

Parental Involvement and Academic Resilience as Predictors of Students' Academic Engagement in Secondary Schools in Anambra State, Nigeria

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Abstract

Without proper engagement of students through the roles played by their parents and their teachers, students' academic engagement behaviour may deteriorate. This may be as a result of poor parental involvement and poor academic resilience. Given this problem, this study examined parental involvement and academic resilience as predictors of academic engagement of secondary school students in Anambra State. The study adopted a correlational research design and guided by three research questions and three null hypotheses tested at 0.05 level of significance. The population of the study comprised of 19708 senior secondary class two (SS2) students from which a sample size of 960 was drawn through a multi-stage simple random technique. Three instruments were used for the study titled: Parental Involvement Questionnaire (PIQ), Academic Resilience Questionnaire (ARQ) and Academic Engagement Questionnaire (AEQ) and validated by three experts in the field of Educational Psychology. The Cronbach Alpha method was adopted in determining the reliability of the instruments and they yielded alpha coefficients of 0.78, 0.70 and 0.81 for PIQ, ARQ and AEQ respectively. Data collected were analyzed using simple correlation for answering research questions and simple regression analyses for testing the null hypotheses. Findings indicated that both parental involvement and academic resilience have a positive relationship with academic engagement. It further showed that parental involvement and academic resilience jointly

contributed positively to the academic engagement of secondary school students in Anambra State. Based on the findings of the study, it was recommended that parents should continue to be involved in the education of their children which can boost the children's resilience with a ripple effect of improving the academic engagement of their children.

Key words: Parental involvement; Academic resilience; Academic engagement; Secondary school students

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INTRODUCTION

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Secondary education is a crucial education stage for guiding and fostering students into career courses at the tertiary. How well they perform depends on a lot of factors including home factors and personal psychosocial factors such as; parent involvement and personal academic resilience respectively. This practically so because school education serves as connecting bridge between primary and tertiary levels of education and students at this stage of education are expected to acquire necessary skills and knowledge that will prepare them for higher education and for a useful living within the society (NPE, 2013). To achieve this, the curriculum of secondary level of education builds upon that which is gained from the primary level of education. Hence, to guarantee proper and adequate preparation of these students, it is important to ascertain the extent of influence from internal and external learning factors such as resilience

and parental factors (Odojin & Ofojebe, 2020). This will enable proper guidance of the students to engage and achieve more in learning outcomes. To this end, teachers as much as parents have the responsibility of ensuring that students are actively engaged in the academic tasks and promptly motivating them to participate actively in them. Thus, there is need to parents to be involved in students' academic activities and for teachers to inculcate academic resilience on teachers in order to guarantee proper academic engagement behaviour which is a crucial ingredient of good grades and overall performance.

Academic engagement, no doubt, is an undeniable ladder to academic success. Academic engagement comprises cognitive, behavioural and affective commitments of students in their learning. Cognitive engagement involves mental processes and cognitive efforts by students to understanding concepts and academic contents presented to them (Agah & Unachukwu, 2020). Agah and Unachukwu further posited that behavioural engagement involves manifest, overt and observable behaviours such as regular attendance to school, note taking, participating in class discussions exhibited by students while affective engagement involves students ability to positively identify with the school and its curricular activities. To ensure that students are actively engaged, teachers make efforts such as deploying stimulus variation during curriculum presentation to students and also giving of take home assignments to them (Anierobi&Unachukwu, 2020).

Nevertheless, secondary school students are faced with lots of things that distract them from their studies. For instance, negative peer influence and deviant behaviours (Okafor & Yakubu, 2020), assertiveness problem (Etodike, Ike & Chukwura, 2017), social media addiction (Odojin, & Ofojebe, 2020), internet addiction (Ipem&Okwara-Kalu, 2020; Etodike & Ojiakor, 2018), substance abuse and cultism resulting to weapon carrying and use among secondary school students (Nwipko, Anierobi, Okeke & Ifejiolor, 2020) and poor academic achievement (Agah & Unachukwu, 2020) experienced by secondary school students are pointers that their level of academic engagement is punctured. Some of the students resort to examination malpractices, possibly, to make up for their lack of necessary engagement in their learning and academic tasks (Meremu & Idoko, 2020). Obviously, there is the need to get the students actively engaged in their learning and academic activities. The task of getting students academically engaged should not be shouldered by teachers alone. Parents as stakeholders have a role to play in partnering with the teachers through their involvement in the education of their children.

