

PARENTAL INVOLVEMENT AS CORRELATES OF STUDENTS' MOTIVATION AND ACADEMIC SELF-EFFICACY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN NSUKKA LOCAL GOVERNMENT AREA OF ENUGU STATE

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Abstract

The study examined parental involvement as correlate of students' motivation and academic self-efficacy in senior secondary schools in Nsukka local government area. Two research purposes, two research questions, and two hypotheses guided the study. The study employed a correlational survey research design. The population of the study was 2364 students. The sample size of the study was 230 Senior Secondary School Students in classes I and II. The instruments used for data collection was a Parental Involvement Questionnaire (PIQ), Student Motivation Questionnaire (SMQ) and Student Academic Self Efficacy Questionnaire (SASEQ). This instrument was validated by three experts one from Measurement and Evaluation Unit and two from Guidance and Counseling Unit of Faculty of Education, University of Nigeria, Nsukka. The instruments had an overall reliability index 0.71, 0.75 and 0.72, respectively for PIQ, SMQ and SASEQ. The researchers visited five senior secondary schools in Nsukka LGA and administered the questionnaire. The questionnaire was completed and collected back immediately. The data collected for the study were analyzed using simple linear regression. Findings revealed that there was high, positive and significant relationship between parental involvement and students' motivation and academic self-efficacy in Nsukka Local Government Area of Enugu state. Based on the findings, the study among others recommended that schools should create opportunities for parents to become involved in their child's education, such as volunteering in the classroom, attending school events, and serving on school committees; schools should prioritize open and regular communication with parents about their child's progress, successes, and challenges.

Keywords: Parental Involvement, Motivation, Academic self-efficacy

Introduction

Parental involvement has been widely recognized crucial factor in determining student' academic success and motivation. In Nigeria, particularly in the Nsukka Local Government Area of Enugu State, the role of parents in shaping their children's educational outcomes cannot be overstated. As senior secondary school students navigate the challenges of adolescence and prepare for their future careers, parental involvement can play a significant role in fostering motivation, academic self-efficacy, and overall academic achievement. Parents play a vital role as social actors in the development of children's academic achievement by motivating them. Their active participation in children's learning process is quite important for them to influence their children for a better learning outcome. But unfortunately, it seems that some parents withdrew themselves from this important role and also the researchers observed that senior secondary school students especially in Nsukka local government area lack motivation and academic self-efficacy towards their academic. These are noticeable by the student's

negative attitude towards education, such as truancy, lateness to school, roitring around the streets while they supposed to be in the classes learning, some of them come to school without entering the class and this affect their academics negatively. The researchers also observe that low academic self-efficacy as this is seen in their poor performance of this students. Parental involvement in literature has been defined in a variety of ways. It is generally the involvement of parents in the children's education process with the aim of improving their academic as well as social wellbeing. Patall et al. (2008) found positive effects in relation to parental involvement in homework, among other variables, in student attitudes to homework, and Pomerantz et al. (2007) found that parental behavioral involvement improves student achievement because it promotes student motivation, self-efficacy and encourages student commitment.

Self-efficacy does not mean how much a person likes one or how much one likes the task at hand; rather it means persons believe in their ability to reach a desired outcome in a designated area. Bandura (1995) stated that self-efficacy creates a difference in how people feel, think, act, motivate themselves and behave. It provides the foundation for human motivation, well-being and personal accomplishment. In education, self-efficacy is a key contributing factor to learners' success because it influences the choice learners make and the students with high self _efficacy are more likely to achieve high academically than students with low self-efficacy. This is because students with high self-efficacy work very hard to conquer a task and achieve high academic goals. Academic self-efficacy refers to an individual's belief to successfully achieve a designated level on an academic task or attain a specific academic goal. Bandura further stressed that academic self-efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour, and social environment. Thus, academic self-efficacy means the individual belief and capacity through determination. McGrew (2018) views academic self-efficacy as individual belief in the ability to perform the necessary behaviour to produce a certain educational outcome. This implies that academic self-efficacy is the belief to excel academically.

