between parental achievement orientation and in-school adolescents' academic self-efficacy in Anambra State.

Research Question Two: What is the relationship between parental achievement orientation and need achievement of in-school adolescents in Anambra State?

Table 3: Regression analysis of the relationship between parental achievements orientation and need achievement of in-school adolescents in Anambra state.

Model	**R**	**R square**
1	.806[a]	.650

a. Predictors: parental Achievement Orientation

Data in Table 3 show that correlation between parental achievement orientation and need achievement of in-school adolescents in Anambra State is positive. It reveals that the correlation between parental achievement orientation and need-achievement of in-school adolescents is 0.806 indicating high positive relationship with a coefficient of determination of 0.650. This

means that 65 percent variation in in-school adolescents' need-achievement can be attributed to their parental achievement orientation.

$H0_2$: There is no significant relationship between parental achievement orientation and need – achievement of in-school adolescents in Anambra State.

Table 4: Analysis of variance of the relationship between parental achievement orientation and need-achievement of in-school adolescents in Anambra State

Model	Sum of squares	df	Mean square	F	Sig.
Regression	2140.503	1	.2140.503	74.204	0.000[b]
1 Residual	34557.590	1198	28.846		
Total	98698.092	1199			

a. Dependent variable: Need Achievement
b. Predictors: (constant), parental Achievement orientation

Data in Table 4 show that the probability associated with the calculated value of F (74.204) for the relationship between parental achievement orientation and need achievements of in-school adolescents in Anambra State is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that there is a significant (P< 0.05) positive relationship between parental achievement orientation and need achievement of in-school adolescents in Anambra State.

Research Question Three: What is the relationship between parental achievement orientation and academic self-efficacy of male and female in-school adolescents in Anambra State?

Table 5: Regression analysis of the relationship between parental achievement orientation and academic self-efficacy of male and female in-school adolescents in Anambra State

Model gender	**R**	**R square**	**Adjusted R square**	**Std. Error of estimate**
Male	.610[a]	.372	.370	6.64204
Female	.708[a]	·051	·051	6.37861

a. Predictors: (constant), Parental Achievement Orientation

Data in Table 5 reveal that the correlation between parental achievement orientation and academic self-efficacy of male in-school adolescents is 0.610 indicating a moderate positive relationship with a coefficient of determination of 0.372. This means that 37.2 percent variation in male in-school adolescents' academic self-efficacy can be attributed to parental achievement orientation. Similarly, the correlation between parental achievement orientation and academic self-efficacy of female in-school adolescents is 0.708 indicating a high positive relationship with a coefficient determination of 0.501. This means that 50.1 percent variation in female in-school adolescents' academic self-efficacy can be attributed to parental achievement orientation. This indicated that female in-school adolescents' academic self-efficacy correlated higher with parental achievement orientation than that of the male in-school adolescents.

$H0_3$: There is no significant relationship between parental achievement orientation and academic self-efficacy of male and female in-school adolescents in Anambra State.

Table 6: Analysis of variance of the relationship between parental achievement orientation and male in-school adolescents academic self-efficacy

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	1392.391	1	1392.391	31.561	.000[c]
	Residual	17558.449	398	44.117		
	Total	27950.840	399			

a. Dependent variable : academic self-efficacy
b. Selecting only cases for which Gender = male
c. Predictors: (constant), Parental achievement orientation

Data in Table 6 show that the calculated value of (31.561) for the relationship between parental achievement orientation and male in-school adolescents' academic self-efficacy in Anambra state has an associated probability value of 0.000. Since the probability value of 0.000 is less

than the 0.05 level of significance the null hypothesis was rejected. This implies that there is a significant (P<0.05) positive relationship between parental achievement orientation and male in-school adolescents academic self-efficacy in Anambra State.

Table 7: Analysis of variance of the relationship between parental achievement orientation and female in-school adolescents' academic self-efficacy

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	2637.545	1	2637.545	64.825	.000[c]
	Residual	32467.924	798	40.468		
	Total	65105.469	799			

a. Dependent variable : academic self-efficacy
b. Selecting only cases for which Gender = female
c. Predictors: (constant), Parental achievement orientation

Data in Table 7 show that the calculated value of F (64.825) for the relationship between parental achievement orientation and female in-school adolescents' academic self-efficacy is 0.000. Since the probability value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected. Thus, there is a significant (P< 0.05) positive relationship between parental achievement orientation and female in-school adolescents' academic self-efficacy.

Therefore, Tables 6 and 7 indicate that there is a significant positive relationship between parental achievement orientation and in-school adolescents' academic self-efficacy of both the males and females.

Research Question Four: What is the relationship between parental achievement orientation and need-achievement of male and female in-school adolescents in Anambra State?

Table 8: Regression analysis of the relationship between parental achievement orientation and need-achievement of male and female in-school adolescents in Anambra State

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
Gender				
Male	.576[a]	.332	.330	6.52666
Female	.517[a]	.267	.266	2.79654

a. predictors: (constant), parental achievement orientation

Data in Table 8 reveal that the correlation between parental achievement orientation and need-achievement of male in-school adolescents is 0.576 indicating a moderate positive relationship with a coefficient of determination of 0.332. This means that 33.2 percent variation in male in-school adolescents' need –achievement can be attributed to parental achievement orientation. Similarly, the correlation between parental achievement orientation and need – achievement of female in-school adolescents is 0.517 indicating a moderate positive relationship with a coefficient of determination 0.267. This means that 26.7 percent variation in female in-schools adolescents' need-achievement can be attributed to parental achievement orientation. This is an indication that male in-school adolescents' need achievement correlated higher with parental achievement orientation than that of the female in-school adolescents.

$H0_4$: There is no significant relationship between parental achievement orientation and need-achievement of male and female in-school adolescents in Anambra State.

Table 9: Analysis of variance of the relationship between parental achievement orientation and need-achievement of male in-school adolescents

Model	Sum of squares	df	Mean square	F	Sig.
Regression	432.132	1	432.132	10.145	.000[c]
1 Residual	16953.708	398	42.597		
Total	25385.840	399			

a. Dependent variable : Need Achievement
b. Selecting only cases for which Gender = male
c. Predictors: (constant), Parental achievement orientation

Data in Table 9 show that the calculated value of F (10-145) for the relationship between parental achievement orientation and male in-school adolescents' need achievement has an associated probability value of 0.000. Since the probability value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected. This implies that there is a significant ($P< 0.05$) positive relationship between parental achievement orientation and male in-school adolescents' need-achievement.

Table 10: Analysis of variance of the relationship between parental achievements orientation and need achievement of female in-school adolescents

Model	Sum of squares	df	Mean square	F	Sig.
Regression	119.528	1	119.528	15.282	.000[c]
1 Residual	6240.871	798	7.821		
Total	66160.399	799			

a. Dependent variable : need-achievement
b. Selecting only cases for which Gender = female
c. Predictors: (constant), Parental achievement orientation

Data in Table 10 show the associated probability for the calculated value of F (15.282) for the relationship between parental achievement orientation and female in-school adolescents' need achievement is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected meaning that there is a significant (P< 0.05) positive relationship between parental achievement orientation and female in-school adolescents' need-achievement in Anambra State. From data Table 9 and 10 one gleans that there is a significant positive relationship between parental achievement orientation and need achievement of males and females in-school adolescents in Anambra State.

