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**Academic Motivation and Academic Achievement Among Secondary School Children:  
Moderating Role of Child-Parent Relationship**

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**Abstract:**

Over the past few decades, educational psychologists have been focused to find out factors associated with higher academic achievement and it has been found that academic motivation is one of the most important psycho-educational factors predicting academic achievement. Another factor that has significant impact of academic achievement is child- parent relationship. The present study aims to find out the relationship between academic motivation and academic achievement while taking child-parent relationship as a moderator. The study will add insight to the previous findings and will provide a much deeper understanding between the relationship between academic motivation, academic achievement and child-parent relationship. Total 200 students from different schools of Islamabad were selected. Cross sectional research, design was used and the data was collected through random sampling techniques. To assess the academic motivation, "Academic Motivation Scale" was used. To assess the child-parent relationship, "Parental Bonding Scale" and for academic achievement percentage, were used. The results showed that the academic motivation is positively and significantly associated with the academic achievement. Further, the findings showed the significant moderation effect of parental conflict between the academic motivation and academic achievement.

**Keywords:** Pakistan, academic motivation, academic achievement, moderating role, child-parent relationship

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## **INTRODUCTION**

Education is an indispensable pillar for the growth, progress and empowerment of a nation. The lack of good educational system and culture led any nation toward decay because education plays a vital role in the development of a society. Over the past two decades numerous researches have been conducted on academic achievement and the factors leading to high educational achievement. Researchers have concluded that though academic achievement is important, it is more important to know about the psychoeducational constructs that are associated with better academic achievement. Most recently educational psychologists have found that academic motivation is one such psycho-educational construct that has a positive influence on academic achievement Skinner et al. (2008).

Skinner et al. (2008) believed that motivation is the key outcome in education and students who are motivated towards their education perform better than those students who are less motivated toward their educational career. Academic motivation is not only associated with academic achievement but also modifies the learning goals of the students. According to Mallick, De and Mukhopadhyay (2017), academic motivation is a multi-facet psychoeducational construct and can be reflected in the student's level of interest, approach and persistence in studies. Moreover, it is the student's desire towards his success in academic performance and the students considers their school/college activities as important and want to learn more.

Research also suggests that parent-child relationship is associated with the child's emotions, behavior and attitude. The concept of parent-child relationship is based on attachment theory which states that a loving and caring bond with one of the caregivers is important for the better emotional and social development of children. Parent-child relationship is the unique bond between a child and his/her parents and constitutes all the warm feelings and emotions that are identified specific to every child and his/her parents. Poor parent-child relationship can lead to low self-esteem, behavioral and emotional problems, juvenile delinquency and poor school performance and healthy parent-child relationship is more important in achieving the positive child outcome (Amato,1986).

## **LITERATURE REVIEW**

There are three things to remember about education. The first is motivation. The second is motivation. The third is also motivation". In a previous study the conclusion states that the role played by racial disparities in influencing achievement motivation had received insufficient attention from researchers. There has been a greater understanding of the impact that cultural background has on an individual's level of drive for achievement. Young Black Americans associate success more with concepts like family, cooperation, and tradition instead. According to the conclusion of a study states that we must design school learning so that it fosters more varied achievement goals than the restricted set of values frequently linked with competitive excellence and high standardized test scores at any costs (Rahimi, 2010).

According to another research it demonstrates the impact of Chinese culture on students residing in Hong Kong, reports a minor but intriguing variance. While there is the customary confirmation of the relationship between learning style and Chinese culture, the report further indicates that intrinsic and extrinsic motivational variables have different meanings, with the majority of students

having a mix of both motivations, and believes that a student must be interested in learning the intellectual aspects (intrinsic) as well as in the financial and practical outcomes of a course (extrinsic) (Rahimi, 2010).

Education (basic, secondary, and higher) is crucial to a nation's entire growth, hence any nation without a strong educational culture and philosophy runs the risk of falling into disrepair. The main goal of secondary education is to get pupils ready for further education as well as practical living in society. The development of information and skills in pupils that will enable them to perform well in society is one of the main responsibilities of educators. Thus, a key factor that both educators and educational psychologists are interested in is students' academic success (Mornar et al., 2022).

Numerous studies have shown that individuals with strong academic drive are more likely to achieve higher levels of academic success and have lower dropout rates. Other research has found a beneficial connection between motivation, success, and academic achievement. The literature has proven links between learning outcomes including academic achievement and academic motivation. A number of these research was conducted in Nigeria, though. To the best of the researchers' knowledge, no previous research has looked at the connection between academic motivation and performance within the study's target demographic (Mornar et al., 2022).

