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Predictors of Parental Educational Involvement

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ABSTRACT

The study examines predictors of parental involvement in the education of the early adolescent children in senior secondary schools in Kano, Nigeria. The predictor variables comprise of gender, career pathway, school type, academic self—efficacy and vocational outcome expectation with parental educational involvement as the dependent variable. The study used a sample of 502 drawn through stratified random sampling technique from 28 randomly selected secondary schools in three metropolitan educational zones. Data was collected using an adopted and modified parental involvement scale that measures perceptions about the parental involvement in academic life of a child.Data was analysed with SPSS version 20 using descriptive statistics and Multiple Regression Analysis (MRA). The findings revealed that gender; career pathway, school type and vocational outcome expectation were the predictors of parental educational involvement.It was also found that parental involvement is higher in girl child education, among students in private school and science based students.The study provides a ground for new policy initiatives to connect guidance with major public policy to enhance educational efficiency and outcome for all young people. The study also recommends that school administrators' should improve parental involvement by bridging the gap between home and school.

Keyword: Gender, career pathway, school type, academic self—efficacy, vocational outcome expectation, parental involvement and adolescent.

Introduction

Home is the origin of academic development, beliefs and approaches to education which are transferred to school; fundamental to student's success in school and a centre for development of cognition especially with heavy parental contribution into academic affairs of a child (Vandenberg, 2008).

Parental remains a significant factor in child education and they have been recognized as significant definers and role models of projected educational attainment for their children (Cohen, 1987). Parents help their children to set career and educational goals and goals remain the most efficient motivators especially if to some extent become internal (Deci, Koestner& Ryan, 1999). Students that are intrinsically motivated take learning process interesting and enjoyable while extrinsically motivated students take learning activity for reward or avoid punishment. Parents perform these functions through adequate involvement in education which has conceptually been defined as the involvement of parents in the upbringing and education of their own child both at home and at school (Smit, Driessen, Sluiter&Brus, 2006 cited in Menheere and Hooge, 2010).

Parental involvement remains instrumental to achievement and its consequences as well as the effects of the involvement are measured in children. Studies indicate that supportive

and involved parent remains attached to the education of their children and more successful a child is in the school (Newton, 2005; Piper, 2005). Parental involvement in school boosts the natural talents of students (Bacete& Rodriguez, 2004), improves school behavior (Minke& Anderson, 2005), and increases achievement in adolescents (Spera, 2005); sense of competence tends to be higher (Grolnick&Slowiaczek, 1994), leads to higher values of a child's education (Marchant et al., 2001). Putnam 2000 as cited in Bogenschneider& Johnson (2004) suggest that he would prefer to invest in parental involvement when faced with the options of either 10% increase in school budget or 10% increase in parental involvement.

However, parental engagement in child education influences educational aspiration of the child and as parents get more engaged the higher the educational aspiration of the children. Similarly, parental academic involvement relates to achievement, and achievement is linked to career and educational aspirations (Greenwood & Hickman, 1991 and Trusty, 1998) and also positively correlates with educational aspiration (McGrath, Swisher, Elder, & Conger, 2002). Educational aspiration of the child is being influenced by educational aspiration of the child and as parents get more engaged the higher the educational aspiration of the children. and as parents get more engaged the higher the educational aspiration of the children (Kao &Tienda, 1998 and Astone&McLanahan, 1991).

Studies involving parental involvement in Nigeria such as Jethro&Aina (2012); Ibrahim, Jamil& Abdullah (2012); Fabeminiyi (2011); Bassey, Idaka&Akaase (2010) and Oyetunde&Muodumogu (2007) focused on elementary school pupils whereas studies e.g. Olatoye, Olabisi&Ogunkola (2008), Aremu, Tella&Tella (2007) and Adeyemo (2005) cover secondary school adolescents.

However, studies involving what predict parental involvement in education of children remain paucity and based on that, this study seeks to identify the factors that determine parental involvement in education of children especially early adolescents.

Literature Review

Parental Involvement

Parental involvement is one of the essential ingredients for educational improvement and it is the factor that connects home and school (Brinkley, 1992). Michigan department of education (2001) identified three major factors of parental involvement in the education of their children (i) beliefs about what is important, mandatory and tolerable to do on behalf of the children (ii) the degree to which parents believe that they have a positive influence on the education of their children and (iii) perceived that the children and school in which children attend want them get involved.

