PARENTAL HOME-BASED INVOLVEMENT AND ACADEMIC SELF-EFFICACY AS CORRELATES OF ACADEMIC ENGAGEMENT AMONG SECONDARY SCHOOL STUDENTS IN NNEWI NORTH LGA, ANAMBRA STATE, NIGERIA

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Abstract
This study investigated parental home-based involvement and academic self-*efficacy as correlates of academic engagement among secondary school students in Nnewi North LGA, Anambra State, Nigeria. Correlational design was employed for the study. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The population comprised 1065 SS2 students in eight public secondary schools in Nnewi North LGA, of the state. The entire population was used for the study. Three instruments were used for data collection, namely: Parental Home-Based Involvement Questionnaire (PHBIQ; Academic Self-Efficacy Questionnaire (ASEQ); and Student Engagement Questionnaire (AEQ). Three experts, two in the field of Educational Psychology and one in Measurement and Evaluation validated the instruments. The reliability of the instruments were determined using the Cronbach Alpha and alpha coefficient of 0.72 was obtained for PHBIQ, 0.79 for AEQ and 0.74 for ASEQ. Data collected were analyzed using Pearson Product Moment Correlation (r) for answering the research questions and the t-test of significance of r for testing the hypotheses. Findings indicated that parental involvement has a moderate and positive relationship with student engagement in secondary school. It was also revealed that academic self-efficacy has a high and positive relationship with academic engagement among secondary school students. Based on the findings, it was recommended among others that parents should continue getting involved in their children's academic lives as this promotes students' academic engagement.*
Key words: Parental involvement, Academic self-efficacy, Student engagement, Secondary school students.

Introduction
Student engagement is the desire of every stakeholder for every student in education. It is an indication of students' active involvement in learning. Student engagement could be considered as one of the basic prerequisites for academic

success among students. This has made student engagement to gain much attention in education as a means of promoting positive academic behavior outcomes for learners across all levels of education (Maha, 2012). At all academic levels, teachers and educational authorities seek to engage students in academic and learning activities (Rashedi, Abolmaali & Shaterian, 2015). As a matter of responsibility, teachers constantly make efforts during classroom teaching and learning processes towards getting the students actively engaged in the learning opportunities available to them. In other words, there seems to be an increased attention to student-centeredness in educational pedagogy and development towards getting students engaged in academic activities.

Student engagement refers to the extent to which students identify with and value school outcomes, and participate in academic and non-academic activities (Muriana & Muriana, 2014). Student engagement has also been defined as a multidimensional construct comprising of three interrelated dimensions namely: cognitive, emotional, and behavioural dimensions (Fredricks, Blumenfled & Paris, 2004). From the above definition, it is obvious that student engagement covers academic activities and other learning opportunities offered to students by the schools which may not be limited to the classroom. This study, therefore, perceives student engagement as a multidimensional construct which involves students' active behavioural, cognitive and affective commitment in academic activities and opportunities presented in their learning environment.

Behavioural Engagement represents the observable and overt dimensions of engagement especially as it pertains to classroom activities. According to Alrashidi, Phan and Ngu, (2016), behavioural engagement could be defined in three ways. The first way involves positive conduct, such as adhering to the classroom norms, following the rules and refraining from engaging in disruptive behaviours. The second way pertains to participation in learning and academic-related tasks, and involves behaviours such as discussion, contribution, asking questions, paying attention, concentrating, exhibiting persistence, and putting forth effort. The third and last way is the involvement in school based activities such as governance and sports. In a nutshell, behavioural engagement implies students' manifest participation in academic and extracurricular activities.

Emotional Engagement refers to students' emotions and feelings which could be either positive or negative and associated with the institution, teachers, peers, and classroom tasks (Alrashidi et. al 2016). It refers to the sense of identification with school and to the affective reactions arousal by school, teachers and colleagues (Veiga, Burden, Appleton, Taveira & Galvao, 2014). Students are said to be passive when they do not try hard and give up easily in the face of challenges. Others may become bored, depressed or even argue about their presence in the classroom. Disaffected students can also be withdrawn from learning opportunities or even rebellious towards teachers and classmates

(Rashedi, Abolmaali&Shaterian, 2014). The indicators of emotional engagement include the presence of interest, happiness and a sense of belonging to the school.

