

Psycho-Social Predictors of Parental Involvement in Academic Activities of Junior Secondary School Students in Port Harcourt Metropolis

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Abstract

This study investigated psycho-social predictors of parental involvement in the academic activities of junior secondary school students in Port Harcourt Metropolis. The study was guided by four research questions and their corresponding null hypotheses. The design for the study was correlational research design. The population of the study consisted of 16,835 parents of 24,343 JSS3 students (Source: School Board, 2024) from 278 public secondary school students in Port Harcourt Metropolis (Post Primary Education Board, 2024). A sample of 689 parents who are alive and can read and write, as reported by their children (The JSS3 students) was used for the study. Multi-stage sampling procedure was used in drawing the sample. Four instruments were used for the study. They are, Self-efficacy Scale (SES), Locus of Control Scale (LCS) Family Conflict Scale (FCS) and Parental Involvement Scale (PIS). The validity of the instruments were done by two experts in Educational Psychology. To ensure the reliability of the instruments Cronbach alpha (α) technique was used. The alpha coefficients of 0.75, 0.82, 0.67 and 0.76 were obtained for family conflict, self-efficacy, locus of control and parental involvement scale respectively. Multiple regression, simple regression and ANOVA were used for data analysis. Research questions 1 and 3 were answered using simple regression, research question 2 and 4 were answered using multiple regression. Hypotheses 1 and 3 were tested using ANOVA associated with simple regression while hypotheses 2 and 4 were tested using ANOVA associated with multiple regression. All analyses were done at 0.05 alpha level. Results revealed among others that self-efficacy did not significantly predict parental involvement in the academic activities of junior secondary school students in Port Harcourt Metropolis while locus of control and family conflict significantly predicted parental involvement in the academic activities of junior secondary school students in Port Harcourt Metropolis. It was recommended amongst others that parents should always make effort to exhibit internal locus of control as this will help them get better involved in the academic activities of their children.

Keywords: Self-Efficacy, Locus of Control, Family Conflict, Parental Involvement, Academic Activities.

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INTRODUCTION

At every point in the life of a child, parent's involvement is paramount. The quality of care shown to children determines their success in all their endeavor. Parents play a very significant role in the development of the child. This is because of the authority and skill they have to shape and develop the child into motivated, inspired and lenient person. Parents' explicit involvement in the child's learning activities motivates the child. Contrarily, parents who are not involved in the child's education process are merely considered to demotivate and demoralize the child through negligence. This, however has a negative effect on the child's academic success. There is need for parents to be involved in whatever their children do as this will help

them perform better in any activity they engage themselves in.

Abdul-Adil and Farmer (2016) stated that parental involvement in academic activities comprises parental attitudes, actions, style, events that happen inside or outside the school environment which is aimed at supporting the child's academics or behavioural success. Due to the decreasing rate at which student's performance in school and the rate of crime and school dropout, parents' involvement becomes more pressing than ever. The lifelong love of learning that any child will develop will be dependent on the parental involvement.

Parental involvement is the active participation of a parent or primary caregiver in the education of a child. The significance of parents' attitudes towards education and school is less well understood, although attitudes are believed to comprise a key dimension of the relationship between parents and school (Eccles & Harold, 2016). Parents making learning a priority in their homes, can better the performance of the child.

Kohl, Lengua and McMahon (2017) assert that children whose parents are involved in their academic work regularly, attend school, behave well, perform better academically from kindergarten through high school, go farther in school and attend good schools. Parent's involvement send clear messages to the child; demonstrating their interest in the child's activities and buttresses the idea that school is important. As this happens, you see the child performing better in school, improving in his morals and also been diligent in discharging his/her duties at home and in school. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent's involvement into broader educational policy initiatives. Coupled with these views of the importance of early academic success, a child's academic success is relatively dependent on the involvement of the parents. Therefore, the extent to which schools nurture the positive relationship with parents will always make the difference in the performance of the students.

Researchers have reported that parent-child interactions, specifically stimulating and responsive parenting practices, are important influence on a child's academic development (Christian, Morrison & Bryant, 2018; Committee on Early Childhood Pedagogy, 2010). Hill and Craft found out that parent's involvement is related to increased academic performance. According to them, the specific mechanisms through which parent involvement exerts its influence on a child's academic performance are not yet fully understood.