The study of nearly 8,000 students from various backgrounds allowed the researchers to look at within-group relationships between parenting styles and academic success. The results showed that, notwithstanding some slight deviations from the general pattern, students in almost every ethnic, socioeconomic, and family structure group outperformed their classmates academically when their parents had less permissive, less authoritarian, and more authoritative parenting styles (Steinberg et al., 1989). Furthermore, since fathers who are involved with their kids are likely to be involved in their kids' schools as well, it's possible that father involvement in schools alters the learning environment for the kids and influences teachers and administrators to act quickly when potential issues with the kids' behavior or academic performance are noticed (Flouri & Buchanan, 2004).

Some of the previous studies show that it has long been understood how crucial parental involvement is to the educational success of their children. However, this is frequently interpreted by various as meaning that mother involvement in schools is crucial. This study demonstrated that, while this assumption may have some merit given that the degree of early maternal participation is directly associated to children's educational success, the involvement of the father or a father figure also has a substantial long-term impact on children's academic success (Flouri & Buchanan, 2004).

Previous studies used unidimensional approaches and separately look into the effect of either child parent relation on academic achievement or academic motivation on academic achievement. The study will look in to the moderating role of child-parent relation between academic motivation and academic achievement. Moreover, the study will also provide in-depth insight into the differences between paternal and maternal relation with respect to academic motivation and academic achievement.

This study aims to examine the relationship between academic motivation and academic achievement. To determine the moderating role of parent-child relationship between academic motivation and academic achievement. To examine the differences between mother and father in

terms of parental bonding. To explore the differences on the basis of various demographics (Gender, Educational System, mother's job etc.) factors on academic motivation, academic achievement and parental bonding

### **Hypotheses**

Mother care and Mother over protection will moderates the relationship between academic motivation and academic achievement among secondary school children. Father care and Father over protection will moderates the relationship between academic motivation and academic achievement among secondary school children. Academic motivation positively predicts academic achievement among secondary school children. There will be differences in academic motivation, academic achievement and parental bonding on the basis of various demographic variables like gender, age, education and marks among secondary schoolchildren.

### **METHODOLOGY**

#### **Research design**

The current study is correlation and based on cross sectional research method is used.

#### **Participants**

The sample includes both male and female school going participants of age range 15 to 18 from different public and private sector schools of Islamabad. Random sampling technique will be used for selecting total of 200 students from different schools of Islamabad.

#### **Inclusion & Exclusion Criteria**

All those students from Islamabad who are enrolled in secondary school and have age range of 15 to 18 are included. All those students who are not secondary school students or have an age range lower than 15 or higher than 18 are excluded.

### **INSTRUMENTS**

#### **Academic Motivation Scale**

Academic motivation will be assessed by achievement motivation scale by Mehrabian and Bank (1987). The short nine items version of the scale will be used instead of the original 22 items scale. The scale is measured on four-point Likert scale with 1 indicating strongly disagree and 4 indicating strongly agree. The scale is widely known for its high test retest reliability ( $\alpha=.78$ ).

#### **Parental bonding scale:**

The parental bonding instrument (PBI) was originally developed to assess the perceived quality of the parent-child relationship along two main dimensions: Care and Over Protection (Parker et al., 1979). It consists of 25 sets of two items (for both) the maternal and for the paternal relationship) and asks about the quality of the relationship with each parent during the first 18 years of one life. The Cronbach's alpha value for the mother form was 0.87 and was 0.89 for the father form.

#### **Academic achievement:**

Academic achievement of the students will be measured with the percentages of the students in their previous exams. If the student's result is in GPA, it will be converted into percentages.

## Procedure

Letters will be sent to different schools of Islamabad. After approval from schools, random sampling will be done to select 200 students and they will be asked to sign a consent form from their parents. Next paper and pencil survey will be conducted for achievement motivation scale paternal bonding scale along with demographics sheet. Completed questionnaires will be collected along with demographic sheet.

## Data Analysis

Data from completed questionnaires will be put into SPSS and regression analysis will be run on the data. Next independent sample t-test will be run on the data to find out the difference between paternal- and maternal-child relationship with reference to academic motivation and academic achievement.

## RESULTS

In the present chapter, the results of the study are given in the form of tables.

**Table 1**

Socio demographic characteristics of the study general population

Variables	Category	F	%
Gender	Male	100	50.0
	Female	100	50.0
Educational System	Government	100	50.0
	Private	100	50.0
Birth Order	First	77	38.5
	Second	55	27.5
	Third	35	17.5
	Forth	13	6.5
	Fifth	8	4.0
	Sixth	6	3.0
	Seventh	6	3.0
Number of siblings	1	4	2.0
	2	23	11.5
	3	56	28.0
	4	54	27.0
	5	27	13.5
	6	16	8.0
	7	6	3.0
	8	6	3.0
	9	8	4.0
Father Profession	Government	64	32.0
	Private	136	68.0