`Cognitive Engagement refers to students' personal investments and efforts in understanding the subject matter, acquiring skills as well as to their learning approaches and self-regulatory strategies (Fredricks et. al 2004). It could also imply students' thoughtfulness and willingness to master difficult tasks. Indicators of cognitive engagement include asking questions for clarification of ideas, persistence in difficult activities, flexibility in problem-solving, relating new information to existing information and use of self-regulation to support learning (Finn & Zimmer, 2012).Student engagement is very paramount in teaching and learning processes. Ensuring that students are actively engaged in their school should not be the sole responsibility of teachers. Parents are one of the stakeholders of the education of their children. Education of the child should begin at home. This calls for the involvement of parents in the education of their children.

Parental involvement refers to the degree to which parents are committed to their role in providing guidance, showing interest, motivating their wards and having a good communication skill geared towards promoting their children's active engagement in learning activities in the school. It typically concerns the amount of effort that parents put into child-oriented education as well as other activities (Nyarko, 2011). In this study, parental involvement is delimited to the degree to which students feel that their parents get involved and put efforts into their education to ensure their active engagement in academic activities revolving around teaching and learning processes in the classroom. Apparently, parental involvement refers to parent behaviours related to the child's school or schooling that can be observed as manifestations of their commitment to their child's educational affairs. This means that a parent who shows these behaviours to a large extent, can be regarded as higher involved than a parent who shows these behaviours to a less degree. Parental involvement to the education of the child begins from the informal setting of the home. The home is the primary place of socialization, learning and training of children for a wholesome all round development to become properly adjusted to his environment and made ready for schooling. It is the responsibility of the parents to play their various roles by ensuring that the child grows up healthy, mentally, physically, psychologically and morally (Ikiyie & Wodi, 2016).Parental involvement at home is referred to as home-based parental involvement.

Home-based parental involvement refers to all the efforts of the parents at home towards the education of the child as a complimentary effort to that of the teacher. This involvement includes child discipline to encourage engagement to academic activities, helping students with homework, talking with them about school, expressing high expectations, encouraging school success and providing structures that are conducive for learning (Amponsah, Milledzi, Ampofo & Gyambrah, 2018).Home based parental involvement is grouped into the following

roles: parenting role, learning at home role and communicating (with the child) role (Altschul, 2012; Epstein (1995).

Parenting role includes all of the activities that parents engage in to raise happy, healthy children who become capable students such as satisfying the child's basic needs and creating an enabling, academically-friendly home environment for the child to support learning. Learning at home role pertains to assisting their children with homework, helping their children in setting and achieving academic goals, revising what they did in school daily, checking their notes to ensure correctness, helping them tackle and understand seeming difficult concepts (Shahazad, Abdullah, Fatima, Raiz & Mehmood, 2015). Communicating role involves establishing a two-way communication between parents and the child that allows parents to be aware of their children's academic development. Other ways include frequent verbal support and praise, regular feedback for school work (Acharya &Shobhna, 2011).

It is assumed that if parents support their children and children have good connections with their parents, it could affect the engagement of the students to the school in a positive way. For instance, Ngwoke and Ede (2016) averred that the engagement in mutual interactions related to educational activities between parents and students promotes positive academic achievement. Ngwoke and Ede maintained that students from parents who are not involved in that learning may always find it difficult to attain high level of academic achievement. Academic achievement is no doubt is a product of academic engagement.

In Anambra State, especially in Nnewi North L.G.A., it could be said that parental involvement in the education of their children seems to be limited. This could be blamed on burdens of daily life resulting from economic meltdown in the nation (Okeke, 2014; Ahmed & Hazri 2012). It could also be blamed on the parents' variable such as parental occupation, parental income, parental education level, parental aspiration and support for education (Eboatu & Igboka, 2017). The observed trend is that parents engage in jobs which obviously occupy their time in order to meet up with the financial demands of the family in the face of the present economic downturn in Nigeria. Nursing and young mothers no longer stay back at home to take care of their children but rather, mothers take their babies to school (crèche) pitiably, from three months of birth in order to cope with the exigencies of work or leave them at the mercy of the older siblings. These children move from crèche to nursery, primary to secondary schools, mostly left at the mercies of teachers, house helps and or private tutors; for those whose parents could afford the cost. This raises concern over the level of involvement of parents in the education of their children to ensure their active engagement in academic activities both at school and at home.

