AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (3), September-December, 2024 https://ajemates.org

RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC ENGAGEMENT OF SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE

Anatoh, Ngozi Jennifer
Department of Educational Foundations
Chukwuemeka Odumegwu Ojukwu University
Igbariam Campus.

Nneka .A. Obikeze (Ph.D)
Department of Educational Foundations
Nwafor Orizu College of Education
Nsugbe

&
Nnamdi Obikeze (Ph.D)
Department of Educational Foundations
Chukwuemeka Odumegwu Ojukwu University
Igbariam Campus.
08034739218,
nnamdiobikeze@gmail.com

ABSTRACT

This study investigated the extent of parental involvement in the education of the children in Anambra state, Nigeria. This study was guided by two research questions and two hypotheses tested at 0.05 level of significance. The study adopted a correlational research design. The study was conducted among parents in Anambra state. The sample of the study comprised 900 students (400 males, 500 females) students sampled using proportionate stratified random sampling technique. The sample was drawn from 10 public secondary schools in the study area. The study used two major instruments for data collection. They were the Parental Involvement Questionnaire (PIQ) and Academic Engagement Scale (AES). The instruments were face validated by three experts and these yielded coefficients of 0.82 for PIQ and 0.80 for AES. The instruments were administered on the 1000 respondents by the researcher and three trained research assistants. Out of 1000 respondents, only 890 were retrieved and used for data analysis. The data collected were analyzed using Pearson (r) and t-test of correlation at 0.05 level of significance. The result of data analysis showed that there was a significant positive relationship between parental involvement and academic engagement of secondary school students from less and more educated homes in the study area. The study recommended among

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (3), September-December, 2024 https://ajemates.org

others that parents should be reminded of their roles as parents through workshops and home visits by the school guidance counsellors.

Keywords: Parental involvement, academic engagement, secondary school students

Introduction

The students' involvement in their academic activities no doubt will enhance their performance in class work, and assignment. The participation of the students in both intra and extracurricular activities encourages academic engagement. Academic engagement therefore reflects the degree of attention, curiosity, interest and passion that students display during learning activities (Joe, et al 2018). It serves as a measure of the quality of students' participation and emotional state within the learning environment. Alradhidi et al (2016) further defined academic engagement as the commitment and investment students make in their learning through both curricular and extra-curricular activities. When students feel confident in their academic lives, they are more likely to engage activity in the available learning opportunities.

The extent to which the students would participate in active learning is dependent on the support their parents, teachers, siblings, and significant other will offer to them. The parents for instance play significant role in the upbringing of their particularly in the area of education. The parents involvement is defined as the parents direct support in their children's education. It also encompasses not only inquires about academic performance but also active communication with teachers and participation in school activities (Clinton & Haltic, 2017). This involvement acts as a crucial support mechanism, making learning enjoyable and motivating students to strive for academic excellence. Smith (2017) highlighted the correlation between parental involvement and positive child outcomes, including enhanced academic skills and social competence.

In almost all levels of education, parental support significantly shapes students attitudes and decision making abilities. Anthonie (2015) observed that actively involved parents stimulate interest in school and foster academic engagement. On the other hand, lack of parental involvement can to a great extent demotivate students, negatively affecting their achievement. No wonder, abdul-Adil and farmer (2016) characterized parental involvement as a combination of attitudes and actions that support children's academic success.

The child's academic engagement could be influenced by the level of education attained by their parents. For instance in a home where both the mother and father are educated, their children are always taken good care of in their academic activities. Such parents may go through their children's exercise books, after school, or

ever employ a private teacher to teach them after school.

Parents' western education background can range from illiterates through semi-illiterates to literate. The literate parents are likely to provide an appreciable level of cognitive stimulation for the child. This encompasses family library, film learning materials. A cognitively unstimulating family atmosphere results in defective study and poor academic engagement. (Okonkwo, 2009). Similarly Okafor (2007) noted that growing up with books provided by family libraries encourages individuals to read both for pleasure and utility while acquiring perceptibility.