Traditionally, parental involvement in education is perceived to deals with contribution to home-based academic activities (e.g. homework), school-based (attending PTA meetings) (Olatonye and Ogunkola, 2008) and in modern time, parental involvement manifest in the parents interest in school activities and active participation in school work of children (Uzoechina and Obidike, 2008). Akinwunmi (2004) maintains that a major factor that plays a significant role towards improving child effectiveness through quality education is the parents' school involvement. Studies (e.g. Domina 2005) have proven that attending meetings and conferences, volunteering and checking homework positive relate to academic achievement.

Now days, monitoring and supportconstitute the dimensions through which parent get involved in the education of their children. Monitoring involves parents' efforts towards monitoring academics of a child and it is perceived as controlling and the second parent can be supportive of child's academics in such a way that the child has independence (Régner, Loose& Dumas, 2009). Supportive involvement contributes significantly to better academic

achievement more than monitoring involvement (Grolnick& Ryan, 1989). Lopez (2005, p. 25) acknowledged the significance of parental support, noting, "Parent and family support can keep children in school and help aid in their academic success".

Material support remains an important dimension of involvement that has strong affect in education of children besides involvement in home and school based activities. It is argued that parental involvement is negative affected by material deprivation (Desforges and Abouchaar, 2003) Parental involvement decreases with increase deprivation which is associated with lower social class families. A great deal of different in parental involvement is accounted by deprivation between the social classes. Sacker, Schoon and Bartley (2002) found that the material effect of material deprivation on achievement and adjustment of adolescents at the age of 16 doubles that parental involvement and conclude 'significantly undermining the positive effects of parental involvement on children' (p.871).

One of the immediate outcomes of parental involvement is academic achievement. Jeynes, (2005) found a correlation between participation of academic achievement and continuous parental participation in central factor supporting learning of student efficiently.William and Jeynes, (2013) meta-analyzed 77 studies consisting of over 300, 000 students out of which 36 (47%) involved data from secondary school. The findings show that parental involvement positively correlates with academic achievement and are consistent in all the outcome measures involving grades, standardized test score, teacher rating etc. However, the study also discovered that parental involvement requires large investment of time for reading and communication with a child in one hand and parental style and expectation on the other hand have great impact on student educational outcome better than having household rules, parental attendance and participation at school.

Adolescence

Adolescence is a period of commotion, described as a critical developmental stage that requires immediacy (Erickson, 1963). It is a stage in which important decisions and choices are made, thus, according Erickson (1963) "these new identifications are longer characterized by playful of childhood and the experimental zest of youth: with the dire urgency they force the young individual into choices and decisions which will, with increasing immediacy, lead to commitments for life". Development of stable and positive sense of identity has been the central task of adolescents (Erickson, 1963) and the phase is associated with achievement-oriented behaviour being one of the competencies that are deemed necessary for effective vocational development; exploration that begins in mid-adolescents and that extends up to the late adolescents stage and search for new values, motivations and aspirations etc (Blocher, 2000).

Ginzberg (1951) identified two phases in the adolescents' career development process and the task associated with each stage. The *first phase* is referred to as tentative (11- 17 years) and is characterised by recognition of one's interest, awareness of abilities in relation to vocational aspiration, choice, decision and responsibilities associated with career choice as well as emergence of clear perception of styles involving occupation. The phase is known as early adolescence in which self-image is being shaped by academic demands, the nature of performance and feedback (Seligman, 1994). Demographic factors such as gender, socioeconomic background etc. influence early adolescence.

The *second phase* is the exploration stage (17 years to adulthood) characterised by exploration about the college and adolescents tend to identify 2-3 possibilities with conflicting ideas, attitude and emotions. Adolescents become committed to a specific career field through crystallization and finally specification in which adolescents select a job or professional training for the chosen career. This phase is also known as late adolescence stage

and involves complex sets of alternatives involving further education and career decision etc. The decisions about education and career are necessary as they constitute key developmental tasks that centred on educational and vocational development (Blocher, 2000).

Parental Involvement in Nigeria

Parental involvement in education of children is closely related to the history of conventional education especially in Northern Nigeria. Involvement in education of the children is visible in the southern part of Nigeria due to the long history of conventional education in the south and its acceptance. The southern part enjoyed the early entrance of conventional education into the country and it remained there for more than four decades before it was introduced in the northern part.

Introduction of conventional education in the northern part of Nigeria experienced resistance as it was considered alien, western and contrary to norms and values of the society. Due to these belief majority of people in northern rejected the conventional education and refuse to enrol their children into conventional schools.