Academic self-efficacy refers to the belief that one can successfully engage in and complete course-specific academic tasks, such as accomplishing course aims, satisfactorily completing assignment, achieving a pass grade and meeting the requirement to continue to pursue one's major course of study Ormond (2018). Students with high academic self-efficacy resist failure through hard work, while students with low academic self-efficacy do not work hard but believe that they cannot do well, no matter how hard they try. The findings of Anderson, (2021) indicated that a significant relationship exists between parental involvement and self-efficacy. Students with low academic self-efficacy attribute high academic achievement to good luck and failure to bad luck while students with high academic self-efficacy attribute high academic achievement to hard work and failure to laziness Shwarter and Hallum (2018). A high sense of self-efficacy increases students' readiness to invest efforts in their learning, serves them well to persist when facing difficulties and helps them to recover more quickly after a negative attainment. Conversely, a perceived sense of low self-efficacy diminishes students' interest in their learning, lessens from their capacity to resist when facing impediments and undermines their commitment to achieving their goals. (Bandura, 1993) demonstrated that academic self-efficacy is a good predictor of academic achievement. Kurumeh (2016) posited that students' achievement in senior school certificate examination has not been satisfactory. This continued poor achievement by students has been a source of great concern to parents, teachers, and society. Personal observation by the researchers of this study shows

that in the area of this study, students seem to show low academic self-efficacy such as being easily discouraged in skills development, giving up easily, depression, difficulty with listening in class, being shy, easily angered, humiliation, laziness, not believing in one's self or ability and being unpredictable, being discouraged in academic activities, dropping out of school, low self-esteem, disruptive behaviors, and indiscipline. All these seem to account for students' low academic self-efficacy and invariably affect their academic achievement. If the students' sense of academic self-efficacy for doing a particular academic task is high, they are likely to set high goals. But if their sense of academic self-efficacy is low, they may avoid engagement in academic tasks or give up easily when problems arise. Operationally, self-efficacy is all about senior secondary students believing in their ability to handle different situations, achieve specific set academic goal. Patall et al. (2018) found positive effects in relation to self-efficacy; motivation, among other variables, in student attitudes to homework, and Pomerantz et al. (2017) found that self-efficacy improves student academic achievement because it promotes student motivation and encourages student commitment.

Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. It is considered as a crucial factor that affects human behavior and performance. The educational researchers and practitioners point out that motivation is one of the most important factors in student performance and in ensuring continuous achievement. (Nwanneka, et al 2023). Motivation as the sum of the efforts made for driving the individual towards one or more particular goals and for ensuring the continuity of this movement. In addition, many concepts, such as interest, values, attitude and desire of the individual towards an action, affect the process of motivation as well, Ahmed, (2016). Therefore, motivation has a multidimensional structure. In this regard, each individual may have a different amount of motivation. Based on the literature, there are five different constructs reflecting motivation (Ryan & Deci, 2012) namely intrinsic, extrinsic, motivation, self-efficacy and achievement of motivation. Intrinsic motivation involves engaging in a behavior since it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward. Behavior comes from his own inner world leading to his own reward; thus, no additional motive or punishment is needed. The main sources of intrinsic motivation are the interest, curiosity and needs of the individual, Sheldon et al. (2014). Actions which are performed through intrinsic motivation and which originate from these sources are inherently rewarding for the individual; In this case, the individual is expected to display behaviors such as volunteerism, willingness and making a choice. Therefore, these actions usually generate intrinsic results as personal experiences which have a meaning for the individual. A study stressing the importance of intrinsic motivation indicated that students will learn a topic more easily if they are willing to grasp and understand it, (Gottfried, 2019).