It was found that when parents play important role in their children's learning, they provide a home environment that can affect learning, serve as a model for learning and influence the cultivation of attitudes and values towards

education (Selvan, 2013). No wonder Antoine (2015) asserted that children tend to work harder when parents get involved in their academics. Parents through their interaction and nurturing of their children build or mar their children's self-efficacy. Erik Erikson in his theory of psycho-social stages of human development asserted that during the early formative years of children through their school age years, precisely from birth to twelve years, children are impacted either positively or negatively from their experiences and interactions from the parents. Their experiences at the stage of industry versus inferiority could either lead to the development of a sense of inferiority or self-worth, self-efficacyin a child which he carries all through his life (Unachukw, Ebenebe & Nwosu, 2019).

Self-efficacy is a widely researched construct traceable to the work of Bandura. It has to do with people's conviction about their own capacity in carrying out a set of actions successfully that leads to a desired outcome. Self-efficacy is construed as the belief in one's ability to produce desired academic results. In other words, it has to do with people's convictions about their own capacity in carrying out a set of actions successfully that leads to a desired outcome (Gokben & Menekse, 2015).Similarly, Dorgan (2015) stated that if a student believes he can complete a task; he will have stronger engagement with that task. Students with high sense of self-efficacy could be said to have faith on their ability to carry on specific task with determination and hence, they become more engaged when studying (Bandura, 1977). Conversely, if students have little confidence knowing that they can complete a task, they consider the task to be unnecessary, and consequently do not want to spend time and energy on it. As a result of this, they do not engage in such task. To be academic self-efficacious, therefore, means that a student is confident enough to take necessary efforts to face challenging academic works.

It was revealed by Ahmed, Umrani, Pahi and Shah (2017) that students who are academically efficacious and resilient have better perception of their studies and should express greater involvement with related activities. Sharing similar view, Ogunmakin and Akomolafe (2013) argued that efficacious learners work harder, persist longer when faced with challenges and have a higher level of achievement. In the same view, Bandura (1977) has it that the higher one's level of self-efficacy, the greater the level of one's level of perception of being responsible for one's destiny and ability to be decisive on which direction one wants to go . However, Dogan (2015) observed that self-efficacy does not predict academic performance among high school students. On the other hand, Ugwu, Onyisi and Tyoyima (2013) found that self-efficacy is positively related with academic engagement. This implies that there is need for further study to determine whether self-efficacy has a relationship with student engagement which is considered a necessary factor for academic performance.

Parental involvement in the academic activities of their children academic self-efficacy, no doubt, should play a vital role towards promoting students'

engagement. As the primary socializing agent of the children, parents have the responsibility of nurturing them for all round development through their interaction. However, in this contemporary time especially in Nnewi North where parents are very busy with making money and pursuing their different careers and vocations, they seem to pay less or no attention by getting involved in the academic activities of their wards, thereby, leaving them solely in the hands of teachers or all by themselves. Academic self-efficacy on the other hand is paramount for students' academic engagement. Previous researches (Dorgan, 2015; Ugwu, Onyisi & Tyoyima, 2013) were not consistent as to whether self-efficacy actually predicts academic outcome among students. It is against this scenario that the researchers saw the need for further research to ascertain whether parental involvement and academic self-efficacy correlates with students' academic engagement.

Research Questions

Two research questions guided the study, namely:

1. What is the relationship between parental involvement and secondary school students' academic engagement in Nnewi North LGA of Anambra State?
2. What is the relationship between academic self-efficacy and secondary school students' academic engagement in Nnewi North LGA. of Anambra State?

Hypotheses

Two hypotheses were tested at 0.05 level of significance and they are:

1. There is no significant relationship between parental involvement and secondary school students' academic engagement in Nnewi North LGA of Anambra State.
2. There is no significant relationship between academic self-efficacy and secondary school students' academic engagement in Nnewi North LGA of Anambra State.

Method

The study adopted a correlational survey design. The population of this study consisted one thousand and sixty-five (1065) senior secondary class 2 (SS2) students in eight public secondary schools in Nnewi North LGA. The entire population was studied; therefore, sampling was not necessary. During the distribution of the questionnaire, 1000 copies were returned and used for the study.