With awareness campaign and other strategies, conventional education gradually got recognised by the vast majority and children were enrolled in school. However, up to the present moment, a small proportion of the population do not belief in the conventional education and they hold the old notion that was seriously fought before conventional education got public acceptance.

Today, parents get involved in the education of children what influence the parents to get involved in education especially early adolescence as indicated in the literature remain subject of empirical investigation.

Correlates of Parental Involvement

Gender. Gender remains an important factor that influences developmental stage and educational involvement. Empirical finding indicates that child gender interact with parent involvement to affect adolescents' academic achievement differentially (Lee, Kushner and Cho 2007). Similarly, Howard (2003) discovered the effect of parental influence on child's educational aspiration varies by gender, academic ability and participation in co-curricular among adolescents in school.

Vocational Outcome Expectation. Outcome expectations involve the estimated consequences of a course of action (Bandura, 1986) which are dynamic and domain specific (Lent &Brown, 2006). Outcome expectations could either in the form of social reactions, physical sensation or self-evaluation, which could be positive, negative or neutral.Vocational outcome expectations to some extent are products of efficacy beliefs and individuals (1986), thus, who anticipate success in a given task, expect successful outcomes.Outcome expectation is a belief about the consequences of behaviour. Betz and Hackett (1986) argued that there are a number of activities that, if done well, valuable outcomes are guaranteed, but individuals that doubt their capability to do well will not probably pursue these behaviours.

The theoretical assumptions argue person's judgement of the likelihood of achieving goals in a given circumstance (Schunk, 1991). For example, students who have confidence in their mathematical skills expect high grades on mathematic examination and equally expect the quality of what they have done to bring the benefits.

Academic Self-Efficacy. Efficacy beliefs tend to regulate human functioning through cognitive, motivational, affective and selective processes (Bandura, 1995) and it continues to evolve through life as people acquire new skills, experiences and understanding (Bandura, 1992). Four sources of self-efficacy have been identified (Bandura, 1977) that comprise of *mastery of experience* which is most effective way of developing self-efficacy as

performing a task successfully strengthen self-efficacy while failure declines it; *social modeling* which deals with witnessing people similar to oneself successfully completing a task with sustained efforts raises observers belief that they too possess the capabilities master comparable activities to succeed; *social persuasion* which covers the believe that one possess skills and capabilities to succeed in a task desire to pursue. The success of the persuader depends on how one cultivates an individual's belief in his or her capabilities while at the same time ensuring that the envisioned success is attainable (Pajares, 1997). Persuasion plays fundamental roles and could either be positive which work toward encouraging and achievement or negative which move towards defeat and failure. Bandura (1986) affirms that, it is usually easier to undermine self-efficacy beliefs through negative persuasions than to build up such beliefs through positive encouragement; while the *psychological response* deals with an individual's response and reactions to emotional situations which plays a significant role self-efficacy. Moods, emotional states, physical reactions and stress levels have an impact on how one feels about personal abilities in a situation and how important is what an individual perceives and interpreted the emotional situation not the intensity of emotional and physical reaction (Bandura, 1994).

Within the domain of self-efficacy, a number of dimensions emerged and one of them is academic self-efficacy which refers to individuals' convictions that they can successfully perform given academic tasks at designated levels (Schunk, 1991). McGrew (2008) opined that self-efficacy theory suggests that academic self-efficacy may differ in potency as a function of task complexity, indicating that some individual could more efficacious in tasks that are difficult while others on easier task only. The degree of effort exerted, persistence and perseverance during challenges and resilience when faced with obstacles are influenced by the sense of academic self-efficacy.

Conceptual Framework

The independent variables in the conceptual framework were obtained from various theories. Gender is part of generic endowment in social learning; self-efficacy is derived from Bandura's theory whereas vocational outcome expectation is part of Social Cognitive Career Theory (SCCT). However, other factors career pathway and school type being integral component of the school system in Nigeria