Extrinsic motivation occurs when the individual is motivated to perform a behavior or engage in an activity to earn a reward or to avoid punishment. Apart from the above-mentioned motivation types, literature provide additional motivational components that give signs about the nature of the motivation of the individuals, of which some of them are directly related to the academic achievements of the individuals; these are intrinsic goal orientation, extrinsic goal orientation and the value of the subject, control of learning beliefs, self-sufficiency and test anxiety. Fischer, et al (2019), Motivation, or the lack of motivation is a learned behavior. Motivation is dependent on the student's perception of their own competence (Huetinck, & Munhin, 2020). If a student is confident in his/ her abilities, then they are more likely to be motivated to engage in that task. In addition, they

discuss that intrinsic motivation tends to be more effective than a reward system (extrinsic motivation). Experts have examined the role that parents play in developing intrinsic and extrinsic motivational tendencies in their children (Deci, & Ryan, 2019). Regardless of the title that they assign those theories, they all revolve around the idea that motivation can be internalized or it can be supplied from an outside source. An article on the “Self-Determination theory of Motivation (SDT)”, discusses how, “Teachers and parents frequently find themselves frustrated with their students or children, wondering how to motivate them to try harder on their school-work” (Deci, & Ryan, 2019). Under the SDT model students can be influenced by two distinct categories of motivation, autonomous motivation and controlled motivation, each of which has subcategories based on intrinsic or extrinsic philosophies.

Autonomous motivation involves engaging in an activity with eagerness and volition, with a sense of choice and willingness”, while “controlled motivation involves doing a task with a sense of pressure, demand, or coercion” (Deci, & Ryan, 2019). If a child exhibits intrinsic motivation where they are engaging in a task simply because they find it gratifying or interesting, then they are displaying a form of autonomous motivation. A child can also exhibit autonomous motivation if they engage in a task because they deem it “personally important”, which in itself is a deeply internalized form of extrinsic motivation. Controlled motivation can occur when the child completes a task to receive a reward or to avoid some type of punishment. It also occurs when the child feels a sense of approval for completing the task or a sense of guilt or shame for failing to complete the task. When a child exhibits autonomous motivation in school, it results in a greater internalization and better comprehension of the subject matter, and they tend to have a better conceptual view and be more creative (Deci & Ryan, 2020). This occurs because they have a deep interest in what is being learned and place a personal value on learning the concept. In contrast, students which are influenced by controlled motivation, tend to memorize facts and not fully internalize the concepts. It is suggested that parents attempt to lean more on trying to provide autonomous motivations rather than controlled motivation, because the results are more positive and more sustainable (Deci, & Ryan, 2020). Although rewards can motivate a child to complete a task, it may decrease their interest in the activity itself. As a result, if that child is motivated to do well in school solely by a rewards or consequences routine, then that child may tend to discontinue those activities once that stimulus is removed. However, if a parent instills in their child a sense of personal satisfaction for accomplishing goals, and a sense of competence early and often during the educational process, then that child will be more likely to continue to engage in the education task because they find it to be personally satisfying and relevant (Deci & Ryan, 2020). The most successful individuals are the ones who never stop learning and growing throughout their lifetime. Operationally, motivation is defined as the spark that ignites senior secondary school students drive, that pushes them to pursue their goals, passions, dreams and academic goals and it is also a drive that propels senior secondary school students to do something or achieve a task in their education. Parents, who exhibit a love and motivation for learning new things and exploring the world around them, tend to nurture kids who place an intrinsic value on learning. It does not require an expenditure of money to demonstrate positive learning behavior.

Parenting refers to families creating home environments that support learning when schools provide them with information about such issues as children’s health, nutrition, discipline, needs, and parenting approaches.

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic achievements, Hara and Burke (2018). Specifically, children whose parents are more involved in their education have higher levels of academic achievements than children whose parents are involved to a lesser degree. Parental involvement in students' academics can range from presence in a school environment, as a motivating factor for children, or as a support system from home. Parental involvement is defined as a parent providing resources, being interested in, attentive to, and providing emotional resources for a child (Guay et al., 2015). One area fundamentally important to children's success is parental involvement in the children's academics.