Parental involvement refers to the efforts put in by parents in the education of their children. Nnamani, Idoko, Onuigbo and Eze (2020) defined parental involvement as parents' commitment to the provision of the education

needs of their children. Parents are expected to provide the necessary materials, social and psychological support for the education of their children (Anierobi et al., 2021). By implication, parental involvement could be done at the home front. Parental involvement at the home front, therefore, includes basic parenting, learning at home and communicating with the child on education matters (Anierobi et al., 2021; Altschul, 2012). Home-based parental involvement refers to all the efforts of the parents at home as a complimentary effort to that of the teacher towards the education of the child. This includes child discipline to good study habit, helping students with homework, talking with them about the school, expressing high expectations, encouraging school success and providing structures that are conducive for learning (Ikwuka et al., 2020; Amponsah et. al, 2018). Although a number of factor may hinder parents from this crucial role such as frustration from job (Ezeh et al., 2020), work related problems and problematic retirement (Etodike, Eze & Chukwura, 2020).

Studies have shown that children whose parents are actively involved in their academic life are more disposed to possess increased interest in education, higher grades and acquire positive academic outcomes than their counterparts whose parents are less involved in their education (Eboatu & Igboka, 2017). Anierobi and Unachukwu (2020); Anyamene, Nwokolo, Akunneand Akuezilo(2020) and Nnamani, Idoko, Onuigbo and Eze (2020) found a positive relationship between parental involvement and academic engagement; academic achievement, and emotional adjustment of students respectively. However, Nwokolo and Obijindu (2020) observed that parental involvement in the learning of their children had a negative relationship with their academic achievement in mathematics. More so, Anierobi and Ezennaka (2019)asserted that parents mostly get involved in the early stages of their children's academic voyage but this involvement begins to dwindle when children advancein level of education. This calls for attention because through involvement in the child's academic life, parents can help the child build academic resilience.

Resilience is one's ability to adjust properly in the face of challenging and traumatic situations in one's environment (American Psychological Association, 2019). In the academic setting, resilience simply means the ability of students to adapt well and bounce back from difficult academic experiences. In other words, academic resilience refers to the ability to continue pressing forward to surmount setbacks when encountering difficulties in academic pursuit in order to attain desired academic achievement and accomplishment (Romano, Angelini, Consiglio & Fiorilli, 2021). Ye, Strietholt and Blomeke (2021) construed that academic resilience is student's ability to achieve academic success despite academic setbacks and difficulties encountered. Also,

resilience in academic setting significantly involves cognitive task accomplishment and is a prerequisite for learning (Etodike et al., 2020). Gamble and Crouse (2020) asserted that students who are resilient retain the ability to communicate, solve academic problems, have positive emotions, psychological and mental well-being that boost their capacity to rebound successfully despite difficulties.

Other variance such as teachers' competence (Ikoku et al., 2020), memory recall (Ezeh et al., 2018) are also critical in learning outcomes, because resilience does not always produces positive outcomes in students. In their study, Unachukwu, Anierobi, Nwosu and Okeke (2020) and Karabiyik (2020) observed that academic resilience has a positive relationship with academic achievement among students. Romano et. al (2021) observed that academic resilience was positively related to school engagement among Italian high school students. Other scholars found that academic engagement is positively related with parental involvement, academic self-efficacy and self-confidence (Anierobi&Unachukwu, 2020; Anierobi&Ezennaka, 2019). On the other hand, Buslig (2019) found that academic resilience has no significant relationship with students' academic performance in Ogun State, Nigeria. This implies that academic resilience

did not influence the students' academic performance. Similarly, Zuzill (2016) found no relationship between resiliency and students' GPA.