Samtruck (2005) observed that parental level of education has been found to be significantly related to the educational attainment of their children. The children of more educated group tended to have higher aspirations and higher education plans. Again, children from parents with higher education level tended to do better than the less educated group. Children in turn are disadvantaged when their parents have a lower education as well.

The involvement of parents in the education of their children tends to influence the children's academic engagement in schools. Nonetheless the relationship between parental involvement and children's academic engagement has not been empirically verified, hence the present study.

Statement of the Problem

The rate at which children achieve in school has been the concern of most parents and teachers. It is the wish of every parent that his/her child does well in school. Unfortunately, some children tend not to participate actively in all school activities. This ugly development often creates worries and tension to parents, hence their involvement in the education of their children.

A lot of studies have been conducted by researchers to ascertain the extent of parents involvement in the education of their children so as to enhance their performance. However, such studies concentrated on the influence of home factors such as family income, parental education, marital status, family size and occupation on academic achievement of secondary school students. There seem to be dearth of studies on the relationship between parental involvement and children's academic engagement in schools. It is this gap that the present study intends to fill. The problem of the study is stated thus: What is the relationship between parental involvement and the academic engagement of their children in Anambra state, Nigeria.

Purpose of the Study

The main purpose of this study was to examine the relationship between parental involvement in the education of their children and students academic engagement in Anambra state, Nigeria. Specifically, the study sought to:

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (3), September-December, 2024 https://ajemates.org

1. Find out the relationship been parental involvement and academic engagement of secondary school students in Anambra state.
2. Find out the relationship between parental engagement and academic engagement of students from educated and less educated homes in Anambra state.

Research Questions

The study was guided by the following research questions

1. What is the relationship between parental involvement and academic engagement of secondary school students in Anambra state?
2. What is the relationship between parental involvement and academic engagement of students from educated and less educated homes in Anambra state?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant relationship between parental involvement and academic engagement of secondary school students in Anambra state.
2. There is no significant relationship between parental involvement and academic engagement of students from educated and less educated homes in Anambra state.

Research Method

The study was conducted among secondary school students in Anambra state. The study adopted a correlational research design. This kind of research tries to establish a relationship between two or more variables. It also indicates the direction and magnitude of the relationship between or among the variables.

The population of the study comprised 1000 secondary school students drawn from 10 public secondary schools in Anambra state. The sample of the study was 990 drawn from the 10 sample schools using stratified random sampling technique involving balloting. Two major instruments structured by the researcher were employed to gather data for the study. They included: Parental Involvement Questionnaire (PIQ). This instrument measured the extent of parental involvement in the education of their children. It has 20 items on parental involvement. The instrument was structured on a four scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). It has the following values: SA = 4points, A = 3 points, D = 2points and SD = 1point.

The second instrument was 25 item questionnaire titled “Academic Engagement Questionnaire (AEQ) developed by the researchers. It has a four point response format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The two instruments were validated by two experts and their reliability coefficient determined using Cronbach alpha

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (3), September-December, 2024 https://ajemates.org

method. The PIQ yielded a coefficient of 0.80. the reliability coefficients of the two instruments were found to be very high and therefore very adequate for data collection. Out of the 900 copies of the questionnaire administered by the researchers, only 890 were retrieved and used for data collection. A total of 10 copies of the instruments were discarded because they were not correctly completed. This gave a return rate of 90%.

The data collected through the questionnaire were statistically analyzed using Pearson Product Moment Correlation Coefficient (r).

Presentation of Results

The data were analyzed and presented in tables in line with the research questions and hypotheses that guided the study.

Research Question One: What is the relationship between parental involvement and academic engagement of secondary school students in Anambra state?

Table 1: Pearson (r) on relationship between parental involvement and academic engagement

Variables	N	Parental Involvement	Academic Engagement	Remarks
Parental Involvement	890	1.00	0.43	Moderate Positive Relationship
Academic Engagement	890	0.43	1.00	

The data in Table 1 x-rayed the correlation between parental involvement and academic engagement of secondary school students in Anambra state and this yielded a correlation coefficient (r) 0.43. This indicated there was a moderate positive relationship between parental involvement and academic engagement among secondary school students in Anambra state. This implied that as parental involvement in their children's education increase, their children's academic engagement increases as well.