According to Levanda (2018) parental involvement includes a wide variety of actions parents take for the benefit of the children's academic success at school. When parents get involved in the education of their children they are likely to; earn higher grades, score higher on test, graduate from school with good grades, develop self-confidence, motivated in the classroom, have better social skills and classroom behaviour. Also students whose parents are involved in their school activities are less likely to suffer from low self-esteem, or develop behavioural issues.

Parents involvement in multiple activities including learning activities at home, effective communication between teachers and parents, participation in school activities, talking with the child about school, bringing a cake to a party and presenting it

in front of the child's class, and getting actively involved in shaping the school's policies by attending school conferences the child tend to feel loved, developed self-confidence and do better in class work (Zhan, 2016; Tan & Goldberg, 2019; Khajehpour & Ghazvini, 2019). These parental behaviours and activities have been reported to have positive relationship with a range of positive children outcomes and largely determine personality development and academic performance of children (Porumbu & Necsoi, 2013).

Educators and parents play major roles in the educational success of students. Students need a positive learning experience to succeed in school: one providing support, motivation, and quality instruction. Many families are faced with overwhelming and unpredictable schedules and circumstances while juggling school, sports, family situations, family time, work schedules, and other responsibilities, allowing minimal time to provide support in any one given area (Shumow & Miller, 2011).

Having worked as a teacher, the researcher observed that students perform poorly in academic activities. Recently WAEC recorded that 48.15% of student's failed English language and Mathematics. This poses concern to the researcher because English language and Mathematics are core subjects that students need when seeking admission into higher institution of learning. The researcher also observed that there is dearth in study habit among students, increase in school dropout, abuse of social media, cultism, lack of interest in extracurricular activities etc. Students no longer value hard work, for some, to study their books is a waste of time and energy. Nevertheless, our cultures have been abandoned and criticize because of technologies and no one seems to find out the cause of the problem. However, parents seems to be focused on their job and occupation and getting involved on their children academic activities. Parents sometimes shift their responsibilities to school and government forgotten that for a child to assimilate what is been thought is the responsibilities of parents. Therefore there is urgent need of parental involvement in the academic activities of their children.

Despite all the above problems stated, previous researchers have not make effort to find out how variables like, self-efficacy, locus of control, personality traits, family conflict, family structure and socio-economic status predict parental involvement in academic activities of their children in this part of the world. Therefore, the problem of the study was to examine the psychosocial (self-efficacy, locus of control, personality traits, family conflict, family structure and socio-economic status) predictors of parental involvement in academic activities of Junior Secondary School Students in Rivers State.

Self-efficacy refers to one's beliefs and capabilities to reach a given attainments in school settings. It is defined as a person's judgement of confidence to perform academic tasks or succeed in academic activities (Pajares and Graham, 1999). Self-efficacy deals primarily with the cognitively perceived capability of the self. Unless parents believe they can produce desired effects by their actions, they have little motivation to get involve in the academic activities of their children (Bandura, *et al.*, 1999). High self-efficacy beliefs enhance parents' social, emotional and personal well-being in many ways. It influences the choice of decisions they make on the areas they should get involved in their children's life. A low sense of self-efficacy on the other hand, makes parents fail on their duty towards the child's education (Huntington and William, 2013). A positive sense of perceived self-efficacy can possibly help parents proceed in the hub of challenges. While a strong sense of self efficacy can help a parent find ways to work with their children beyond the involvement opportunities provided by the school. Hoover-Dempsey and Sandler (2015) suggest that when a parent has a positive sense of self efficacy, the parent may also develop a positive attitude towards his children progress in life.