Research Question Five: What is the relationship between parental achievement orientation and academic self-efficacy of in-school adolescents in rural and urban areas in Anambra State?

Table 11: Regression analysis of the relationship between parental achievement orientation and academic self-efficacy of in-school adolescents in urban and rural areas in Anambra State.

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
Location				
Urban	0756[a]	.572	.572	5.34097
Rural	.614[a]	.377	.375	7.53703

a. Predictors: (constant), parental achievement orientation

Data in Table 11 reveal that the correlation between parental achievement orientation and academic self-efficacy of in-school adolescents in urban areas is 0.756 indicating a high positive relationship with a coefficient of determination of 0.572. This means that 57.2 percent variation in academic self-efficacy of urban in school adolescents can be attributed to their parental achievement orientation. On the other hand, the correlation between parental achievement orientation and academic self-efficacy of in-school adolescents in the rural areas is 0.614 indicating a moderate positive relationship with a coefficient of determination of 0.377. This

implies that 37.7 percent variation in academic self-efficacy of rural in-school adolescents can be attributed to their parental achievement orientation. This is an indication that academic self-efficacy of urban in-school adolescents correlated higher with parental achievement orientation than that of the in-school adolescents in the rural area.

$H0_5$: There is no significant relationship between parental achievement orientation and academic self-efficacy of in-school adolescents in rural and urban areas in Anambra State.

Table 12: Analysis of variance of the relationship between parental achievement orientation and academic self-efficacy of urban in-school adolescents in Anambra State.

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	2017.796	1	2017.796	70.735	.000[c]
	Residual	20196.413	708	28.526		
	Total	47214.210	709			

a. Dependent variable : academic self-efficacy
b. Selecting only cases for which Location = Urban
c. Predictors: (constant), Parental achievement orientation

Data in Table 12 show that the associated probability value of F (70.735) for the relationship between parental achievement orientation and urban in-school adolescents' academic self-efficacy is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected meaning that there is a significant ($P<0.05$) positive relationship between parental achievement orientation and urban in-school adolescents' academic self-efficacy in Anambra State.

Table 13: Analysis of variance of the relationship between parental achievement orientation and academic self-efficacy of rural in-school adolescents in Anambra State

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	750.827	1	750.827	13.217	.000[c]
	Residual	27721.712	488	56.807		
	Total	44472.539	489			

a. Dependent variable : academic self-efficacy
b. Selecting only cases for which location = Rural
c. Predictors: (constant), Parental achievement orientation

Data in Table 13 shows that the associated probability value of F (13.217) for the relationship between parental achievement orientation and rural in-school adolescents' academic self-efficacy is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. This means that there is a significant (P< 0.05) positive relationship between parental achievement orientation and rural in-school adolescents' academic self-efficacy in Anambra State. From data in Tables 12 and 13 one gleans that there is a significant positive relationship between parental achievement orientation and academic self-efficacy of both the urban and rural in-school adolescents in Anambra State.

Research Question Six: What is the relationship between parental achievement Orientation and need-achievement of in-school adolescents in rural and urban areas in Anambra State?

Table 14: Regression analysis of the relationship between parental achievement orientation and need achievement of in-school adolescents in rural and urban areas of Anambra State

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
Location				
Urban	687[a]	.472	.471	6.16056
Rural	.398[a]	.158	.159	3.34193

a. Predictors: (constant), parental achievement orientation

Data in Table 14 reveal that the correlation between parental achievement orientation and need achievement of in-school adolescents in urban areas is 0.687 indicating a moderate positive relationship with a coefficient of determination of 0.472. This means that 47.2 percent of variation in need achievement of urban in-school adolescents can be attributed to their parental achievement orientation. Similarly, the correlation between parental achievement orientation and need achievement of in-school adolescents in the rural areas is 0.398 indicating a moderate positive relationship with a coefficient of determination of 0.158. This means that 15.8 percent variation in need achievement of rural in-school adolescents can be attributed to their parental achievement orientation.

$H0_6$: There is no significant relationship between parental achievement orientation and need-achievement of in-school adolescents in rural and urban areas in Anambra State.

Table 15: Analysis of variance of the relationship between parental achievement orientation and need achievement of rural in-school adolescents in Anambra State

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	905.917	1	905.917	23.870	.000[c]
	Residual	26870.349	708	37.952		
	Total	50896.266	709			

a. Dependent variable : Need-achievement
b. Selecting only cases for which location = Urban
c. Predictors: (constant), Parental achievement orientation

Data in Table 15 show that the calculated value of F (23.870) for the relationship between parental achievement orientation and need-achievement of urban in-school adolescents has an associated probability value of 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that there is a significant

(P<0.05) positive relationship between parental achievement orientation and need-achievement of in-school adolescents in urban areas of Anambra State.

Table 16: Analysis of variance of the relationship between parental achievement orientation and need achievement of rural in-school adolescents in Anambra State.

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	185.35	1	185.358	16.597	.000[c]
	Residual	5450.226	488	11.168		
	Total	46635.583	489			

a. Dependent variable : Need-achievement
b. Selecting only cases for which location = Rural
c. Predictors: (constant), Parental achievement orientation

Data in Table 16 show that the calculated value of F (16.597) for the relationship between parental achievement orientation and need-achievement of rural in-school adolescents has an associated probability value of 0.000. Since the probability value of 0.000 is less than the 0.05 level significance, the null hypothesis was rejected. This means that there is a significant (P<0.05) positive relationship between parental achievement in-school adolescents. Thus, tables 15 and 16 show that there is a significant positive relationship between parental achievement orientation and need achievement of both the urban and rural in-school adolescents in Anambra State.

Summary of Major Findings

The following are the findings of the study.

1. There is a positive relationship between parental achievement orientation and academic self-efficacy of in-school adolescents.

2. A positive relationship exists between parental achievement orientation and need-achievement of in-school adolescents in Anambra State.
3. Male in-school adolescents' academic self-efficacy correlated higher with parental achievement orientation than that of the female in-school adolescents.
4. Male in-school adolescents' need-achievement correlated higher with parental achievement orientation than that of the female in-school adolescents.
5. Urban in-school adolescents' academic self-efficacy correlated higher with parental achievement orientation than that of rural in-school adolescents.
6. Urban in-school adolescents' need-achievement correlated higher with parental achievement orientation than that of rural in-school adolescents.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSIONS, RECOMMENDATIONS AND SUMMARY

This chapter presents the discussion of findings, conclusion, educational implications, recommendations, limitation of the study, suggestions for further studies and finally, the summary of the study.

Discussion of the Findings

The discussion of the findings was done under the following sub-headings;

Relationship between parental achievement orientation and in-school adolescents' academic self-efficacy.

Relationship between parental achievement orientation and need-achievement of in-school adolescents.

