

PARENT-CHILD RELATIONSHIP MOTIVATION TO LEARN AND STUDENTS ACADEMIC ACHIEVEMENT IN MATHEMATICS

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ABSTRACT

The purpose of this study was to ascertain the influence of parent-child relationship on secondary schools students' motivation to learn and academic achievement and determine the influence of gender on secondary school students' motivation to learn and academic achievement. An Ex-Post Facto design was utilized in this study. Four research questions were raised and answered, using means and standard deviations. Also, four null hypotheses were formulated and tested with the t-test statistics at 0.05 level of significance. Three instruments were used for data collection, they are Parent Child Relationship Questionnaire (PCRQ) Students Motivation to Learn Questionnaire (SMLQ) and students annual SSII result. The result showed that there is significant influence of parent child relationship on secondary school students' motivation to learn. There is a significant influence of parent child relationship on students' academic achievement in mathematics. There is significant influence of parent child relationship on students academic achievement in English.

KEYWORDS: Motivation Parent-Child Relationship, Motivation to Learn, Achievement, Mathematics