In spite of the positive academic outcomes related to students' academic resilience and parental involvement to their children's education, students in public secondary schools in Anambra State are still caught in the web of some factors that distract them from actively engaging in their studies which reflected in poor academic achievement recorded over the past years in their external examinations. This study sought to cover the gap in literature by determining parental involvement and academic resilience as predictors of academic engagement of secondary school students in Anambra State. This study was guided by three hypotheses as follows:

- Parental involvement does not significantly predict academic engagement of secondary school students in Anambra State.
- Academic resilience does not significantly predict academic engagement of secondary school students in Anambra State.
- Parental involvement and academic resilience do not significantly predict academic engagement of secondary school students in Anambra State.

Table 1
Instrument adopted in the study

Name and source of test	Question Type	Behaviour Assessed	Time Required
Parental Involvement Questionnaire (PIQ), Grover (2015)	Forced choice (Multiple choices using Likert format (13-items), participants required to choose from option 1 = strongly disagree to option 5 = strongly agree)	Extent at which parents participate in the academic activities of their children	15 minutes
Academic Resilience Questionnaire (ARQ), Luthans, Avalio, Avey and Norman (2007).	Forced choice (Multiple choices using Likert format (5 -items), participants required to choose from option 1 = strongly disagree to option 5 = strongly agree)	Students' mental and physical ability to cope and adjust properly in the face of challenging and traumatic situations in one's learning environment	7 minutes
Academic Engagement Questionnaire (AEQ), Hart, Stewart and Jimerson (2011).	Forced choice (Multiple choices using Likert format (18 -items), participants required to choose from option 1 = strongly disagree to option 5 = strongly agree)	Students' participation in academic related activities required for good performance such as; reading, doing assignments, participating in quiz and attending classes and taking notes.	20 minutes

The instruments for data collection are Parental Involvement Questionnaire, Academic Resilience Questionnaire and Academic Engagement Questionnaire.

Parental Involvement Questionnaire (PIQ) PIQ used for this study is a 13-item scale adapted from Grover (2015). The items were scaled on a four-point response of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The minimum score is 13 while the maximum score for a respondent in PIQ is 52. Thus, scores of 26 and above means higher parental involvement at home while a score of below 26 means low parental involvement at home.

Academic Resilience Questionnaire, a 5 item instrument structured on a four point response of strong agree, agree, disagree and strong disagree weighted as 4, 3, 2, and 1 respectively, was adapted from Luthans, Avalio, Avey and Norman (2007). The maximum score for

each respondent was 16 while the minimum score was 4. Academic Engagement Questionnaire (AEQ) for this study was adapted from the work of Hart, Stewart and Jimerson (2011). It is an 18-item instrument designed on a four-point response of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The minimum score for the instrument was 18 while the maximum score was 72.

The three sets of instruments were validated by experts in the field of Education while the reliability was determined using the Cronbach Alpha method and the instruments yielded alpha coefficients of 0.78, 0.70 and 0.81 for PIQ, ARQ and AEQ respectively. Data collected were analyzed using simple correlation for answering the research questions and simple regression analysis for testing the null hypotheses at 0.05 level of significance. Any of the null hypotheses was accepted if the p value was greater than 0.05 level of significance; otherwise, it was not accepted.

RESEARCH DESIGN AND METHOD

The study adopted a correlation research design to ascertain the relationship and the predictive power of the variables under study. Multi-stage simple random sampling technique was used in drawing 960 senior secondary class 2 (SS2) students from a population of 19,708 in the 261 public secondary schools in Anambra State, Nigeria.

The sampling technique for the study was multi stage sampling technique which involved the use of stratified, purposive, and simple random sampling techniques at appropriate stages of the sample selection. From the already stratified six Education Zones, the researcher used multi-stage sampling procedure in which purposive sampling technique was used to select six co-education zones while simple random sampling was used to select one co-education school from each of the six education zones. Also, simple random sampling was used to select one in-tact class from each sampled co-education school from each education zone that make up 258 secondary schools in Anambra State. Total sample size was 960 Senior Secondary II students.