Relationship between parental achievement orientation and in-school adolescents' academic self-efficacy based on gender.

Relationship between parental achievement orientation and need-achievement of in-school adolescents' based on gender.

Relationship between parental achievement orientation and in-school adolescents' academic self-efficacy based on location.

Relationship between parental achievement orientation and need-achievement of in-school adolescents' need- achievement based on location.

Relationship between parental achievement orientation and in-school adolescents' academic self-efficacy

There is a significant positive relationship between parental achievement orientation and in-school adolescents' academic self-efficacy in Anambra State. Further analysis showed that In-school adolescents whose parents could be made to believe that they are competent are more likely to be intrinsically motivated and are more likely to maintain their efforts to do well in school. The finding of this study is in agreement with the findings of Ngwoke and Ede (2016) which found asignificant relationship between academic self-efficacy and parental achievement

orientation of in-school adolescents. Also, the finding is consistent with the finding of Ingoldsby, Schvaneveldt, Supple and Bush (2004) who found that parental positive induction and orientation were strong predictors of academic success and students' goalsetting behaviour among Ecuadorian adolescents. This finding was supported by the studies of Bandura (1996) who stated that strategies associated with self-efficacy include personal goal setting, which is influenced by self-appraisal of one's capabilities and parental achievement orientation. The higher the parental achievement orientation, the stronger the perceived academic self-efficacy, which in turn leads to higher goals people set for themselves (Locke, Frederick, Lee & Bobco, 2004). Certainly and in consonance with the present finding, it was ascertained that parental achievement orientation impacts to great extent the adolescents' goal setting behaviour. This is in corroboration with the studies of Onah, Onyishi and Umeano (2014) who found that several variables including maternal warmth and parental involvement were significant predictors of adolescent motivation and academic self-efficacy.

Relationship between parental achievement orientation and need-achievement of in-school adolescents

There is a significant positive relationship between parental achievement orientation and need-achievement of in-school adolescents in Anambra State. Studies have shown to date that the two constructs (parental achievement orientation and need-achievement) are positively related. This could mean that parents set the tone which their wards sing. This implies that parents should be careful in their dealings with their wards as the actions of parents produce powerful effects on the in-school adolescents' need-achievement. This finding is in consonance with the work of previous researchers who affirmed that parental support had a positive correlation with achievement motivation (Acharya & Joshi, 2011). Findings have demonstrated

that parents' involvement in the education of the children has been found to be of benefit to parents, children, and schools (Tella and Tella 2003; Campbell, 2005; Rich, 2007). The finding of the study is in line with the findings of Yuan, Weiser and Fisher (2016) who found that parent-child relationship was significantly associated with self-efficacy and academic achievement. Similarly, the findings of the study by Onete, Edet, Udey and Ogbor (2012), is in consonance with the findings of the present study because they both found that parental achievement orientation and support had a positive relationship with achievement motivation. The finding of this study is also in agreement with Sanya, Tamara and Jasminka (2015) who in a longitudinal study found that need achievement and emotional adjustment were affected by higher parental support. Previous research found evidence that higher parental involvement contributes to an increase in a child's perceived level of competence, autonomous self-regulation, and school achievement (Spera, 2005).

Relationship between parental achievement orientation and in-school adolescents' academic self-efficacy based on gender

Male in-school adolescents' academic self-efficacy correlated higher with parental achievement orientation than that of the female in-school adolescents. Therefore, the in-school adolescents' academic self-efficacy can be attributed to parental achievement orientation. Thus, there is a significant positive relationship between parental achievement orientation and in-school adolescents' academic self-efficacy based on gender. In Anambra state, it could be deduced that parents engender more positive support to male in-school adolescents than their female counterparts. This could mean that if both sexes encounter the same academic challenge, the males could be given more support than the females. This agrees with the finding of Ontai and Sano (2008). Ontai and Sano (2008) found that children's academic self-efficacy and parental support were positively correlated with gender as a moderating variable. This indicates that

higher levels of male in-school adolescents' academic self-efficacy are related to higher levels of parental social support (Ontai & Sano, 2008). The finding of this study is in line with Schmitt (2008) who found that a significant relationship between gender and self-efficacy exist. Also, that female students' demonstrated lower level of emotional stability and self-efficacy when compared to males. In a similar finding Ochieng (2015) found that male students seem to have a higher self-efficacy than their female counterparts.

Relationship between parental achievement orientation and need-achievement of in-school adolescents' need- achievement based on gender

There is a high correlation between parental achievement orientation and male in-school adolescents' need achievement than the female counterpart. However, further analysis showed that there is a significant positive relationship between parental achievement orientation and in-school adolescents' need-achievement based on gender. In Anambra state, it could be deduced that parents give more academic support to their male in- school adolescents than their female counterparts. This could mean that when parents are not economically balanced enough to train their in-school adolescents educationally, males may be considered first before females. Equally females could be made to forfeit schooling for the benefits of males. This finding is in line with the findings of Sanya, Tamara and Jasminka (2015) which found that demographic variables (gender and residential status), parental support and dimensions of parental involvement in academic functioning significantly predicted need-achievement and emotional adjustment at 28%. The findings indicate that higher levels of male in-school adolescents need-achievement are related to higher level legl of parentsal support.

Relationship between parental achievement orientation and in-school adolescents' academic self-efficacy based on location

Urban in-school adolescents' academic self-efficacy correlated higher with parental achievement orientation than that of the rural in-school adolescents. Thus, there is a significant positive relationship between parental achievement orientation and in-school adolescents' academic self-efficacy based on location. Probably, in Anambra urban areas, parents encourage more the effort and motivation of in-school adolescent, this may be as a result of educational exposure in the urban areas where parents are more enlightened and exposed to urban life style than their rural counterparts. Also, parents in the rural areas see achievement as pertaining only to those in urban areas because they are not economically viable. This finding is in line with the findings of Owoeye and Yara (2010) who found a significant difference between students' academic achievement of rural and urban secondary school students in senior school certificate examinations. Students in urban areas had better academic achievement than their rural counterparts. This finding agrees with the findings of Oskoya and Akuche (2011) who reported that school location had a significant main effect on students' cognitive attainment, performance in practical skills but there was no significant main effect on attitude. On the other hand, the findings of this study is not in agreement with the findings of Kelmurugan and Balakrishan (2013) who reported that there is no significant difference between rural and urban students in their achievement motivation.

Relationship between parental achievement orientation and need-achievement of in-school adolescents' need- achievement based on location

Urban in-school adolescents need – achievement correlated higher with parental achievement orientation than that of rural in-school adolescents. Thus, there is a significant positive relationship between parental achievement orientation and in-school adolescents' need –

achievement by location. In school adolescents in the urban areas in Anambra state could be more intrinsically motivated than their rural counterparts due to the support they get from their parents. This may be as a result that urban parents have positive dispositions towards the attainment of achievement than rural parents. This finding is in line with the findings of Oskoya and Akuche (2011) who reported that school location had a significant main effect on students' cognitive attainment, performance in practical skills. The finding of this study is also in line with the findings of Owoeye and Yara (2010) who found that a significant difference between students' academic achievement of rural and urban secondary schools in senior school certificate examinations. Also, students in urban areas had better academic achievement than their rural counterpart. The study linked academic achievement with school location. Also, this finding is in line with the findings of Xu (2009) who reported that urban middle school students reported being more self motivated during homework than their rural counterparts. This finding is in disagreement with the findings of Kelmurugan and Balakrishan (2013) who reported that there is no significant difference between rural and urban students in their achievement motivation.