Mother Profession			
	House wife	182	91.0
	Government	11	5.5
	Private	7	3.5
Family System			
	Joint	80	40.0
	Nuclear	120	60.0
Family Monthly Income			
	20000-40000	78	39.0
	41000-60000	18	9.0
	61000-80000	41	20.5
	81000-100000	36	18.0
	100000-above	27	13.5
Grade			
	A	55	27.5
	B	92	46.0
	C	53	26.5

Results indicates that in terms of gender both male and female are equally distributed male (n = 100) and female (n = 100). Further, findings indicated that in terms of educational system our sample included students from both government and private schools (n = 100) and private school (n = 100). In terms of birth order most of the participants are first born (38.5). Furthermore, according to the findings in terms of father profession most of them are private employees (68.0). Moreover, findings indicate that in terms of mother profession most of the mothers were housewife (91.0), similarly most of the participants are living in nuclear family (60.0), and their family monthly income was twenty thousand to forty thousand (39.0), in terms of educational grade most of the participants having (B grade) with percentage of 46.0.

**Table 2**

Regression analysis of Achievement motivation and parental bonding mother form (N = 200)

Variable	B	B	SE
Constant	5.11		7.91
AMS	2.34***	.63	.20
PBSM Care	.07	.02	.17
PBSM OP	-.47**	-.17	.14
$R^2$	.50		

Note: AMS = Academic Motivation; PBSM Care = Parental Bonding Scale Mother Care; PBSM OP = Parental Bonding Scale Mother Overprotection

Table 2 shows the impact of Achievement motivation on parental bonding scale mother care and parental bonding scale mother over protection. Where  $R^2$  value (.50) revealed that the predictor variable (Achievement motivation scale) explained 50% of variance in the outcome variable (parental bonding scale mother care and parental bonding scale mother over protection) with  $F(3, 195) = 63.7, p < .01$ . Further, the findings revealed that Achievement motivation is a positive predictor of academic achievement ( $\beta = 2.34, p < .01$ ) and Parental bonding scale mother over protection is negative predictor of academic achievement ( $\beta = -.47, p < .01$ ).

**Table 3**

Regression analysis of Academic Motivation and Parental Bonding Father Form (N = 200)

Variable	B	B	SE
Constant	1.23		7.45
AMS	2.36***	.64	.20
PBSF Care	.13	.04	.16
PBSF OP	-.38**	-.14	.14
R <sup>2</sup>	.49		

Note: AMS = Academic Motivation; PBSF Care = Parental Bonding Scale Father Care; PBSF OP = Parental Bonding Scale Father Overprotection

Table 3 shows the impact of Achievement motivation on parental bonding scale father care and parental bonding scale father over protection. Where R<sup>2</sup> value (.49) revealed that the predictor variable (Achievement motivation scale) explained 49% of variance in the outcome variable (parental bonding scale father care and parental bonding scale father over protection) with  $F(3, 195) = 63.7, p < .01$ . Further, the findings revealed that Achievement motivation is a positive predictor of academic achievement ( $\beta = 2.36, p < .01$ ) and Parental bonding scale mother over protection is negative predictor of academic achievement ( $\beta = -.38, p < .01$ ).

**Table 4**

Moderation Estimates

	Estimate	SE	Z	P
Tot AMS	2.5433	0.1905	13.35	<.001
Tot PBSM	0.2412	0.1250	1.93	0.054
Tot_AMS * Tot_PBSM	0.0597	0.0353	1.69	0.091

Table 4 shows the effect of the predictor (Tot\_AMS) on the dependent variable (Percentage) at different levels of the moderator (Tot\_PBSM)

**Table 5**

Moderation Estimates

	Estimate	SE	Z	P
Tot_AMS	2.5449	0.1878	13.548	<.001
Tot_PBSF	0.0911	0.1191	0.765	0.444
Tot_AMS * Tot_PBSF	0.0544	0.0302	1.801	0.072

Table 5 shows the effect of the predictor (Tot\_AMS) on the dependent variable (Percentage) at different levels of the moderator (Tot\_PBSF)

**DISCUSSION**

The main objective of the present study is to explore the relationship between academic motivation and academic achievement, to determine the moderating role of parent-child relationship between



academic motivation and academic achievement, to investigate the differences in parental bonding mother and father, to examine the differences on the basis of various demographics factors on academic motivation, academic achievement and parental bonding.

The first hypothesis stated that there will be differences in academic motivation, academic achievement and parental bonding on the basis of various demographic variables like gender, age, education and marks among secondary school children. Some previous researches shows that according to a study, 761 middle school kids (7th and 8th grade children; 83% of students enrolled) were the population sample, and these difficulties were investigated. We predicted that socioeconomic disadvantage and subpar academic performance would be linked to higher than expected aspirations. Additionally, we predicted that kids with this aspiration-expectations gap will score higher on a number of markers of academic and social risk. Given that sex plays a significant role in deciding educational and career paths as a result of academic self-concept and related factors, we looked into gender differences. We used grade level and racial/ethnic variables to assess our predictive models while limiting the impact of those demographic factors (Boxer et al., 2011).