Locus of control is an individual's perception about the underlying main causes of events in his/her life. This construct was developed by Rotter (1966). Ziegler (2016) stated that it is the tendency to perceive outcomes in life as a result of one's own actions and thus being within one's own control (i.e., internal locus of control), as opposed to being determined by external factors, such as chance or power, others (i.e., external locus of control). It is a belief about whether the outcomes of individual's action are contingent on what we do or on events outside our personal control. Locus of control is equally the degree to which individuals believe that things that happen to them are due to internal versus external factors. These beliefs are rooted in individual's actions and behaviour. Locus of control plays a major role in one's behaviour and possible reactions on what is happening or should be happening. It has the ability of influencing parent's reactions in situations that are considered unacceptable towards their children. Parents with internal locus of control believe that they can influence the outcomes of their behaviour. Therefore, parents who have internal locus of control tend to get more involved into their children's academics with the mindset that they can influence their performance (Bassey & Ezeh, 2015). While a parent with dominant external locus of control is convinced that anything that happens is as a result of fate, luck or external powers and these believe often cause feelings of anger, frustration, depression and aggression which may affect the extent to which one gets involved in various activities in life (Swart, 2014).

Family conflict refers to active opposition between family members. Because of the nature of family relationships, it can take a wide variety of forms, verbal, physical, sexual, financial, or psychological. Conflicts may involve different combinations of family members: it can be conflict within the couple or between parents and children or, between siblings. All interpersonal conflicts, whether they occur between family members, romantic partners, or groups, have certain elements in common. Deutsch (2013) maintained that conflict "exists whenever incompatible activities occur to an action which prevents, obstructs, interferes with, injures or in some way makes resolution less likely. Whereas family conflict have been consistently linked to children's maladjustment, there is substantial variability in children's outcomes. However in a family where there is constant conflict, parents may fail in their responsibilities, which include lack of getting involved in the academic activities of their children and moderating their behaviours. And this may affect the child negatively. Some children who fall within this category may experience poor performance in their academics or may develop low self-esteem.

Low parental involvement has negative effects on children's development. It is associated with lower cognitive test scores, poor academic test scores, and poor college attendance. Poor parental involvement can be attributed to barriers such as language barriers, work schedules, social class, and cultural differences. Some parents are actively involved in their child's education, while others are not able to contribute due to factors like lack of time planning. Based on the above assertion the researcher was motivated to investigate self-efficacy, locus of control and family conflict as predictors of parental involvement in the academic activities of Junior Secondary School Students in Port Harcourt Metropolis.

Aim and Objectives of the Study

The aim of this study is to investigate self-efficacy, locus of control and family conflict as predictors of parental involvement in the academic activities of Junior Secondary School Students in Port Harcourt Metropolis. Specifically, the study was designed to achieve the following objectives: To:

1. Determine the extent to which self-efficacy predicts parental involvement in the academic activities of Junior Secondary School Students in Port Harcourt Metropolis.
2. Find out the extent to which locus of control predicts parental involvement in the academic activities of Junior Secondary School Students in Port Harcourt Metropolis.
3. Ascertain the extent to which family conflict predicts parental involvement in the academic activities of Junior Secondary School Students in Port Harcourt Metropolis.
4. Determine the extent to which self-efficacy, locus of control and family conflict jointly

predict parental involvement in the academic activities of Junior Secondary School Students in Port Harcourt Metropolis.

Research Questions

In order to achieve the objectives of the study, the following research questions were answered.

1. To what extent does self-efficacy predict parental involvement in the academic activities of Junior Secondary School Students in Port Harcourt Metropolis?
2. To what extent does locus of control predict parental involvement in the academic activities of Junior Secondary School Students in Port Harcourt Metropolis?
3. To what extent does family conflict predict parental involvement in the academic activities of Junior Secondary School Students in Port Harcourt Metropolis?
4. To what extent do self-efficacy, locus of control and family conflict jointly predict parental involvement in the academic activities of Junior Secondary School Students in Port Harcourt Metropolis?

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance.

1. Self-efficacy does not significantly predict parental involvement in the academic activities of Junior Secondary School Students in Port Harcourt Metropolis.
2. Locus of control does not significantly predict parental involvement in the academic activities of Junior Secondary School Students in Port Harcourt Metropolis.
3. Family conflict does not significantly predict parental involvement in the academic activities of Junior Secondary School Students in Port Harcourt Metropolis.
4. Self-efficacy, locus of control and family conflict do not significantly jointly predict parental involvement in the academic activities of Junior Secondary School Students in Port Harcourt Metropolis.

