

## **Abstract**

Parental influences play a central motivational role in junior high school (JHS) students learning of Ghana's core subjects—integrated science, social studies, English language, and mathematics (SSEM). Studying SSEM play a colossal function in JHS students' educational advancement to senior high school (SHS) in Ghana. To explore the problem of the scant information on how parental influences impact Form 3 JHS students' learning of SSEM, the study employed the social constructivism learning theory, the self-determination theory, and the interrelating scopes of influence theory of learning which emphasized learning as both intrinsic and extrinsic phenomena. The research questions investigated the effects of parents' influences, profession, and education on Form 3 JHS students' motivation to learn SSEM in Ghana. Exploring the effects of parental influences on junior high schoolers learning of SSEM can draw the attention of educationists, SSEM curriculum developers, schools, and Ghanaians to the parental influences which impact the teaching and learning of SSEM in Ghana. This qualitative intrinsic case study utilized a purposive sampling for selecting a JHS in the Greater Accra Region of Ghana and four sets of parents of Form 3 students from different tribes of Ghana to be involved in the study. A semi-structured interview and review of documents were used as differing conduits for data collection. Triangulation was employed to analyze the data. Findings from the triangulation of the results of the interviews and review of documents based on two guiding research questions showed family motivation, school motivation, student motivation, global motivation, contextual motivation, and situational motivation impact Form 3 JHS student's motivation to learn SSEM in Ghana. The study can aid SSEM curriculum designers, SSEM teachers, JHSs, SHSs, and educational policy makers to develop curricula which will promote the strategic teaching and learning of SSEM in Ghana.