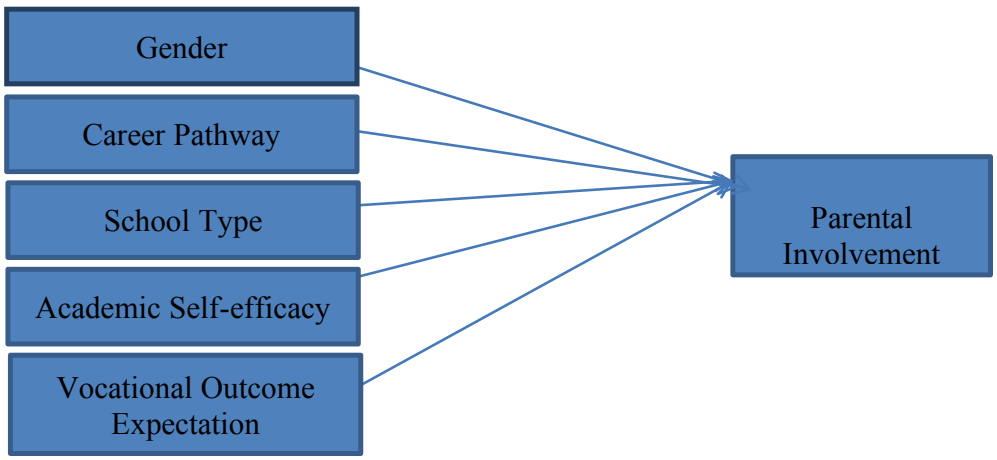

Figure 1: Conceptual Framework

Figure 1 present a conceptual framework consisting of the five predictor variables that comprise of gender, career pathway, school type, academic self-efficacy and vocational outcome expectation (VOE) and parental involvement as dependent variable. It is hypothesized that the predictor variables directly influence the dependent variable.

Procedure

Population

The study used students population in public and privates secondary schools, both male and female with mean age of 16 (SD = 1.09) in the 14 educational zones in Kano state, Nigeria. The number of students in both public and privates secondary schools is estimated to be around 898, 000 across the 14 educational zones in the state (KSSSMB and MOE, 2012) with greater proportion of the students of the estimated population concentrating in the metropolitan zones comprising of Municipal, Nassarawa, and Dala zones covering six local government areas that account for almost 2/3 of the total population of the students in the state.

Sample

A sample is a segment of the population and it is drawn due to the incapacity of the researcher to carry along all the individuals in a given population for the study. The present study used 5% margin error approach in drawing the samples. "One method of determining sample size is to specify the margins of error for the items that are regarded as most vital to the survey. An estimation of the sample size needed is first made separately for each of these important items" (Cochran, 1977). Therefore 400 samples were drawn in the present study. However, sample size was increased from 400 to 588,which is consider adequate for a thorough study (Sosulski and Lawrence, 2008). In addition, Korzilius (2010) argues that the greater the size of the sample the more accurate the estimates from the population expected. Therefore, a total of 588 questionnaires were distributed and 502 were found usable indicating 85% response rate.

Stratified random sampling technique was employed in drawing the samples and the population is then divided by the stratum (Creswell, 2008) on the basis of career pathways. Therefore, in each of the 28 secondary schools under the study(18 public and 10 private schools), 21 students were randomly selected based on the three career pathways -science, commercial and arts.

Instruments

Vocational Outcome Expectation Scale-Revised

The Vocational Outcome Expectations scale (VOE) short-form was developed by McWhirter, Rasheed, & Crothers (2000). The VOR-revised contains 12 items with 4-point, Likert-type scale with response options ranging from 1 = *strongly disagree* (scored as 1) to 4 = *strongly agree* (scored as 4). The scale scoring procedure entails computing the average of scores with higher scores indicating more positive outcome expectations.

The revised version of VOE has sufficient psychometric properties with alpha .92 and in exploratory factor analysis (EFA) carried out using maximum likelihood extraction, rotation, and listwise deletion of missing values has not been experienced. The first factor's eigenvalue size relative to that of the next largest factor was 7: 1 and correlations between items were low (0.008) suggesting absence of multicollinearity.

Academic Self-efficacy Scale

The self-efficacy scale was developed by Chemers and Garcia (2001) to measure sense of perceived academic self-efficacy. The scale is suitable for adolescents and adult population. The perceived academic self-efficacy construct mirrors a positive self-belief which is the belief that one can perform the academic tasks (normal or difficult task), or cope with hard times in various domains of human functioning. The perceived academic self-efficacy is unidimensional focusing on academic tasks with 8 item designed to cover constructs in seven Likert scale format. The initial Cronbach's alpha reported was .81 (Chemers and Garcia, 2001) and in the present study an internal consistency .79 was reported. The scoring of the question is made in 7-point scale ranging from very untrue to very true agree by summing up all the 8 responses to provide a composite score.

Parental Involvement Scale

Parental Involvement Scale (PIS) was developed by Régner et al. (2009 as cited in Read (2010) and is measures the child's perceptions regarding the parental involvement in his or her academic life. The scale contains two subscales, supportive and monitoring parents. The instrument contains 16 items that tapped the perception about the involvement of parents in the education of children. The instrument has a reliability of .75 for monitoring and .73 for supporting. The scales of the instrument range from never as '1' to '5' as always.