Conclusion

Based on the findings and discussions, the researcher concluded that parental achievement orientation is an important factor in the development of academic self-efficacy and need-achievement for in-school adolescents. Therefore parents should endavour to encourage high and positive achievement orientation in their children to achieve maximally.

Regardless of gender, parents should support maximally the education of their adolescents. In achievement training, parents should not be gender biased as such affects the educational attainment or achievements of the individual in question.

Finally, the researcher concludes that location of schools, impacts parental achievement orientation, thus, rural parents should be enlightened more on the need to support their children's education regardless of the location they found themselves.

Educational Implications of the Findings

The findings of the study have several implications for all the stakeholders in education.

In the first instance, the finding showed that parental achievement orientation significantly correlated with in-school adolescents' academic self-efficacy. This has implication for both the parents and the students. For the parents, it implies that when they fail to engender positive and high achievement orientation in their children, there is bound to be impediments in the paths of their children's education. Thus, the children's academic self-efficacy will be low which will result to their inability to achieve their educational goals.

Secondly, the findings of the study revealed a significant positive relationship between parental achievement orientation and in-school adolescents need achievement. This implies that when the school authority and other stakeholders in education fail to involve the parents in what concerns their children in school. The parents will not be interested in catering for the children in school and such will influence negatively the education of their children.

Thirdly, the findings revealed that gender is a moderating factor in the relationship between parental achievement orientation and in-school adolescents' need achievement in favour of the male students. This implies that male children imbibe higher parental achievement orientation more than their female counterparts. Thus, if parental achievement orientation continued to be gender sensitive and biased, the female children will not be disposed to imbibe high and positive parental achievement orientation as their male counterpart.

Finally, the findings revealed that location is a moderating factor in the relationship between parental achievement orientation and in-school adolescents' need-achievement in favour of the urban in-school adolescent students. This implies that urban in-school adolescents imbibe higher parental achievement orientation more than their rural counterparts. Thus, if parental achievement orientations in the rural areas are not changed, the rural in-school adolescents will not be disposed to imbibe high and positive parental achievement orientation as their urban counterpart.

Recommendations

The following recommendations are proffered based on the findings of the study;

1. Parents should adequately lend support and encourage their adolescents to be positive in their academics as such increases their academic self-efficacy and need achievement.
2. School authorities through Parent Teachers Association (PTA) should organize workshops or seminars for the parents on the need for them to map out time and consciously become active in imparting positive achievement orientation for a better education of their children.
3. The children in school are to be enlightened on how to improve their self efficacy, because their level of academic efficacy and need achievement have serious influence on their aspiration, education and other general wellbeing.
4. School counselors should intensify their effort to organize seminars/conferences for educational authorities on the implications of these factors (need-achievement, academic self efficacy and parental achievement orientation) on adolescents' education.
5. The different religious organizations should sensitize the parents on the need to support and show good examples to their children in all aspects of their lives.

6. The parents through the various village and clan meetings should be properly educated on the need to spur their children to perform optimally in all their educational endeavors.
7. The various levels of governments, the local, the state and the federal government should make enough funds available to the appropriate education authorities so as to organize seminars and conferences for the teachers and the parents.
8. Adolescents should be made to understand that the tone in achievement is hard work and not gender. Likewise, parents should be made to understand that what counts in adolescents' achievement is hardwork and not gender. Thus, parents should be encouraged to lend equal educational support to adolescents no matter the gender.
9. Adolescents in the rural areas should be made to understand that their urban counterparts are not better than them but what counts is hard work, therefore rural adolescents should be encouraged to work hard. In the same way rural parents should be enlightened on the, need to support the adolescents' effort and motivate them unto much hard work.

Suggestions for Further Studies

Based on the limitations of the findings, the following areas are suggested for further research.

1. This study should be replicated by involving both younger children and their parents in collection of relevant data through the use of both questionnaire and observational schedule.
2. The study can be replicated by adopting quasi experimental design rather than correlation design.
3. More in- depth and cross-sectional design could also be carried out to check for the level and impact of parental achievement orientation across the periods of development.

Summary of the Study

The study sought to investigate parental achievement orientation as a predictor of academic self-efficacy and need achievement of in-school adolescents in Anambra State. Six research questions and six null hypotheses guided the study. Relevant literatures were reviewed for the study. The study adopted correlation research design with a population of 15,734 in-school adolescents. A sample of 2,400 respondents made of 1,200 in-school adolescents and 1200 parents were used for the study. Parental achievement orientation scale, academic self-efficacy scale and need-achievement scale were used as instruments for data collection. The instruments were face validated by three validates from Faculty of Education, University of Nigeria, Nsukka. Reliability indices of 0.79, 0.79 and 0.88 were obtained for the 3 instruments respectively. Data collected were analyzed using multiple regression analysis. Pearson co-efficient was used to answer research questions one (1) and two (2), multiple regression was used to answer research questions three (3) to six (6) while analysis of variance was used to test the null hypotheses at 0.05 level of significance. The findings of the study showed that;

1. It was found that 46.1 percent variation in in-school adolescents' academic self-efficacy can be attributed to the parental achievement orientation. Further analysis showed that there is a significant positive relationship between parental achievement orientation and in-school adolescents academic self-efficacy
2. 65 percent variation in in-school adolescents' need-achievement can be attributed to parental achievement orientation. Further analysis showed that there is a significant positive relationship between parental achievement orientation and need-achievement of in-school adolescents in Anambra State.
3. 37.2 percent variation in male in-school adolescents' academic self-efficacy can be attributed to parental achievement orientation. While 32 percent variation in female in-school

adolescents' academic self-efficacy can be attributed to parental achievement orientation. This implies that male in-school adolescents' academic self-efficacy correlated higher with parental achievement orientation than that of the female in-school adolescents. Thus, there is a significant positive relationship between parental achievement orientation and in-school adolescents' academic self-efficacy by gender.

4. 33.2 percent variation in male in-school adolescents' need-achievement can be attributed to parental achievement orientation. While 26.7 percent variation in female in-school adolescents need achievement can be attributed to parental achievement orientation. This implies that male in-school adolescents need achievement correlated higher with parental achievement orientation than that of the female in-school adolescents. Thus, there is a significant positive relationship between parental achievement orientation and need-achievement of in-school adolescents by gender.
5. 57.2 percent variation in urban in-school adolescents' academic self-efficacy can be attributed to parental achievement orientation while 37.7 percent variation in rural in-school adolescents' academic self-efficacy can be attributed to parental achievement orientation. This implies that urban in-school adolescents' academic self-efficacy correlated higher with parental achievement orientation than that of rural in-school adolescents. Thus, there is a significant positive relationship between parental achievement orientation and in-school adolescents' academic self-efficacy by gender.
6. 47.2 percent variation in urban in-school adolescents' need-achievement can be attributed to parental achievement orientation while 15.8 percent variation in rural in-school adolescents need-achievement can be attributed to parental achievement orientation. This implies that urban in-school adolescents need – achievement correlated higher with parental achievement

orientation than that of rural in-school adolescents. Thus, there is a significant positive relationship between parental achievement orientation and in-school adolescents' need – achievement by location.