Three instruments were used for data collection from the respondents. The first instrument tilted Parental Home-Based Involvement Questionnaire (PHBIQ)

is a 13-item scale that was designed to gather information about the nature and level of parents' involvement in their adolescent's academic activities. The items were designed on a four-point scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The maximum score for a respondent in PHBIQ is 52 while the minimum score is 13. Thus, any participant that scores 26 and above will be considered to have parents who are involved in their academic activities at home while a score of below 26 will be considered as having parents who are not involved in their academic activities at home.

Student Engagement Questionnaire (AEQ), is a 20-itemed instrument developed by Hughes, Luo, Kwok, and Loyd (2008) based on five point scale. This was adapted and restructured on a 4 point response scale of strongly agree, agree disagree and strongly disagree weighted 4 to 1 respectively. The maximum score for a respondent in AEQ is 80 while the minimum score is 20. Thus, any participant any participant that scores 40 and above was considered to be high and actively involved in academic activities while a person with a score of below 40 was considered as exhibiting low and passive engagement.

The third instrument titled Academic Self-Efficacy Questionnaire (ASEQ) was adapted from Chen, Gully and Eden (2001), is an 8-item instrument on a 5-point scale designed to measure general self-efficacy. In adapting the instrument, the items were reworded to be specific on academic matters to qualify for measuring academic self-efficacy and redesigned on a 4-point scale of strongly agree (4), Agree (3), strongly disagree (2) and disagree (1). The maximum score for a respondent in AEQ is 32 while the minimum score is 20. Any participant that scored 16 and above was considered to be having high academic self-efficacy while one with a score of below 16 was considered as having low academic self-efficacy.

The three instruments were validated by three experts, one in Measurement and Evaluation and the other two in Educational Psychology, all in the Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instruments were determined using Cronbach alpha technique was employed in determining their respective reliability and an alpha co-efficient of 0.72 for PHBIQ, 0.79 for AEQ, and 0.74 for ASEQ were obtained. The high coefficient scores obtained showed that the instruments were reliable.

Data collected were analyzed using Pearson Product Moment Correlation for answering the research questions while t-test for significance of r was used in testing the hypotheses at 0.05 level of significance. The decision rule is that if the calculated value of t is greater than the table or critical value of t, the null hypothesis will not be accepted. On the other hand, if the calculated value of t is less than the critical value of t, the null hypothesis will be accepted.

Results

Research Question One: What is the relationship between parental involvement secondary school students' academic engagement in Nnewi North LGA of Anambra State?

Table 1: **Pearson Correlation analysis showing the relationship between parental involvement and student engagement of secondary school students**

Variables	N	r	Remarks
Student Engagement	1,000	0.534	Moderate Positive Relationship
Parental Involvement			

Result on Table 1 revealed a correlation coefficient of 0.534. This shows that the relationship between parental involvement and student engagement is positive and moderate among senior secondary school students in Nnewi North LGA of Anambra State. The result showed the fact that an increase in parental involvement will lead to an increase in student engagement.

Research Question Two: What is the relationship between academic self-efficacy and secondary school students' academic engagement in Nnewi North LGA of Anambra State?

Table 2: Pearson Correlation analysis showing the relationship between academic self-efficacy and secondary school students' engagement in Nnewi North LGA

Variables	N	r	Remark
Student Engagement	1,000	0.721	High Positive Relationship
Academic Self-Efficacy			

Result on Table 2 revealed that the r value is 0.721 which implies a high positive relationship between academic self-efficacy and senior secondary school students' academic engagement in Nnewi North LGA of Anambra State. The result shows that an increase in academic self-efficacy will lead to an increase in student engagement.

Hypothesis One: There is no significant relationship between parental involvement and secondary school students' academic engagement in Nnewi North LGA of Anambra State.

Table 3: Summary of t-test of the Relationship between Parental Involvement and secondary school students' Academic Engagement in Nnewi North LGA of Anambra State

Variables	N	df	t-cal	t-crit	alpha level	Decision
Student Engagement	1000	998	5.01	2.92	0.05	Significant
Parental Involvement						

Data on Table 3 show that the calculated value of t(5.01) is greater than the critical value of t(2.92) at the alpha level of 0.05 and df(2). Thus, the null hypothesis is not accepted. Therefore, there is a significant relationship between parental involvement and secondary school student's engagement in Nnewi North LGA.