Results

Table 1.1 presents multiple regression analysis for gender, career pathways, school type, academic self-efficacy and vocational outcome expectation (VOE) as predictor variables with parental involvement as dependent variable. The result shows that a significant regression model was found in which $F = 36.36$, $p < .000$ demonstrating that gender ($\beta = .445$, $p = .000$), career pathways ($\beta = -.076$, $p = .049$), school type ($\beta = -.140$, $p = .000$) and vocational outcome expectation ($\beta = .184$, $p = .000$) predict parental educational involvement.However, academic self-efficacy was not a significant predictor of parental educational involvement ($\beta = .004$, $p = .921$).

The t values indicates that gender is the most significant predictor with ($t = 7.12$), followed by vocational outcome expectation ($t = 4.53$), then career pathway ($t = -1.97$) and lastly school type ($t = -3.60$).

Table 1

Multiple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.263	.318		7.123	.000
Gender	.723	.064	.445	-11.599	**.000**
Career pathway	-.073	.037	-.076	-1.970	**.049**
School type	-.242	.067	-.140	-3.604	**.000**
Academic Self-efficacy	.004	.039	.004	.099	.921
Vocational Outcome Expectation (VOE)	.284	.063	.184	4.72	**.000**

Dependent Variable: Parental Involvement, $R = .523$, $R^2 = .274$, $F = 46.80$

The descriptive statistics shows that parental involvement is higher in girl education than male counterpart (M = 3.42 and 4.51; SD = .856 and .595). In addition, the finding also demonstrates that parental involvement based on career pathways revealed that parental involvement is higher among science based students more than commercial and arts students (M = 3.95, 3.78 and 3.76; SD =.767, .815 and .824). The involvement based on the school type shows that parents get involved more in private school than in public school (M = 4.02 and 3.76; SD = .721 and .826).

Conversely, vocational outcome expectation (VOE) based on the career pathways shows that expectations are higher in students that pursue science and commercial career pathways more than that of arts students (M = 4.56, 4.56 and 4.00; SD = 3.42, 3.42 and 3.33)

Discussions

The findings of the study indicate that gender, career pathways, school type and vocational outcome expectations are the predictors of parental involvement in the education of young people.With regard to gender, the finding indicates that parental involvement is higher girl child education than male counterpart, demonstrating that parent have recognised the relevance of girl child education and that will pave to the attainment of the one of the Millennium Development objectives.The finding is however, consistent with Lee, Kushner, and Cho (2007) who equally discovered that parental involvement in the education of their children differ with gender of the child.

Similarly, the finding related to career pathway revealed that parental involvement in education is higher among children that pursue science based career pathways more than that commercial and arts pathways. This demonstrates that parents have realised the importance of sciences and are responding to the demand for more science based career pathways in order to fulfil the quota in various organisations at national and state levels where there is need for manpower in the science based careers.

Moreover, the finding involving school type shows that, parents whose children are in private school get involved more in the education of their children more than parents whose children are in public school. The finding revealed that parents whose children are in private school tend to get involved more in the area of monitoring and support due to the cost involved and the level of education of the parents. In general, educated, middle and higher level income families enrol their children in private school with very few students from lower class families who are opportune to get scholarship for excellent performance.

The finding involving vocational outcome expectation (VOE) indicates that expectations from students in science and commercial pathways are similar and higher than in students that pursue arts career pathways. This could be attributed to nature of science and commercial based careers as well as income attached to those careers.

Conclusion

It is evidently clear that parental involvement is a fundamental factor in child education and what predict such involvement remain instrumental for more involvement. The study demonstrates that gender, career pathway, school type and vocational outcome expectation were the predictors but they only account for 52.3%, indicating that other factors also play significant role in predicting involvement. Vocational outcome expectation remains the most important predictor and that suggests that parents do considers the careers that have more prestige and attract higher income.

However, the study is limited to school based adolescents and factors examined. Other factors that influence parental involvement in education beside gender, career pathway,

school type, academic self-efficacy and vocational outcome expectation are delimited from the study. The study is different from others being the first of its kind having examined the theoretical propositions in a community outside developed environment.

Recommendations

Based on the findings, the study recommends that these predictor variables cumulatively account for 52.3% other unaccounted factors are equally significant. Therefore, generalization of the findings has to be done with caution until when other factors are fully investigated and reported.

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