When parents are involved in a child's home life, there is greater likelihood for higher academic motivation and achievement, Assouline et al. (2011) suggested that involvement of parents in school activities is a leading factor in students' success. Their study used examples such as parents volunteering at schools, helping children with their homework, taking on leadership roles in the school, and visiting the child's classroom as indicators of parental involvement. It is widely acknowledged that parental involvement in education plays a pivotal role in influencing students' academic success. Countless studies have shown that active participation from parents, including offering resources, being attentive, and providing emotional support, can lead to increased academic motivation and self-efficacy among students. LaRosa et al. (2023) states that research also indicates that parents who are involved in their child's academic life have a profound effect on the child's ability to learn and help instill in them an appreciation for learning that can last a lifetime. The researcher also provides four strategies for teachers in working toward this goal. These include meeting parents on their own field, making schools parent-friendly, covering all languages, and involving parents in the school's decision-making process. Home visits are explained as a great way to build parent trust. Schools can take steps to create a welcoming environment for parents, through friendly staff.

Parental involvement can take on various forms, such as engaging with schools, establishing expectations at home, and instilling educational values in children. This involvement goes beyond school-related activities and involves creating a supportive home environment that fosters learning and academic advancement. Positive parental involvement has been linked to improved academic achievements, while a lack of parental engagement has been recognized as a potential barrier to children's education. Furthermore, the level of parental involvement can be impacted by factors like the extent of participation, collaborations with schools, and the quality of interactions between parents and students. Studies have indicated that parents with higher levels of education tend to exhibit a more positive attitude towards learning, a stronger work ethic, and effective learning strategies, all of which can have a positive influence on their children's academic accomplishments. It is generally the involvement of parents in the children's education process with the aim of improving their academic as well as social wellbeing. These include various activities such as supporting and monitoring homework at home, attending school activities and attending parent and teacher interaction sessions, communicating with teachers, volunteering activities at school, and working with the community. For every child, the school is often called as the second home, which helps molding a child to become a global citizen. The children are taught moral values and standards through interactions at school, also aiming at developing the knowledge and skills required for the labor market in future. Parents play a vital role as social actors in the development of children's academic achievement by motivating them. Their active

participation in children's learning process is quite important for them to influence their children for a better learning outcome.

Parental involvement is seen as an important strategy for the advancement of the quality of education. Parental involvement is a combination of commitment and active participation on the part of the parent to the school and to the student. This means that parental involvement has long been recognized as a positive factor in children's education. Research consistently shows that parents contributions to their children's education led to improvement in their academic and behavioral outcomes from primary to secondary level. Parental involvement is a significant element in education and can also be achieved through home-based parental involvement like listening to the child as they read, helping them in completing their homework as well as school-based activities, which include attending parents meeting and education workshops, Hornby and Lafaele (2021). Parents can be involved in their children's learning through becoming part of school boards, being concerned about their children's academic achievements, showing dedication in their children's learning through availing themselves during parents' meetings, in order to gain a better understanding of the performance of their children. Parental involvement according to Miksic (2015) can be broadly defined as the ways in which parents support their children's education in word and deed. Parents can be involved in the school setting or at home. Prominent aspects of Parental involvement at home include discussion of school activities, parental aspirations and expectations, checking homework, parenting styles, home roles and supervision. At school prominent aspects of PI include contacting school personnel, attending parents, teacher organizations (PTO), and volunteering at school (Shote, Hansen, Underwood and Razzoole, 2011 as well as Dearing, McCartney and Weiss, 2016).

Involved parents may know more about what children are learning in school and so can help them more effectively at home, Mcleod, (2023). Involved parents may be more effective in supporting children's engagement and motivation in learning. Involved parents can also help children better understand social expectations at school and show children how much they are cared for. Parental involvement is not an easy task to define parental involvement, because it includes multiple behaviours. Parental involvement is seen as those behaviours shown by the parents that are intended to support not only their children's educational progress but also their social/emotional skills. Parents can help their children to deal effectively with lots of issues with their constant guidance and support. Parental involvement can be an accelerating factor for a child's development. Parental involvement also develops self-efficacy in children's personality. Uluhan and Yasemin (2018) whose results showed that parent educational aspiration, parental communication, parent participation, and parent autonomy support were statistically significantly and positively related to basic psychological needs, motivation and engagement of the students. The first school for a child is his/her family. The brain of the child develops according to the quality and quantity of the stimuli; he/she receives from the parents. So it can be said that parental involvement includes so many things like - spending time with the children, guiding them in their studies, going on trip with them, making them potential of taking right decisions, having meals together, paying close attention to what they are doing, giving time to know their interest, providing a harmonious environment by loving them unconditionally so that they can develop their unique talents and will grow as the good citizens of the country.