Research Question 2: What is the relationship between parental involvement and academic engagement of students from less and more educated homes in Awka, Anambra state?

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (3), September-December, 2024 https://ajemates.org

Table 2: Pearson Correlation on Parental Involvement and Academic Engagement of Students from less educated and more educated homes

Variables	N	Parental Involvement	Academic Engagement	Remarks	
Less Educated:					
Parental Involvement	427	1.00	0.47	Moderate Relationship	Positive
Academic Engagement	427	0.47	1.00		
More Educated:					
Parental Involvement	463	1.00	0.56	Moderate Relationship	Positive
Academic Engagement	463	.56	1.00		

The result presented in Table 2 showed that the Pearson' correlation between parental involvement and academic engagement of students from less and more educated homes revealed a coefficient (r) = 0.47. The correlation coefficient of the students from more educated homes was 0.56. Although the correlation of the student from more educated homes was stronger than those from less educated homes, the correlation coefficient suggested a moderate positive relationship between parental involvement and academic engagement.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between parental involvement and academic engagement of secondary school students in Awka Anambra state.

Table 3: Test of Significance of Pearson Correlation on Students' Parental Involvement and Academic Engagement in Secondary Schools in Awka, Anambra state

Variables	N	Parental Involvement	Academic Engagement	P	Decision
Parental Involvement	890	1.00	0.48	0.000	Significant
Academic Engagement	890	0.48	1.00		

Table 3 showed that there was a significant positive relationship between parental involvement and students' academic engagement of students in public secondary schools in Awka, Anambra state,(r = 0.49 $p<0.05$). Since the p-value was less than 0.l05, the null hypothesis was rejected.

Hypothesis 2: There is no significant relationship between parental involvement and the academic engagements of male and

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (3), September-December, 2024 https://ajemates.org

female secondary school students in Anambra state.

Table 4: Test of Pearson's Correlation on Parental Involvement and Academic Engagement among male and female students in secondary schools in Anambra state

Variables	N	Parental Involvement	Academic Engagement	P	Decision
More Educated					
Parental Involvement	427	1.00	0.56	.000	Significant
Academic Engagement	427	0.56	1.00		
Less Educated					
Parental Involvement	463	1.00	0.43	.000	Significant
Academic Engagement	463	0.43	1.00		

As shown in Table 4 there was a significant positive relationship between parental insolvent and students' academic engagement of student from more educated homes (r = .56, p <0.05) There was equally a significant positive relationship between parental involvement and students academic engagement of students from less educated homes (r = .P<0.05). therefore, the null hypothesis was rejected.

Summary of the Findings

In view of the data analyzed, the summary of findings was presented as follows.

1. There is a moderate positive relationship between parental involvement and academic engagement among secondary school students in Awka, Anambra state.
2. There is a moderate positive relationship between parental involvement and academic engagement of students from more educated and less educated homes in Awka, Anambra state.
3. There is a low positive relationship between parental involvement and academic engagement of secondary school students from less educated homes when compared with their counterparts from educated homes.

Discussion of Major Findings

The discussion was presented in line with the purposes of the study presented as follows:

- Relationship between parental involvement and academic

engagement of secondary school students in Awka, Anambra state.

- Relationship between parental involvement and academic engagement of students from less educated homes and those from more educated homes in Awka, Anambra state.

Relationship between parental involvement and academic engagement of secondary school students in Awka, Anambra state

This study sought to find out the relationship between parental involvement and academic engagement of secondary school students in Awka Anambra state. The findings of this study revealed that there was a significant positive relationship between parental involvement and students' academic engagement among secondary school students in Awka, Anambra state, although, it was a moderate positive relationship, but it was significant enough to be considered positive. This implies that as parental involvement in their children's education increases their children's academic engagement also increases. This finding agreed with that of Umeano (2017) which emphasized the importance of community and family participation in academic engagement and indicated a strong positive relationship between parental involvement and academic engagement of secondary school students. Furthermore, this finding also corroborates the earlier findings of Aneato and Obikeze (2024) when they contended that parental involvement act is a boost to the academic success of students in schools. This could be attributed to the fact that most parents would want the success of their children in school.