Hypothesis Two: There is no significant relationship between academic self-efficacy and secondary school students' engagement in Nnewi North LGA of Anambra State

Table 4: Summary of t-test of the Relationship between Academic Self-Efficacy and secondary School Students' Academic Engagement in Nnewi North LGA of Anambra State

Variables	N	df	t-cal	t-crit	alpha level	Decision
Student Engagement	1000	998	6.31	2.92	0.05	Significant
Academic Self-Efficacy						

Result on Table 4 show that the calculated value of t(6.31) is greater than the critical value of t(2.92) at the alpha level of 0.05 and df (2). Thus, the null hypothesis is not accepted. Therefore, there is a significant relationship between academic self-efficacy and secondary school students' academic engagement in Nnewi North LGA of Anambra State.

Discussion of Findings

The analysis of research question one showed that parental involvement has a positive and moderate relationship with secondary school students' academic engagement. Hypothesis one revealed that there is a significant relationship between parental involvement and secondary school students' academic engagement. The above findings prove that parental involvement is a vital factor in getting students engaged in academic activities. This means that students participate actively in academic activities and do better in class work when their parents are involved in their education and vice-versa.

The finding of this study is in line with Shahazad *et. al* (2015) who observed that parental involvement promotes active engagement in learning activities among students. The finding of this study equally agrees with that of Ngwoke and Ede (2016) which found that parental involvement significantly predicts school adjustment and academic achievement of the students noting that a student who is encouraged by their parents when facing failure of self-regulation to engage in school activities will persist to work harder to excel than the student who is not. Parents' involvement, therefore, is germane towards the academic engagement of students. This implies that the onus does not only lie on teachers to get students engaged in learning activities but the efforts and involvement of parents are also paramount.

The analysis of research question one showed that academic self-efficacy has a positive and high relationship with secondary school students' academic engagement. Hypothesis two also revealed that there is a significant relationship between academic self-efficacy and secondary school students' academic engagement. The above findings prove that academic self-efficacy promotes students' academic engagement in secondary schools. This means that academic self-efficacy is necessary and should be developed by students to boost their belief in their ability to carry out academic tasks which no doubt, will motivate them to actively engage in academic activities.

This finding agrees with Selvan (2013) who found out that when parents play important role in their children's learning, they provide a home environment that can affect learning, serve as a model for learning and influence the cultivation of attitudes and values towards education in their children. The findings further agreed with Ahmed et. al (2017) who found out that students who are academically efficacious and resilient have better perception of their studies. This implies that students who have high self-efficacy will likely show greater involvement in academic activities than their counterparts with low academic self-efficacy. The findings also aligns with Ogunmakin and Akomolafe (2013) who found out that efficacious learners work harder, persist longer when faced with challenges and have a higher level of achievement. This implies that the higher one's level of self-efficacy, the greater the level of one's level of perception of being responsible for one's destiny and ability to be decisive on which direction one wants to go.

Conclusion

Based on the findings of the study, it was concluded that parental involvement has a positive and moderate correlation with secondary school students' academic engagement in Nnewi North LGA of Anambra State. It was also concluded that academic self-efficacy has a high positive relationship with secondary school students' academic engagement in Nnewi North LGA of Anambra State. If parents get involved and interested in the academic activities of their children, it will drive them into active engagement in learning activities offered in their classroom in

particular. Similarly, if students develop and possess high academic self-efficacy, it will bolster their engagement in academic activities.

Recommendations

Based on the findings of this study, it is recommended as follows:

1. Government and school authorities should educate parents through seminars, Parents Teachers' Council meetings, on the need to be involved in the education of their children. This could also be done through jingles on the media and bill boards and sponsoring of programmes that could serve such a purpose.
2. Government should also make a policy that will scrape the practice of extra-mural classes to allow parents time to spend with their children. Extra mural classes get hold of students from the close of school hours till late in the evening which makes students too exhausted and gives parents the opportunity to neglect their role in getting actively involved with their children's learning activities.
3. School authorities should also enlighten parents through interactive forums on the importance of getting involved with their children's academic lives. It is further recommended that parents should make out quality time to show interest in their children's class works not just leaving the children at the sole mercy of the teachers and or nannies for tutorials.
4. Parents should create a warm home environment and build a healthy parent-child relationship to facilitate a healthy bonding between them and their children. This will help in proper child development and build of mutual trust for closeness between them. Healthy relationship between the parents and the child will no doubt boost the child's self-efficacy.

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