Based on the findings of the study, conclusions were made. Educational implications of the study were x-rayed from where some recommendations were proffered. Finally, limitations and suggestions for further studies were made.

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APPENDIX I

Department of Educational Foundations,
University of Nigeria Nsukka
14th November, 2017.

Dear Sir/Madam,

REQUEST FOR FACE VALIDATION OF INSTRUMENTS FOR DATA COLLECTION

I am a Ph.D student in the Department of Educational Foundations, University of Nigeria Nsukka. I am carrying out a study on "Parental Achievement Orientation as Predictor of Academic Self-efficacy and Need Achievement of in-school adolescents in Anambra State, Nigeria".

I solicit your assistance in validating the instruments - Parental Achievement Orientation Scale, Academic Self-Efficacy Scale and Need-Achievement Scale for the study. Attached are the purpose of the study, the research questions and the hypotheses.

Kindly, check for the suitability, language structure, accuracy and clarity as well as whether the items reflect the research questions they intend to answer. You are also requested to add or delete items that you consider appropriate or inappropriate in the instruments. In addition, please indicate in writing the observation and other suggestions which you consider relevant in improving the structure of the items.

Sincerely yours,

Mbaegbu, Adachukwu N.
PG/Ph.D/12/64675

APPENDIX II

PARENTAL ACHIEVEMENT ORIENTATION SCALE (PAOS)

SECTION A: PERSONAL DATA OF RESPONDENTS

Gender: Male ☐ Female ☐

Location: Rural ☐ urban ☐

Instructions

Use the following scales to express your opinion as it concerns you. All items in this scale range from Always to Never format. Please indicate how much you agree with each of the following statements; tick (X) in the box which tallies with your opinion according to the following 4 points scale.

Always - 4 points

Sometimes - 3 points

Rarely - 2 points

Never - 1 point

The questionnaire items below can be completed by either of the parents or both parents.

Parental Achievement Orientation Questionnaire

S/N	Item statement **Cluster A: mastery oriented**	Always	Sometimes	Rarely	Never
1.	I am more concerned when my child improves from week to week than doing better than others in the class.				
2.	Even when my ward is doing well in school, I feel he should continue to work hard to master the content of the subject.				
3.	I teach my child to engage in learning tasks that arouse his curiosity, even if they are difficult				
4.	I feel one can increase one's abilities through effort.				
5.	I believe that doing well in school is a product of a child's effort.				
6.	I feel that persistence is a key to success for every child.				

7.	I believe that someone should try to improve on continuous assessment scores throughout the term.				
8.	I believe that with necessary support, every child can achieve optimally.				
9.	I believe that great achievement is possible for every child.				
10.	No matter the difficulty level of any test, painstaking effort can sail one through.				
11.	I feel that given every opportunity, every child is a potential achiever.				
	Cluster B: Performance Oriented				
12.	I feel it is important for my child to do well compared to others in his/her class.				
13.	Getting a good grade is more important than understanding the content of the material covered.				
14.	I do not challenge my child with a target grade to bring out the best in them.				
15.	My primary goal is to ensure that my children do not get poor grades in school.				
16.	I feel that if someone tries hard but does poorly, they are not very intelligent.				
17.	I worry when my child does not achieve in class.				
18.	I worry more when my ward gets a bad grade than I do about understanding the task.				
19.	I feel that having to try hard to do well in a class is evidence of lack of ability.				
20.	If I know my child will get an A in a subject without much effort, he should relax.				
21.	I believe that when my child does so poorly in school, he might still do better in future.				

APPENDIX III

Academic Self-Efficacy Scale

Section A: In-school adolescents background information

Instruction: kindly tick (√) in the spaces below to supply your personal information.

Sex: Male ☐ Female ☐

School location: Rural ☐ urban ☐

Please indicate how confident you have that you can successfully involve yourself to learn academic tasks. Mark (x) in the box which tallies with your opinion according to the following four points scale

Always - 4 points

Sometimes - 3 points

Rarely - 2 points

Never - 1 point

Academic Self-Efficacy Scale (ASES)

S/N	Item statement	Always	Sometimes	Rarely	Never
1.	I can set targets for achievement in my different school subjects.				
2.	I can participate in class discussion				
3.	I have the ability to take well-organized notes during class instruction				
4.	I have the ability to make good use of the library				
5.	I can challenge teacher's opinion in class				
6.	I can study enough to understand content thoroughly.				
7.	I can relate what I learn in one subject to learning task in other subjects.				
8.	I can tutor other students.				
9.	My attitude to my academics makes teachers respect me				
10.	I can understand most ideas I read in texts				

11.	My objective in school is to study hard to make good grades				
12.	I can explain concepts to other students				
13.	I can answer questions in a large class				
14.	I have the ability to participate in extracurricular events such as sports, clubs				
15.	I can make teachers think I am paying attention in class but I am not				
16.	I can understand difficult passages in textbooks				
17.	I can submit assignments promptly				
18.	I have the ability to set clear cut goals for my education				
19.	I can master content in a subject even if I am not interested in the subject.				
20.	I can get good grades in my school subjects				
21.	I can ask the teacher in class to review a concept I did not understand				
22.	I can understand most ideas presented in class				
23.	I have the ability to set important goals to achieve for myself.				
24.	I can earn good marks in assignments				

APPENDIX IV

NEED ACHIEVEMENT SCALE (NAS)

Kindly tick (√) in the spaces below to supply your personal information

Sex: Male ☐ Female ☐

School location: Rural ☐ Urban ☐

Please respond to each of the items as honestly as possible by ticking (√) to the option that best describes your position

S/N	Item statement	Always	Sometimes	Rarely	Never
1	Whenever a task is given to me, I feel incomplete until it is accomplished.				
2	I feel that there is no reason to fail my academic pursuit.				
3	When a difficult academic task is facing me, I do not feel that I can do it.				
4	Failing a test or an examination does not give me a great worry				
5	I will try my best to achieve success even when I have experienced past failures.				
6	My goal in life is to be a star among my equals.				
7	Every obstacle I experience in school does not make me to feel incapable.				
8	Through personal effort, one can achieve success in school.				
9	I believe that success comes whether one works for it or not.				
10	I do not think that people are born with traits to achieve higher.				
11	I do a little work as I have to, in class.				
12	I like my class best when there is not much task to perform.				
13	When I decide to carry out a task I keep focus to achieve it				
14	I set target for achievement in school.				