Operationally, Parental Involvement is defined as a means where parents take active roles in the lives of their children (senior secondary students), show interest, set rules and

boundaries and encourage them to do their best in all their endeavors. Furthermore, some parents believe that providing their children with the basic requirements to achieve success in school would make their children do well in school. Such parents tend to blame student's poor achievement on low motivation and self-efficacy (Thompson et al., 2020). When parents are apparently concerned or involved in children's activities, it appears to energize the children's motivation and self-efficacy. The researchers, therefore, sought to ascertain if parental involvement has any role to play in motivation and academic self-efficacy of students in senior secondary schools in Nsukka local government area of Enugu state. This prompted the researchers' interest to carry out this study.

Statement of the Problem

It has been observed that a large number of secondary school students who are still in Nsukka local government area in Enugu state, struggle with motivation and self-efficacy. Some ply truancy while some are school dropout. Lack of interest and motivation in school activities are like the order of the day. This is demonstrated, among other things, by their persistent academic dropout rate which is currently the situation. There are devastating incidents of low academic performance and lack of motivation among secondary school students in attending and participating actively in schools. It is anticipated that parental involvement during the student's childhood will aid in motivating them and helping them in building strong self-efficacy for their survival in the outside world. Consequently, this situation creates a multifaceted challenge within the educational landscape of Nsukka, as it impedes the holistic development and academic success of senior secondary school students. Addressing this issue requires a comprehensive understanding of the underlying factors contributing to low parental involvement and its cascading effects on student motivation and academic self-efficacy, thereby necessitating targeted interventions and initiatives to promote greater parental engagement and support in the educational journey of students in Nsukka. The researchers, therefore sought to ascertain if parental involvement has any role to play in motivation and academic self-efficacy of students in senior secondary schools in Nsukka local government area of Enugu state. This prompted the researchers' interest to carry out this study.

Purpose of the Study

This study investigated parental involvement as correlate of senior secondary school students' motivation and academic self-efficacy in Nsukka Local government area of Enugu State. Specifically, this study determined the;

1. relationship between parental involvement and motivation among senior secondary school students in Nsukka Local Government Area.
2. relationship between parental involvement and academic self-efficacy among senior secondary school students in Nsukka Local Government Area.

Research Questions

The following research questions were posed for study

1. What is the relationship between parental involvement and motivation of students?
2. What is the correlation between parental involvement and academic self-efficacy of senior secondary school students?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. **H₀₁**: There is no significant relationship between parental involvement and motivation of students

2. **H₀₂** There is no significant relationship between parental involvement and academic self-efficacy of students

Methods

This study adopted correlation design. A correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them. A correlation research design reflects the strength and/or direction of the relationship between two or more variables. According to Nworgu (2015), defined Correlational design as the type of design that seeks to establish the relationship between two or more variables as well as indicating the direction and magnitude of the relationship between the variables. Correlational design uses quantitative methods to investigate relationships between variables. This design is deemed to be appropriate for this study because it tries to gather opinions of secondary schools' students in Nsukka local government through the use of questionnaire to ascertain; parental involvement as correlate to motivation and academic self-efficacy of senior secondary school students in Nsukka local government. This study was conducted in five (5) secondary schools in Nsukka. Nsukka is a town and a Local Government Area in Enugu State, Nigeria. The town has common boundaries with Ede-Oballa, Orba, Eha-Alumona town, Ikeagwu Village (where Voice FM Federal Radio Corporation of Nigeria 96.7Mhz is located) Isiakpu and Ihe n'Owerre Nsukka. The area is also inhabited with farmers, craftsmen's and students. It has an area of 482.2km and a population of 15,237 at the 2006 census. The postal code of the area is 410001 and 410002 respectively referring to University of Nigeria Campus, and Nsukka Urban. Nsukka is made up of Mkpunano, Nru, and Ihe'n Owerre. Presently, there is an erroneous trend of referring to all the towns under Enugu North Senatorial Zone as Nsukka. This trend could be as a result of Nsukka housing the headquarters of the now defunct Nsukka province under the colonial rule. Nsukka is also a local government area and comprises several towns including Nsukka the host to the first indigenous university in Nigeria, the University of Nigeria, Nsukka (UNN). Nsukka is an agricultural-trade center for the yams, cassava (manioc), corn (maize), taro, pigeon peas, and palm oil and kernels produced by the local Igbo people. Weaving is a traditional local craft. Coal deposits have been discovered east of Nsukka around Obollo, a town on the main Onitsha-Makurdi; road. People in Nsukka speak central Igbo and Nsukka dialect, a sub-dialect of larger Igbo language. This area is deemed appropriate because of a prevalence of lack of motivation and academic self-efficacy.