The second hypothesis states that Academic motivation positively predict academic achievement among secondary school children. Some of the previous researches shows that every human community needs education in order to advance and empower its members. Education (basic, secondary, and higher) is crucial to a nation's entire growth, hence any nation without a strong educational culture and philosophy runs the risk of falling into disrepair. The main goal of secondary education is to get pupils ready for further education as well as practical living in society. The development of information and skills in pupils that will enable them to perform well in society is one of the main responsibilities of educators. Thus, a key factor that both educators and educational psychologists are interested in is students' academic success (Mornar et al., 2022).

The third hypothesis states that Father Care and Father over protection will moderate the relationship between academic motivation and academic achievement among secondary school children which was supported by the present study. Some of the previous researches shows that the breadth and variability of the sample and the consistency of the findings across racial, socioeconomic, and family structure groups are two of the most important features of the earlier research. The study of nearly 8,000 students from various backgrounds allowed the researchers to look at within-group relationships between parenting styles and academic success. The results showed that, notwithstanding some slight deviations from the general pattern, students in almost every ethnic, socioeconomic, and family structure group outperformed their classmates academically when their parents had less permissive, less authoritarian, and more authoritative parenting styles (Steinberg et al., 1989). Furthermore, another showed that academic achievement was higher for those students who had more parental support for their career and educational goals. Additionally, they had a tendency to work harder in school, which was linked to both better employment prospects and higher academic achievement (Li et al., 2022).

Similarly, the fourth hypothesis states that Mother care and Mother over protection will moderate the relationship between academic motivation and academic achievement among secondary school children which was supported by the present study. Some of the previous studies show that it has long been understood how crucial parental involvement is to the educational success of children. However, this is frequently interpreted by various as meaning that mother involvement in schools



is crucial. This study demonstrate that, while this assumption may have some merit given that the degree of early maternal participation is directly associated to children's educational success, the involvement of the father or a father figure also has a substantial long-term impact on children's academic success (Flouri & Buchanan, 2004). According to other studies, the authoritative, authoritarian, and permissive parenting philosophies and students' motivation were evaluated. It shows that the majority of parents thought they were authoritative, next authoritarian, and last lenient. The research found that mothers were more tolerant than fathers. The findings did support a link between children's motivation and parental parenting practices (Sumanasekera et al., 2021).

## **CONCLUSION**

The main objective of the present study is to explore the relationship between academic motivation and academic achievement, to determine the moderating role of parent-child relationship between academic motivation and academic achievement, to investigate the differences in parental bonding mother and father, to examine the differences on the basis of various demographic factors on academic motivation, academic achievement and parental bonding. The findings of the present study show that the academic motivation is positively significantly correlate with the academic achievement, which means that if academic motivation increases academic achievement will also increase and if academic motivation is decreases academic achievement will also decrease. The findings further show the moderation between, academic motivation, academic achievement and parental bonding the results shows the moderation between all the three variables. The Parental Bonding Scale Mother Care with academic motivation shows moderation, if mother care increases the academic motivation and academic achievement also increase. The Parental Bonding Scale Mother over Protection with academic motivation shows moderation, if mother over protection increases the child become dependent and because of this academic motivation and academic achievement will decrease. The Parental Bonding Scale Father Care with academic motivation shows moderation, if father care increases the academic and academic achievement will increase. The Parental Bonding Scale Father over Protection with academic motivation shows moderation, if father over protection increases the child become dependent and because of this academic motivation and academic achievement will decrease.

Some limitations of this study:

- Firstly, Sample and generalizability: The study used a purposive sampling technique, which may introduce the fact that are making subjective or generalized assumptions when choosing participants. The sample consisted of 200 students from different secondary schools of Islamabad which may not represent other geographical locations. Therefore, caution should be exercised when extrapolating the results to other populations.
- Secondly, Self-report measures: The study relied on self-report measures to assess Academic Achievement, Academic Motivation, and Parental Bonding Scale for mother and father both. Self-report measures are subject to response biases, such as social desirability or recall bias, which may impact the accuracy and reliability of the data collected.
- Lastly, Use Qualitative method: The future researchers have to also select qualitative data on such sample so they can explore the participant's issues more conveniently and correctly and also on the basis of qualitative data the research work will be more resilient and also help the students in future.

These are the Suggestions and Implications of this study:

- Firstly, it is suggested that for the future researchers mixed method can be suggested.
- In future studies, other types of higher educational groups are suggested to be selected.
- Moreover, future researchers can also use longitudinal study method to check the cause and effect relationship.
- The findings of the present study will add a piece of new knowledge for students and also for their parents.
- The findings of the present study also will help in the management of parent-child relationship.

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