15	I do not worry when I seem to be lagging behind in class.				
16	Even when I am doing well in school, I have a feeling that I can do better.				
17	Even when people are discouraging me, I ignore them and persist in pursuing my goal.				
18	If I set a goal in school, I pursue it without delay.				
19	I hate giving excuses for failures.				
20	I feel good whenever I accomplish a very challenging task.				
21	I do not ask for help when I am stuck.				
22	I do not enjoy studying my book more than playing games.				
23	I do not feel excited to accept teacher's feedback for improvement.				
24	I do not feel excited to study to prepare for class test or class discussions.				
25.	I do not feel bored in the class.				

APPENDIX V

STUDENTS ENROLMENT IN ANAMBRA STATE EDUCATION ZONES

AGUATA ZONE

AGUATA LOCAL GOVERNMENT AREA

		Number of SS II Students.		
S/N	**Name of School**	**Male**	**Female**	**Total**
1	Urban Girls Secondary School Ekwulobia	0	52	52
2	Girls Secondary School Igboukwu	0	60	60
3	Comm. Secondary School Isuofia.	41	53	94
4	Aguata High School Aguata	26	0	26
5	Girls High School Uga	0	28	28
6	Uga boys Secondary School Uga.	25	0	25
7	Comprehensive Secondary School Uga.	16	7	23
8	Pioneer Secondary School (GSS) Umuchu	9	36	45
9	Comm. Secondary School Umuchu.	15	21	36
10	Umuchu High School Umuchu	7	5	12
11	Govt. Tech. College Umuchu.	14	2	16
12	St. Peter's Secondary School Achina.	26	19	45
13	Girls Secondary School Achina.	0	3	3
14	Comprehensive Secondary School Nkpologwu.	5	11	16
15	Comprehensive Secondary School Oraen	12	4	16
16	Comprehensive Secondary School Aguluezechukwu.	10	16	26
17	Comprehensive Secondary School Akpo	8	6	14
18	Christ the Redeener College Amesi.	11	12	23
19	Comm. Secondary School (BSS) Igboukwu.	6	0	6
20	Comm. Secondary School (BSS) Ezinifite	24	18	42
21	Ezinifite High School (GSS) Ezinifiti.	2	6	8
	Total Aguata	**257**	**353**	**610**

Orumba North Local Government Area				
		Number of SS II Students.		
S/N	**Name of School**	**Male**	**Female**	**Total**
1	Comm. High School Nanka.	21	33	54
2	Comm. Secondary School Nanka.	6	14	20
3	Comm. Secondary School Oko.	43	80	123
4	Comm. Secondary School Ndikelionwu.	10	4	14
5	Comm. Secondary School Ndiowu.	16	9	25
6	Comm. Secondary School Ufuma.	20	22	42
7	Comm. Secondary School Enuguabor Ufuma.	23	22	45
8	Comm. Secondary School Awgbu.	2	10	12
9	Comm. High School Awugbu.	1	3	4
10	Awugbu Grammar School Awgbu.	10	15	25
11	Comm. Secondary School Ajali.	36	34	70
12	Comm. Secondary School Omogho.	9	12	21
13	Comm. Secondary School Awa.	6	9	15
	Total	**203**	**267**	**470**

Orumba South Local Government Area				
		Number of SS II Students.		
S/N	**Name of School**	**Male**	**Female**	**Total**
1	All Saints Secondary School Umunze.	9	18	27
2	Comm. High School Umunze.	30	36	66
3	Govt. Technical College Umunze.	13	7	20
4	Comm. Secondary School Ihite.	21	18	39
5	Comm. High School Nawfija	10	8	18
6	New Bethel Secondary School Isulo.	13	9	22
7	Victory High School Ezira.	6	14	20
8	Premier Secondary School Ogbunka (BSS)	11	0	11
9	Girls' Secondary School Ogbunka.	0	12	12

10	Union Secondary School Owere Ezukala.	15	17	32
11	Comm. Secondary School Owere-Ezukala	6	4	10
12	Comm. High school Ogboji.	5	11	16
13	Union Secondary School Umuomaku.	10	14	24
	Total	**149**	**168**	**317**
	Awka Zone			
	Anaocha Local Government Area			
		Number of SS II Students.		
S/N	**Name of School**	**Male**	**Female**	**Total**
1	Girls High School Agulu.	0	65	65
2	Flora A.M.C.S.S Neni.	30	25	55
3	Loretto Secondary School Adazi.	0	75	
4	Comm. Secondary School Obeledu.	28	31	59
5	Comm. Secondary School Ichida.	13	10	26
6	Comm. High School Aguluzigbo.	15	20	35
7	B.M.G.S. Adazi Nnukwu.	51	0	51
8	Comm. Secondary School Agulu.	18	27	45
9	O.M.G.S. Adazi-Ani.	14	10	24
10	Union Secondary School Agulu.	10	17	27
11	Comm. High School Adazi.	10	5	15
12	Comm. High School Akwaeze.	16	24	40
13	Aguhi Grammar School Agulu.	27	0	
14	Lake City Secondary School Nri.	18	11	29
15	Girls Secondary School Adazi.	0	14	14
16	Regal Secondary School Nri.	12	18	30
	Total	**277**	**352**	**629**

	Awka North Local Government Area			
		Number of SS II Students.		
S/N	**Name of School**	**Male**	**Female**	**Total**
1	Comm. Secondary School Amansea	27	20	47
2	Comm. Secondary School Isuana Ocha.	18	25	43
3	Comm. Secondary School Ebenebe	21	33	54
4	Comm. Secondary School Mgbakwu.	16	27	43
5	Comm. Secondary School Achalla.	18	25	43
6	Comm. Secondary School Amanuke.	10	18	28
7	Comm. Secondary School Urum.	9	18	27
8	Comm. Secondary School Oba Ofemili.	9	16	25
	Total	**128**	**182**	**310**
	Dunukofia North Local Government Area			
		Number of SS II Students.		
S/N	**Name of School**	**Male**	**Female**	**Total**
1	St. Mar's High School Ifitedunu	172	0	172
2	Walter E.M.S.S. Ukpo	14	29	43
3	Comm. Secondary School Umunachi.	22	34	56
4	Nneamaka Secondary School Ifitedunu	22	36	58
5	Comm. Secondary School Ukpo	6	11	17
6	Comm. Secondary School Ukwulu.	13	28	41
7	Girls' Secondary School Umudioka.	0	64	64
8	Comm. Secondary School Nawgu.	4	7	11
	Total	**253**	**209**	**462**
	Njikoka Local Government Area			
		Number of SS II Students.		
S/N	**Name of School**	**Male**	**Female**	**Total**
1	Comprehensive Secondary School Nawfia	173	0	173

2	Girls Secondary School Abagaana	18	45	63
3	Nnamdi Azikiwe Secondary School Abagana.	75	0	75
4	Ide Secondary School Enugwu Ukwu	38	58	96
5	St. Mich. M.C. Secondary School Nimo.	40	0	40
6	Girls Secondary School Nimo.	0	41	41
7	Comm. Secondary School Abba.	16	25	41
8	Govt. Tech. College Enugwu Agidi.	5	0	5
9	Girls Secondary School Enugwu Agidi	0	15	15
10	Nawia Com. Secondary School Nawfia.	13	14	27
11	Oku Com. Secondary School Enugwu-Ukwu.	20	13	33
	Total	**398**	**211**	**609**

