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# PARENTAL INVOLVEMENT AS CORRELATE OF STUDENTS' MOTIVATION AND ACADEMIC SELF EFFICACY IN SENIOR SECONDARY SCHOOLS IN NSUKKA LOCAL GOVERNMENT AREA, ENUGU STATE

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## ABSTRACT

*The study examined the specific involvement of fathers 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 correlation 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 were Fathers' Involvement Questionnaire (FIQ), Student Motivation Questionnaire (SMQ) and Student Academic Self Efficacy Questionnaire (SASEQ). The instruments were validated by three experts one from 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 data collected for the study were analyzed using simple linear regression. Findings revealed that there was high, positive and significant relationship between fathers' 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 fathers 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**: Fathers' Involvement, Motivation, Academic Self-Efficacy

## Introduction

Parents bear the most of the responsibility of training a child in school. The family begin the process of educating a child, provide physical and psychological needs of the child along with other environmental experiences. The extent to which parents contribute to their children's education is determined by many factors such as parents' educational level, income

level, placement of the child in the family, the family type, parents' behaviour/involvement and attitude towards education and life, and even the worldview of the parents. However, most people tend to think that mothers do the most. It is not out of place to think that but the role of fathers should not be totally ignored hence the specific interest of this study is on fathers.

Parental involvement in education typically refers to the ways in which parents interact with both schools and their children to foster academic achievement (Hill et al. in Bo et al., 2018). The positive impacts of fathers' involvement in education extend beyond academics, to also influence children's emotional and social behaviors, as acknowledged by a growing number of researchers (Pomerantz et al. 2006; Wang et al. 2014). Fathers' involvement fosters motivation which enhances both academic performance and emotional well-being of children. Parents can demonstrate their care for their children through their level of involvement (Grolnick & Slowiaczek in Bo et al., 2018). Furthermore, a nurturing and emotionally supportive family environment is crucial for the development of emotion regulation skills in both early and later childhood (Morris et al., 2007). Numerous studies have indicated that parental involvement is positively correlated with various aspects of children's self-efficacy. Yap and Baharudin (2016) found that parental involvement was positively linked with adolescents' self-efficacy in academic, emotional, and social domains. However, none of these studies paid specific attention to fathers. This study is also interested on how fathers' involvement correlates with motivation of students.

Motivation is the process of inspiring an individual to utilize his/her best capabilities for the achievements of particular goals. Motivation is the internal feeling that arises from the desires and needs of an individual (Locke & Schattke, 2019). Motivational factors can be positive or negative. Positive motivational factors can be identified through an engaging educational environment that caters to the needs of young people (Malone & Lepper, 2021). Conversely, negative motivational influences can adversely affect the environment. Children need social, cultural, and emotional backing to complete their responsibilities in school. Positive motivation can be enhanced by creating an educational setting that is suitable for the individual's needs (Darling-Hammond & Cook-Harvey, cited in Elahi, Mushtaq & Akhtar, 2022). In contrast, negative motivation will foster an unfavorable atmosphere. In our society, schools play a crucial role in shaping children's interests, attitudes, and behaviors. The most dynamic factors influencing children's behavioral regulation and academic success include the teacher-child relationship, the safety established within the school environment, and parental involvement in school (Alzahrani, Alharbi, & Alodwani, 2019). Studied have linked parental involvement to motivation. Uluhan and Yasemin (2018) reported 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. Adamu, Abdul and Tahir (2015) also showed a moderate positive relationship between parenting, communicating, volunteering, learning at home, decision making, collaboration with community and intrinsic motivation on learning Islamic education. These studies collectively provide evidence of the role of

parents in motivating students. However, not much has been done on the specific contribution of fathers in motivation and academic self-efficacy of students.