A face to face (direct delivery and retrieval) method of data collection was employed in the administration of the instruments. This is to ensure maximum return and to enable clarification of complications that may arise at the point of responding to the items on the instruments. Sharing, giving information on the modalities and retrieval of the instruments from the students was done by the researchers and three school teachers as research assistant, whom the researcher briefed on the modalities of administration beforehand. The instruments were administered to five secondary schools in five (5) working days from Monday to Friday. The letter of introduction collected from the department was presented to the officers in charge to enhance the exercise. The permission for administration of instruments was granted. The instruments were administered to SS11 senior secondary school students from five schools visited. And the instruments were retrieved immediately. The instant retrieval of the instruments helped the researchers to recover 230 instruments which was the sample size of the study. Simple linear regression was used to answer the research questions while the null hypotheses were tested using the

t-test associated with the linear regression at 0.05 level of significance. The population of the study comprised 2,364 SS2 students from public secondary school in Nsukka local government area of Enugu state. A sample of 230 SS2 students which is 10% of the population across five secondary schools, with 46 students from each of the schools in Nsukka local government of Enugu state was used for the study. The sample was obtained from the population using Taro Yamane's formula (1967). The sample was drawn using a simple random sampling technique since the population is too large. The instruments for data collection were Parental Involvement Questionnaire (PIQ), Student Motivation Questionnaire (SMQ), and Student Academic Self-Efficacy Questionnaire (SASEQ), which were validated by three experts. The (PIQ) has 10 items that depicts parents' involvement in students' education, (SMQ), has 10 items which show students motivation towards their education and (SASEQ) 10 items that indicate student academic self-efficacy. The aim of the PIQ was only to identify parental involvement of parents towards students' academics. The instruments were subjected to pilot testing at Igbo-Eze local government area of Enugu State and the reliability coefficient was calculated using Cronbach's alpha and was found to be 0.71, 0.75, and 0.72, respectively, for PIQ, SMQ, and SASEQ. Simple linear regression was used to answer research questions while the null hypotheses were tested using t-test associated with linear regression at 0.05 level of significance.

Results

Table 1: Simple linear regression on the relationship between parental involvement and students' motivation in Nsukka Local Government Area of Enugu state

Variable	R	R ²
Parental Involvement and students' motivation	.801	.715

R² = Coefficient of Determination

Table 1 revealed that the regression coefficient between parental involvement and students' motivation in Nsukka Local Government Area of Enugu state is 0.801. This implies that there exists a high positive relationship between parental involvement and students' motivation. The Table also revealed that the R² is given as 0.72. Thus, the coefficient of determination of 0.72 indicates that 71.5% of the variation on students' motivation can be as a result of parental involvement. This means that 28.5% of the variation can be attributed to other factors.

Hypothesis One: There is no significant relationship between parental involvement and students' motivation in Nsukka Local Government Area of Enugu state

Table 2: t-test associated with simple linear regression on the relationship between parental involvement and students' motivation in Nsukka Local Government Area of Enugu state

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.924	.125		15.361	.000
Parental Involvement	.478	.038	.487	12.505	.000

a. Dependent Variable: Students' Motivation

b. Predictors: (Constant), Parental Involvement

Table 2 revealed that, the t-test value associated with linear regression is 12.505. The analysis showed that, the t-value of 12.505 is significant at 0.00 which is less than the 0.05

level of significance. Hence, the null hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between parental involvement and students' motivation in Nsukka Local Government Area of Enugu state.