Awka South Local Government Area

		Number of SS II Students.		
S/N	**Name of School**	**Male**	**Female**	**Total**
1	St. John of God Secondary School Awka.	0	247	247
2	Igwebuike Grammar School Awka.	228	0	228
3	Girls Secondary School Awka.	0	199	199
4	Comm**.** Secondary School Umuokpu Awka.	56	156	212
5	Capital City SS Awka	67	48	115
6	K. Dike Mem Secondary School Awka.	30	51	81
7	Ezi-Awka Com. Secondary School Awka.	20	52	72
8	Comm. Secondary School Okpuno Awka.	37	55	92
9	Nneooma Comm. Secondary School Nibo.	14	27	41
10	Comm. Secondary School Mbaukwu.	42	8	50
11	Emeka Aghasili H.S. Nise.	12	24	36
12	Comm. Secondary School Agulu-Awka.	13	28	41
13	Comm. Secondary School Amawbia.	11	22	33
14	Union Secondary School Umuawulu.	10	6	16
15	Union Secondary School Amawbia.	17	13	30

16	Ezike High School Nibo.	3	12	15
17	Holy C.H.S. Umu/Mbaukwu.	23	19	42
18	Comm. Secondary School Isiagu.	2	7	11
	Total	587	974	1561
NNEWI ZONE				
	Ihiala Local Government Area	**Number of SS II Students.**		
S/N	**Name of Schools**	**Male**	**Female**	**Total**
1	Comm. High School Amooka.	11	7	18
2	Comm. Secondary School Azia.	9	12	21
3	St. Anthony's Secondary School Azia.	13	23	36
4	Abort Girls Secondary School Ihiala.	0	95	95
5	Abort Boys Secondary School Ihiala.	33	0	33
6	G.T.C. Ihiala.	20	18	38
7	St. Jude Secondary School Ihiala.	17	43	60
8	Comm. Secondary School Isseke.	20	20	40
9	Comm. Secondary School Lilu.	13	20	33
10	Comm. Secondary School Mbosi	17	24	41
11	Union Secondary School Okija	18	21	39
12	Okija Grammar School Uli.	49	34	83
13	Comm. Secondary School Orsumuoghu.	19	27	46
14	Girls High School Uli.	0	42	42
15	Uli High School Uli.	30	0	30
16	Comm. High School Umuoma Uli.	31	51	82
	Total	**300**	**437**	**737**
	Nnewi North Local Government Area			
		Number of SS II Students.		
S/N	**Name of Schools**	**Male**	**Female**	**Total**
1	Girls Secondary School Nnewi	0	138	138
2	Maria Regina Modern Comprehensive Secondary School	0	184	184

	Nnewi.			
3	Nnewi High School Nnewi.	165	0	165
4	Nigerian Science & Tech. College Nnewi.	19	23	42
5	Okongwu Memorial G rammar School Nnewi.	173	0	173
6	Woman Education Centre Nnewichi Nnewi.	0	20	20
7	Comm. Secondary School Nnewichi Nnewi	11	18	29
8	Akoboezem Com. Secondary School Uruagu Nnewi	41	25	66
	Total	**409**	**408**	**817**
	Nnewi South Local Government Area			
		Number of SS II Students.		
S/N	**Name of Schools**	**Male**	**Female**	**Total**
1	Union Secondary School (BSS) Amichi.	19	13	33
2	Comm. Secondary School Amichi.	21	49	70
3	Community Secondary School Azigbo.	21	11	32
4	Comm. Secondary School Ebeneator.	12	27	39
5	Comm. Secondary School Ekwulumili	23	35	58
6	Comm. Secondary School Ezinifite.	7	11	18
7	Awo-Ezimuzo C.S.S Ezinifite.	9	19	28
8	Boy High School Osumenyi.	11	13	24
9	Comm. High School Osumenyi	5	12	17
10	Comm. Secondary School Ukpor.	5	17	23
11	Ukpor High School Ukpor.	19	48	67
12	Boys Secondary School Unubi.	7	4	11
13	Girls Secondary School Unubi.	3	8	11
14	Girls High School Utuh.	6	9	15
15	Govt. Tech. College Utuh.	4	2	6
16	Comm. Secondary School Akwaihedi.	12	15	27
17	Comm. Secondary School Ogbanaocha.	8	6	16

	Total	**192**	**299**	**491**
	Ekwusigo Local Government Area			
		Number of SS II Students.		
S/N	**Name of Schools**	**Male**	**Female**	**Total**
1	Comm. Secondary School Ichi	16	15	31
2	Union Secondary School Ichi (GSS).	19	19	38
3	Comm. Secondary School Ihembosi.	12	18	30
4	Boy Secondary School Orafite.	55	0	55
5	Girls High School Orafite	0	54	54
6	Comm. Secondary School Ozubulu.	10	15	25
7	Girls Secondary School Ozubulu.	0	94	94
8	Zixton Secondary School Ozubulu.	14	9	23
	Total	**126**	**224**	**350**
	OGIDI ZONE			
	Idemili-North Local Gov. Area	**Number of SS II Students.**		
S/N	**Name of Schools**	**Male**	**Female**	**Total**
1	Notre Dame High School Abatete.	39	22	61
2	Girls Secondary School Abatete.	19	29	48
3	Community Secondary School Eziowelle.	25	31	56
4	Community Secondary School Ideani	5	6	11
5	Govt. Tech. College Nkpor.	83	19	102
6	Urban Secondary School Nkpor.	62	139	201
7	Community Secondary School Obosi.	35	18	53
8	Union Secondary School Obosi.	24	58	82
9	Boys Secondary School Ogidi.	115	0	115

10	Girls Secondary School Ogidi.	0	82	82
11	Community Secondary School Oraukwu.	2	7	9
12	Oraukwu Grammar School Oraukwu	17	0	17
13	Community Secondary School Uke.	48	31	79
14	Mater Amabili Secondary School Umuoji.	0	186	186
15	Community Secondary School Umuoji.	41	38	79
16	Awada Secondary School Awada.	50	71	121
	Total	**565**	**737**	**1,302**
	Idemili South Local Government Area			
		Number of SS II Students.		
S/N	**Name of Schools**	**Male**	**Female**	**Total**
1	St John Secondary School Akwu-Ukwu	8	12	20
2	St John Science & Tech. College Alor.	49	0	49
3	Girls Secondary School Alor.	0	48	40
4	Girls' Secondary School Awka-Etiti.	0	60	68
5	St. Joseph's Secondary School Awka-Etiti.	0	0	0
6	Our Lady's Secondary School Nnobi.	21	84	105
7	Community Secondary School Nnobi	5	14	19
8	Community Secondary School Nnokwa.	33	20	53
9	Unity Secondary School Nnokwa.	5	8	13
10	Girls' Secondary School Oba.	0	74	74
11	Merchant of Light Secondary School Oba.	104	0	104
12	Boys Secondary School Ojoto.	22	0	22
13	Girls Secondary School Ojoto	0	37	37
	Total	**247**	**357**	**604**