Relationship between parental involvement and academic engagement of students from less educated homes and those from more educated homes in Awka, Anambra state

This study examined the relationship between parental involvement and academic engagement of student from less and more educated home in Anambra state. The results showed that a moderate positive relationship existed between parental involvement and academic engagement whereas, a low positive relationsp existed between parental involvement and academic engagement of the students due to parents level of education. This suggested that the relationship between the two variables was stronger among children from more educated homes than those from less educated homes. This finding confirmed the findings of Odika (2015) who investigated the difference between the academic engagement of students from less and more educated homes and found a stronger positive parental relationship on the students from more educated homes more than those from less educated homes. However, the finding of this research refuted the findings of Margrowe (2000) on the effect of parental involvement on academic performance of students which indicted that there was no

significant relationship between the academic engagement of students on account of their parents, level of education. The age of the respondents and location could explain the dissimilarities in findings. Another study by Hussain et al (2018) who investigated the correlation between students' performance and parental involvement at secondary level also disagreed with this study by revealing that the students from less educated homes tend to be more serious in school activities than those whose parents are more educated homes. This argument tends to suggest that there is no consensus among the scholar on this issue.

Conclusion

In view of the findings, it was concluded that, there is a significant positive relationship between parental involvement and academic engagement of students in Awka Anambra state. The students from more educated homes presented a stronger positive relationship with their parents than those from less educated homes. Parental involvement in a student's education leads to positive academic engagement, which impacts on the overall success of the students at secondary school level. A student whose parents are involved in his or her education is positively motivated to engage in academic activities.

Recommendations

Based on the findings, the following recommendations are made:

1. Parent should provide their children with their basic needs such as food, clothing and shelter. They are encouraged to pay the school fee of their children as well as provide them with other material as may be required by the school such as books and uniform.
2. The school administrators should organize workshops and seminars for parents on the need for their involvement in their children's education to enhance greater academic performance.
3. The findings on parental involvement showed a lower positive relationship among the students from less educated homes than from more educated homes. Public enlightenment programmes should be provided by the government through social media and other platforms to sensitize parents on the need to provide for the educational needs of their children their level of education notwithstanding.
4. The introduction of free and compulsory educator by the state government will help improve the academic engagement of students in schools.

REFERENCES

Abdul-Adul, B.C., & Farmer, V.N. (2016). Comparative study of pupils' academic performance between private and public primary schools. *World Journal of Academic Review*, 3(1), 44-49.

Alrashidi, M.G., Olojo, O.J., & Falemu, F.A. (2016). Roles of parents on the academic performance of pupils in elementary schools. *International Journal of Academic research in Business and Social Science*, 2(1), 2222-6990.

Antoine, D.R. (2015). The correlation between parental involvement and student academic achievement (*Master's thesis, Louisiana state university and Agricultural and Mechanical College)*. Retrieved from https://doi.org/10.1016/0163-8343(94)90021-3.

Clinton, W., & Hattie, A. (2017). Parental involvement as a protective factor during the transition to high school. *The Journal of Educational Research*, 103(1), 53-62.

Domina, T. (2016). Leveling the home advantage: Assessing the effectiveness of parental involvement in elementary school. *Sociology of Education*, 78(3), 233-249.

Joe, E., & Zhang, Y. (2018). Parental involvement, children's aspirations, and achievement in new immigrant families. *The Journal of Educational Research*, 109(4), 333-350.

Margrove, P.O. (2000). Parental education and academic achievement, Longman Publishers.

Odika, B.T. (2015) relationship between home factors and students academic achievement in Anambra state, M.Ed Dissertation, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam.

Okonkwo, K. (2009). The effect of enquiry method on students achievement interest in secondary school in Enugu state. *Journal of Humanities & Social Science* 1(1) 212-221.

Rashidi, M. (2018). How to increase parental engagement in urban education, Part 1. *Education Week Teacher*, 9(6), 34-45.

Samtruck, J.W. (2005). Adolescence, McGraw Hill.

Smith, R., & Spinath, B. (2017). The importance of Motivation as a predictor of school achievement. *Learning and Individual Differences*, 19(1), 80-90.