Table 3: Simple linear regression on the relationship between parental involvement and students' academic self-efficacy in Nsukka Local Government Area of Enugu state

Variable	R	R ²
Parental Involvement and students' Academic self-efficacy	.918 ^a	.845

R² = Coefficient of Determination

Table 3 revealed that the regression coefficient between parental involvement and students' academic self-efficacy in Nsukka Local Government Area of Enugu state is 0.918. This implies that there exists a high positive relationship between parental involvement and students' academic self-efficacy. The Table also revealed that the R² is given as 0.622. The coefficient of determination of 0.85 indicates that 84.5% of variation on students' academic self-efficacy can be as a result of parental involvement. This means that 15.5% of the variation can be attributed to other factors

Hypothesis Two: There is no significant relationship between parental involvement and students' academic self-efficacy in Nsukka Local Government Area of Enugu state

Table 4: t-test associated with simple linear regression on the relationship between parental involvement and students' academic self-efficacy in Nsukka Local Government Area of Enugu state

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.010	.137		14.690	.000
Parental Involvement	.443	.041	.435	10.810	.000

a. Dependent Variable: Students' Academic Self Efficacy

b. Predictors: (Constant), Parental Involvement

Table 4 revealed that, the t-test value associated with linear regression is 10.810. The analysis showed that, the t-value of 10.810 is significant at 0.00 which is less than the 0.05 level of significance. Hence, the null hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between relationship between parental involvement and students' academic self-efficacy in Nsukka Local Government Area of Enugu state.

Discussions

The study found a high and significant relationship between parental involvement and students' motivation in Nsukka Local Government Area of Enugu state. This finding is in line with the finding of Uluhan and Yasemin (2018) whose results showed that parent educational aspiration, parental communication, parent participation, and parent autonomy support were statistically significantly and positively related to basic psychological needs, motivation and engagement of the students. The significant relationship between parental involvement and student motivation found in this study highlights the importance of parental support in education. When parents are involved in their child's education, it sends a message to the child that education is important and that their parents care about their success. This can motivate students to work harder in school, leading to improved

grades, higher test scores, and better overall academic performance. Parental involvement can also create a positive school climate, which is important for student motivation. When parents are actively involved in their child's school, it creates a sense of community and support, which can be motivating for students.

The study found a high and significant relationship between parental involvement and students' academic self-efficacy in Nsukka Local Government Area of Enugu state. This finding is in line with the findings of Abayomi (2021) which indicated that a significant relationship exists between parental involvement and self-efficacy. The significant relationship between parental involvement and academic self-efficacy found in the study is a compelling finding. Academic self-efficacy refers to a student's belief in their ability to succeed academically. It is an important factor in student motivation and achievement. When students believe that they can succeed in school, they are more likely to put in the effort needed to reach their academic goals. The study's finding that parental involvement is positively related to academic self-efficacy suggests that parents can play an important role in developing their child's confidence and belief in their abilities.

Conclusion

Based on the research findings, the study hereby concludes that parental involvement has a high and significant relationship with students' motivation and academic self-efficacy in Nsukka Local Government Area of Enugu state. Parental involvement increased students' motivation and academic self-efficacy. A comprehensive support from the parents which include financial aid, emotional support, listening to the child as they read, helping them in completing their homework as well as school-based activities, which include attending parents meeting and education workshops, is essential for improving students' motivation and academic self-efficacy.

Recommendations

Based on the findings and educational implications, the study hereby recommends the following:

1. Schools should create opportunities for parents to become involved in their child's education, such as volunteering in the classroom, attending school events, and serving on school committees.
2. Schools should prioritize open and regular communication with parents about their child's progress, successes, and challenges.
3. Schools should offer training and resources to help parents become more effective and engaged in their child's education. This can include parents' education workshops, home-school communication tools, and parent-teacher conference

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