	Oyi Local Government Area			
		Number of SS II Students.		
S/N	**Name of Schools**	**Male**	**Female**	**Total**
1	Comm. Secondary School Awkuzu.	22	18	40
2	Unity Secondary School Awkuzu.	17	27	44
3	Wanen Education Centre Awkuzu.	0	0	0
4	Model Comprehensive High School Nkwelle-Ezunaka.	13	21	34
5	Boys' High School Nteje.	13	0	13
6	New Era Secondary School Nteje.	41	57	98
7	Cave City Secondary School Ogbunike.	227	163	390
8	St Monica's College Ogbunike.	0	98	98
9	Model Comprehensive Secondary School Nkwelle-Ezunaka	11	7	18
10	Progressive Secondary School Umunya.	8	14	22
11	Comm. Secondary School Umunya.	23	17	40
	Total	**375**	**422**	**797**
	ONITSHA ZONE **Onitsha North Local Government Area**			
		Number of SS II Students.		
S/N	**Name of Schools**	**Male**	**Female**	**Total**
1	Dennis Memorial Grammar School.	260	0	260
2	Girls Secondary School Onitsha.	0	209	209
3	Queen of Rosary College.	0	231	231
4	Ado Girls Secondary School.	0	281	281
5	St. Charles Secondary School.	288	0	288
6	Eastern Academy	0	282	282
7	New Era Girls Secondary School.	0	253	253
8	Inland girls Secondary School.	0	205	205
9	Washington Memorial Secondary School.	88	38	126

10	Comprehensive Secondary School.	49	0	44
11	Prince Memorial Secondary School.	111	66	177
12	Army Day Secondary School.	121	80	201
13	Metropolitan College.	58	34	92
14	Govt. Tech College.	128	23	151
15	Onitsha High School.	125	82	207
16	Our Lady's' High School.	131	30	161
	Total for Onitsha North	**1,354**	**1,814**	**3,168**
	Onitsha South Local Government Area			
		Number of SS II Students.		
S/N	**Name of Schools**	**Male**	**Female**	**Total**
1	Christ the King College	383	0	383
2	Modebe Memorial Secondary School.	112	104	216
3	Metu Memorial Secondary School.	140	7	147
4	Urban Girls Secondary School.	0	243	243
5	Urban Boys Secondary School.	107	0	107
	Total for Onitsha South	**742**	**354**	**1,096**
	Ogbaru Local Government Area			
		Number of SS II Students.		
S/N	**Name of Schools**	**Male**	**Female**	**Total**
1	Ogbaru High school Ogbakuba.	48	25	73
2	Ideke Grammar Secondary School Ideke.	38	61	109
3	Unity Comprehensive Girls High School.	61	105	166
4	Comm. Boys Secondary School Okpoko.	23	10	33
5	Comm. Girls Secondary School Okpoko.	0	53	53
6	Comm. Secondary School Atani.	31	61	92
7	Government Technology College Osomala.	30	28	58
8	Comm. Secondary School Odekpe	0	0	0
9	Comm. Secondary School Akili-Ozizor	8	17	25
	Total for Ogbaru	**239**	**360**	**599**

	OTUOCHA ZONE			
	Anambra East Local Government Area.			
		Number of SS II Students.		
S/N	**Name of Schools**	**Male**	**Female**	**Total**
1	Fr Joe Memorial High School Aguleri	28	0	28
2	Col Mike Attah Secondary School Aguleri.	15	8	23
3	Justice Chinweuba Mermorial Grammar School Aguleri.	8	18	26
4	Comm. Secondary School Umuoba-Anam.	33	18	52
5	Govt. Tech. College Umueri.	2	4	6
6	Girls High School Umueri	0	10	10
7	Comm. Secondary School Ifit Umueri	16	13	29
8	Comm. High School Igbariam	15	18	33
9	Comm. High School Nando	14	39	53
10	Comm. High School Nsugbe.	20	15	35
	Total	**151**	**143**	**294**
	Anambra West Local Government Area.			
		Number of SS II Students.		
S/N	**Name of Schools**	**Male**	**Female**	**Total**
1	Comm. Secondary School Umueze Anam	19	15	34
2	Anam High School Oroma Etiti Anam.	13	11	24
3	Christ the King College Unul-Anam.	21	36	57
4	Comm. Secondary School Anam Mmiata.	38	17	55
5	Comm. Secondary School Nzam	14	12	26
6	Comm. Secondary School Inoma-Akator.	24	10	34
7	Comm. Secondary School Igbedor	2	1	3
	Total	**131**	**102**	**233**

	Ayamelum Local Government Area			
		Number of SS II Students.		
S/N	**Name of Schools**	**Male**	**Female**	**Total**
1	Union Secondary School Omasi.	1	3	4
2	Comm. Secondary School Omor.	13	28	41
3	Comm. Secondary School Umumbo	29	13	42
4	Comm. Secondary School Igbakwu	28	15	27
5	Comm. Secondary School Ifite-Ogwari.	12	20	48
6	Riverside Secondary School Umerum.	11	16	27
7	Ogbe High School. Anaku	17	21	38
8	Amikwe Comm. Secondary School Omor.	24	27	51
9	Comm. Secondary School Umueje	0	0	0
	Total	**135**	**143**	**278**
	Zonal Summary			
	Aguata Zone			
		Number of SS II Students.		
S/N	**Name of LGA'S**	**Male**	**Female**	**Total**
1	Orumba North.	203	267	470
2	Orumba South.	149	168	317
3	Aguata Local Government Area.			
	Awka Zone			
4	Anaocha Local Government Area.	277	352	629
5	Awka –North Local Government Area.	128	182	310
6	Dunkofia Local Government Area.	253	209	462
7	Njikoka Local Government Area.	398	211	609
8	Awka-South Local Government Area.	587	974	1,561

	Nnewi Zone			
9	Ihiala Local Government Area.	300	437	737
10	Nnewi North	409	408	817
11	Nnewi South Local Government Area.	192	299	491
12	Ekwusigo Local Government Area.	126	224	350
	Ogidi Zone			
13	Idemili North Local Government Area.	565	737	1,302
14	Idemili South Local Government Area.	247	357	604
15	Oyi Local Government Area.	375	422	797
	Onitsha Zone			
16	Onitsha North	1354	1,814	3,168
17	Onitsha South	742	354	1,096
18	Ogbaru Local Government Area	239	360	599
	Otuocha Zone			
19	Anambra East	151	143	294
20	Anambra West	131	102	233
21	Ayamelum	135	143	278
	Total	**7,218**	**8,516**	**15,734**

APPENDIX VI

SELECTION OF SAMPLE SIZE

Zones	Aguata Zone SS II	Awka Zone SS II	Nnewi Zone SS II	Ogidi Zone SS II	Onitsha Zone SS II	Otuocha Zone SS II
Population	1,397	3,571	778	2,703	2,395	805
Sample size	223	498	90	382	274	133