Self-efficacy is typically understood as the confidence in one's capabilities to achieve a goal or outcome. The concept of self-efficacy originates from social cognitive theory, which emphasizes a critical interplay among individual, environment, behavior, and cognitive factors (Kolo, Jaafar & Ahmad, 2017). Self-efficacy represents the conviction that a person can effectively execute certain tasks that usually promote positive behavior. Students with high self-efficacy view difficult challenges as opportunities to be mastered, develop a greater interest in their activities, recover swiftly from setbacks and disappointments. Conversely, students with low self-efficacy tend to avoid challenging tasks, perceive difficult situations as beyond their reach, concentrate on their failures and negative results, and rapidly lose confidence in their abilities (Hassan, Alasmari & Ahmed, 2015). In other terms, students who possess a strong sense of efficacy are more inclined to take on challenging tasks and exhibit intrinsic motivation. Self-efficacious students also rebound quickly from challenges and are ultimately more likely to reach their personal goals, whereas those with low self-efficacy believe they cannot be effective and are therefore less likely to put forth a concerted effort, often viewing challenging tasks as threats to be avoided.

Academic self-efficacy is a crucial trait for university students' academic success. It is a multidimensional characteristic and does not manifest as a simple disposition (Zimmerman, 2011). Prior research has explored the relationship between different dimensions of parental involvement and students' self-efficacy. For example, Givertz and Segrin (2014) observed that communication between parents and adolescents had a positive correlation with both general and social self-efficacy in young individuals. Furthermore, Fan and Williams (2010) examined how various aspects of parental involvement influence adolescents' academic self-efficacy, finding that parents' engagement in extracurricular activities and school events, as well as providing guidance on aspirations, positively impacted adolescents' academic self-efficacy. Numerous other studies have also associated parental involvement with academic self-efficacy. Abodunrin (2021) found a significant correlation between parental involvement and self-efficacy. Additionally, Bo et al. (2018) discovered that parent educational aspirations, father-child interactions, mother-child activities, and mother-child communication can contribute to more favorable self-efficacy profiles in children. However, earlier studies primarily assessed parental involvement in general, however only the study of Bo et al. (2018) highlighted fathers as a separate variable but the study was done outside the present study area. This current study specifically examined the impact of fathers' involvement as it relates to motivation and academic self-efficacy among senior secondary school students in the Nsukka local government area. The following research questions guided this study

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

**Hypotheses**

The following null hypotheses were tested at 0.05 level of significance

**$H_{01}$:** There is no significant relationship between fathers' involvement and motivation of students

**$H_{02}$** There is no significant relationship between fathers' involvement and academic self-efficacy of students

**Methodology**

This study adopted correlation design. This study was conducted in Nsukka, Nsukka Local Government Area in Enugu State, Nigeria. The population of this study comprised of 2,364 senior secondary school students in SS2. A sample of 230 which is 10% of the population cutting through 5 secondary schools, with 46 students from each of the schools, Nsukka was used for the study. The sample was drawn purposively because the study only concentrated on students with fathers or father figures. Three instruments were used for data collection: Fathers' Involvement Questionnaire (FIQ), Student Motivation Questionnaire (SMQ) and Student Academic Self Efficacy Questionnaire (SASEQ). All three instruments were structured on a four-point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree. To ascertain the face-validity of the instrument, three copies of the questionnaire was given to three experts from the University of Nigeria Nsukka. To determine the internal consistency of the instrument, a trail testing was conducted. The method which was used to determine the reliability co-efficient after the collation of data is Cronbach Alpha method. The result showed the reliability co-efficient of 0.71, 0.75 and 0.72, respectively for FIQ, SMQ and SASEQ indicating that the instruments are reliable for 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.

**Results**

**Research Question 1:** What is the relationship between fathers' involvement and students' motivation in Nsukka Local Government Area of Enugu state?

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

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .861[a] | .741 | .740 | .44828 |

a. Predictors: (Constant), Involvement

Table 1 revealed that the regression coefficient between fathers' involvement and students' motivation in Nsukka Local Government Area of Enugu state was 0.861. This implies that there exists a positive high relationship between fathers' involvement and students' motivation. The table also revealed that the $R^2$ is given as 0.741. The coefficient of determination of 0.741 indicates that 74.1% of variation on students' motivation can be as a result of

fathers' involvement. This means that 25.9% of the variation can be attributed to other factors.