RESULTS

Data in Table 2 reveal that the correlation coefficient between parental involvement and students' academic engagement is 0.468 with coefficient of determination of .219. This shows that there is a moderate and positive relationship between parental involvement and academic engagement of secondary school students in Anambra

Table 4
Model Summary for a joint contribution of parental involvement and psychological capital on the prediction of academic engagement of secondary school students in Anambra State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.492a	.230	.226	2.03602	.230	15.203	2	957	.000

a. Predictors: (Constant), Academic Resilience, Parental Involvement

Data in Table 4 reveal that both parental involvement and academic resilience contributed positively ($r = .492$) to the academic engagement of secondary school students in Anambra State with a coefficient of determination of .230. This indicates that 31 percent variation in students' academic engagement can be accountable by joint contribution of their parental involvement and psychological capital. Therefore, parental involvement and academic resilience jointly contributed 23 percent to the academic engagement of secondary school students in Anambra State.

Data analysis in Table 5 reveal that the predictive influence of parent involvement on secondary school students' academic engagement scores in Anambra State was ascertained at $\beta = .47$, $p < .05$ ($n = 960$). The p -value ($p \leq .000$) is less than 0.05, so the null hypothesis was not accepted. Therefore, hypothesis one which stated that

State. This means that parental involvement helps secondary school students to be better engaged in their academic life. Besides, the coefficient of determination of 0.219 means that 21.9% variation in the students' academic engagement can be as a result of their parental involvement.

Table 2
Simple linear regression analysis of the nature of the relationship between parental involvement and academic engagement of secondary school students in Anambra State, Nigeria

Model	R	R2	Adjusted R2	Std. Error of the Estimate
1	.468	.219	.211	4.733

Table 3
Simple linear regression analysis of the nature of the relationship between academic resilience and academic engagement of secondary school students in Anambra State, Nigeria

Model	R	R2	Adjusted R2	Std. Error of the Estimate
1	.427	.205	.197	3.912

Data in Table 3 reveal that the correlation coefficient between academic resilience and students' academic engagement is 0.427 with coefficient of determination of .205. This shows that there is a moderate and positive relationship between parental involvement and academic engagement of secondary school students in Anambra State. This means that parental involvement helps secondary school students to be better engaged in their academic life. Besides, the coefficient of determination of 0.205 means that 20.5% variation in the students' academic engagement can be as a result of their parental involvement.

parental involvement significantly predicted the academic engagement of secondary school students in Anambra State, Nigeria is confirmed.

Table 5
Regression on the predictive power of parental involvement on academic engagement of secondary school students in Anambra State, Nigeria

Model	B	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		Std. Error	Beta			
1	(Constant)	25.306	4.227		5.987	.000
	Parental Involvement	.443	.081	.468	5.140	.000
	R		.468a			.000
	R2		.219			.000
	F		26.421			.000

Dependent Variable: Academic Engagement

Table 6
Regression on the predictive power of academic resilience on academic engagement of secondary school students in Anambra State, Nigeria

Model B	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	Std. Error	Beta			
(Constant)	23.035	2.079		6.075	.000
1 Academic Resilience	.402	.065	.427	4.348	.000
R	.427				.000
R2	.205				.000
F	22.153				.000

Dependent Variable: Academic Engagement

Data analysis in Table 6 reveal that the predictive influence of academic resilience on secondary school students' academic engagement scores in Anambra State was ascertained at $\beta = .43$, $p < .05$ ($n = 960$). The p-value ($p \leq .000$) is less than 0.05, so the null hypothesis was not accepted. Therefore, hypothesis two which stated that academic resilience significantly predicted the academic engagement among secondary school students in Anambra State, Nigeria is confirmed.

Table 7
Model Summary for joint predictive effects of parental involvement and psychological capital on academic engagement of secondary school students in Anambra State, Nigeria

Model B	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	Std. Error	Beta			
(Constant)	23.035	2.079		6.075	.000
1 Academic Resilience	.231	.052	.205	3.816	.000
Parental Involvement	.334	.081	.354	4.121	.000
R	.492a				.000
R2	.230				.000
F	15.203				.000

The result in Table 7 shows that the regression coefficient (R) was .492 while R^2 was .230. This is an indication that the predictor variables jointly contributed 23% to explain the variances in response and the corresponding $F(2, 957) = 15.203$, is statistically significant ($p < .05$). Therefore, the finding indicates that the presence of parental involvement and academic resilience would have a higher impact on the academic engagement of secondary school students in Anambra State. The null hypothesis was, therefore, not accepted. Thus, hypothesis three which stated that parental involvement and academic resilience jointly predicted the academic engagement of secondary school students in Anambra State is confirmed.