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

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

| | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|
| **Model** | **B** | **Std. Error** | **Beta** | **t** | **Sig.** |
| (Constant) | .298 | .097 | | 3.063 | .002 |
| Involvement | .926 | .032 | .861 | 29.211 | .000 |

a. Dependent Variable: Students' Motivation
b. Predictors: (Constant), Involvement

Table 2 revealed that, the t-test value associated with linear regression (29.211) 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 fathers' involvement and students' motivation in Nsukka Local Government Area of Enugu state.

**Research Question 2:** What is the relationship between fathers' involvement and students' academic self-efficacy in Nsukka Local Government Area of Enugu state?

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

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .828[a] | .685 | .684 | .51750 |

a. Predictors: (Constant), Involvement

Table 3 revealed that the regression coefficient between fathers' involvement and students' academic self-efficacy in Nsukka Local Government Area of Enugu state was 0.828. This implies that there exists a positive high relationship between fathers' involvement and students' academic self-efficacy. The table also revealed that the $R^2$ is given as 0.685. The coefficient of determination of 0.685 indicates that 68.5% of variation on students' academic self-efficacy can be as a result of fathers' involvement. This means that 31.5% of the variation can be attributed to other factors.

**Hypothesis Two:** There is no significant relationship between fathers' 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 fathers' 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) | .254 | .112 | | 2.261 | .024 |
| Involvement | .932 | .037 | .828 | 25.475 | .000 |

a. Dependent Variable: Students' Academic Self Efficacy
b. Predictors: (Constant), Involvement

Table 4 revealed that, the t-test value associated with linear regression (25.475) 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 fathers' involvement and students' academic self-efficacy in Nsukka Local Government Area of Enugu state.

**Discussion of the Findings**

The study found a high and significant relationship between fathers' involvement and students' motivation in Nsukka Local Government Area of Enugu state. The high and significant positive relationship between fathers' involvement and student motivation found in this study highlights the importance of fathers' support in education. When fathers 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. Fathers' involvement can also create a positive school climate, which is important for student motivation. When fathers are actively involved in their child's school, it creates a sense of community and support, which can be motivating for students. 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. Adamu, Abdul and Tahir (2015) also showed a moderate positive relationship between parenting, communicating, volunteering, learning at home, decision making, collaboration with community and intrinsic motivation on learning Islamic education. The finding is also in line with the result of Zahoor, Shaista and Hassan (2022) which revealed that high level of parental Involvement in children education will shows the high level of academic motivation among students at secondary school level.

The study found a high and significant relationship between fathers' involvement and students' academic self-efficacy in Nsukka Local Government Area of Enugu state. The significant relationship between parental involvement and academic self-efficacy found in the study is a compelling finding. 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 fathers' involvement is positively related to academic self-efficacy suggests that fathers' can play an important role in developing their child's confidence and belief in their abilities. This finding is in line with the findings of Abodunrin (2021) which indicated that a significant relationship exists between parental involvement and self-efficacy. This finding is also in line with the findings of Bo, Huan, Chunhui, Xiaolin, Juan, Kexin, Zhaomin and Liang (2018) who found that father's and mother's educational aspirations, father-child activity, mother-child activity and mother-child communication can lead to more favorable children self-efficacy profiles.

## Conclusion

Based on the research findings, the study hereby concludes that father involvement has a high and significant relationship with students' motivation and academic self-efficacy in Nsukka Local Government Area of Enugu state. If the relationship between father involvement and student motivation persists among these students', the increased motivation and self-efficacy that comes from parental involvement can lead to improved academic achievement, such as higher test scores, better grades, and increased graduation rates. If fathers see the positive impact of their involvement on their child's education, they may be more likely to become active participants in their child's schooling. Increased father involvement can also improve the overall school climate, creating a sense of community and support for students and educators. This, in turn, can lead to increased motivation and achievement for all students, not just those with highly involved parents. Students from low-income and minority families are often at a disadvantage when it comes to academic achievement. Increased father involvement can create a more positive and supportive school environment, which can lead to better student outcomes.

## Recommendations

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

- 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.
- Schools should offer training and resources to help parents become more effective and engaged in their child's education. This can include parent education workshops, home-school communication tools, and parent-teacher conferences.
- Schools should prioritize creating a positive and supportive school climate that values the contributions of parents and encourages their involvement.

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