DISCUSSION

The findings of this study revealed that the nature of the relationship between parental involvement and academic engagement of secondary school students in Anambra State is moderate and positive. When further subjected to testing, it showed that parental involvement significantly predicted the academic engagement of secondary school students in Anambra State. This implies that the academic engagement of their children will be promoted if parents are involved in their education by providing all the necessary materials and support they need. This finding aligns with Anierobi and Unachukwu (2020); Anyamene, Nwokolo, Akunne and Akuezuilo (2020) and Nnamani, Idoko, Onuigbo and Ezeh (2020) that found a positive relationship between parental involvement and academic engagement; academic achievement, and emotional adjustment students respectively. However, the finding disagrees with Nwokolo and Obijindu (2020) that parental involvement in the learning of their children had a negative relationship with their academic achievement in mathematics. This disparity in finding could be because some people seem to have negative attitude towards mathematics as a difficulty subject.

The finding also showed a moderate and positive relationship between academic resilience and academic engagement of secondary school students in Anambra State is moderate and positive. When further subjected to testing, it showed that academic resilience significantly predicted the academic engagement of secondary school students in Anambra State. This implies that students are academically engaged if they have academic resilience. This finding corroborates with Unachukwu, Anierobi, Nwosu and Okeke (2020) and Karabiyik (2020) that found a positive relationship between academic resilience and academic achievement among students. It also aligns with Romano et. al (2021) that observed a positive relationship between academic resilience and school engagement among high school students. On the other hand, the finding of this study disagrees with Buslig (2019) that academic resilience has no significant relationship with students' academic performance in Ogun State, Nigeria. The disparity in finding could be traceable to the time interval both studies were conducted. A further study in Ogun State on similar study could reveal a different result from that of Buslig (2019).

The study further showed that parental involvement and academic resilience made a positive and joint contribution to the academic engagement of secondary school students in Anambra State. When further tested, the joint contribution made was significant. This implies that when parental becomes involved in the education of their children, it can boost the children's academic resilience. In other words, the presence of both parental involvement and academic resilience can greatly improve the academic

engagement of students. This finding is supported by Anierobi and Unachukwu (2020) that found that home-based parental involvement and academic self-efficacy have a positive relationship with academic engagement of students. The finding also aligns with Anierobi and Ezennaka (2019) that parental involvement and academic confidence have a significant relationship with academic engagement of students.

Implication of the Study

Students' inert intelligence and interest in academic pursuit may not be useful in promoting students' good grades and overall good performance if their teachers and parents are not involved in their academic training to enhance their academic resilience and motivation to engage academically. Students with low involvement of parents may grow lukewarm and lose interest which acts as an intrinsic motivation and the sustaining factor for engaging in academic related activities. The outcome of such a situation of low motivation generally affects students' academic potentials and competence. Equally, students with low levels of academic resilience may not reasonably achieve higher performance because without resilience, learning may not be internalized. The role of parents and teachers is therefore implicated in this study especially regarding improving students' academic engagement.

Limitations of the Study

The study design was based on the analysis of the survey data which may contain inherent participants' bias since what was measured was students' opinion and not actual behaviour. However, the study ensured that proper ethical procedure was followed to ensure that participants were not under duress and responded according to their truest feeling about the opinion asked in the questionnaire. Academic engagement behaviour was limited to only the behaviours examined by the instrument and not necessarily all academic engagement behaviour. Thus, academic engagement was operationalized in accordance to the author's instrument definition.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

- Educational psychologists and school counsellors should work together with school authorities to provide stimulating and enriching learning environments to enable students get more involved in their learning.
- Parents should make more efforts in involving themselves in the education of their children by providing their education needs and other necessary support. This will go a long way in boosting students' academic resilience and engagement in their studies.

CONCLUSION

Based on the findings of the study, the researchers concluded that parental involvement in the education of their children increases their children's engagement in their studies. It was also concluded that academic resilience is necessary for academic engagement of secondary school students especially in Anambra State. Besides, the presence of both parental involvement and academic resilience in the life of students will greatly improve students' engagement in their studies.

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