METHODOLOGY

The research design that was used in this study is correlational designs. The population of the study consisted of 16,835 parents of 24,343 JSS3 students (Source: School Record, 2024) of 278 public junior

secondary schools in Rivers State as recorded by Post Primary Education Board (2024). A sample of 689 parents who are living with their children and can also read and write. Multi-stage sampling procedure was used in drawing the sample. First, simple random sampling technique by balloting was employed in drawing two Local Government Area from the four (4) LGAs that makes up Port Harcourt Metropolis. In the second stage, five junior secondary schools were selected from each of the LGAs using simple random sampling technique by balloting. This gave rise to 10 junior public secondary schools with 1630 of JSS3 students. In the third stage, purposive sampling technique was employed to draw 1050 parents living with their children and who can read and write. However, after administration of the questionnaire on parents by their children, only 689 copies were returned as was appropriately filled. Therefore, 689 parents became the sample of the study.

Four instruments were used for the study. They are, Self-efficacy Scale (SES), Locus of Control Scale (LCS) Family Conflict Scale (FCS) and (Parental Involvement Scale (PIS). The validity of the instrument was done by two experts in Educational Psychology. To ensure the reliability of the instruments Cronbach alpha (α) technique was used. The instruments were administered on 30 parents who were not part of the sample for the study and then Cronbach alpha technique was used for reliability analysis. The alpha coefficients of 0.75, 0.82, 0.67 and 0.76 were obtained for family conflict, self-efficacy, locus of control and parental involvement scale respectively. Copies of the instruments were administered by the researcher and two research assistants on the parents through their children. Multiple regression, simple regression and ANOVA were used for data analysis.

RESULTS: Results got after data analyses, based on the research questions and null hypotheses are presented in tables below:

Research Question 1:

To what extent does self-efficacy predict parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis?

To answer this research question the scores of the 689 parents on self-efficacy were subjected to simple regression analyses. The results obtained are displayed in table 1.

Table 1: Simple regression table showing the prediction of parental involvement by self-efficacy

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
	.041a	.002	.000	20.96169

In Table 1, the calculated R² is 0.002, while adjusted R² is .0000. Looking at the adjusted R² value, self-efficacy accounted for 0.0% (0.00 × 100) of parental

involvement in academic activities of Junior Secondary School Students in Harcourt Metropolis. This means that self-efficacy did not predict parental involvement in

academic activities of Junior Secondary School Students in Port Harcourt Metropolis.

Hypothesis 1:

Self-efficacy does not significantly predict parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis.

This null hypothesis was tested, using Analysis of Variance associated with simple regression. The result obtained are displayed in table 2.

Table 2: Result of Analysis of variance showing level of significance of prediction of parental involvement by self-efficacy

Source of variance	Sum of squares	Df	Mean square	F	p.value	Decision
Regression	512.619	1	512.619	1.167	.280b	
Residual	301862.545	687	439.392			Retained H ₀ 1
Total	302375.164	688				

In table 2, an F- calculated value of 1.167 was obtained at 1 and 687 degrees of freedom, with an associated p-value of 0.280 which was higher than the chosen alpha for the study, 0.05. This result showed that self-efficacy does not significantly predict parental involvement in academic activities of Junior Secondary School Students in Harcourt Metropolis. The null hypothesis was therefore retained.

Research Question 2:

To what extent does locus of control predict parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis?

Hypothesis 2:

Locus of control does not significantly predict parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis.

To answer research question 2, multiple regression was employed. In testing the corresponding null hypothesis, t-test associated with the multiple regression was employed. The results obtained are displayed together in table 3.

Table 3: Multiple Regression of Locus of Control in predicting parental involvement in academic activities

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	34.761	4.933		7.046	.010
INTERNAL LOCUS OF CONTROL	.769	.121	.240	6.360	.010
EXTERNAL LOCUS OF CONTROL	-.036	.253	-.015	-.141	.888

Table 3 reveals that the unstandardized partial regression coefficient denoted as B obtained are 34.741 for constant, 0.769 for internal locus of control and -.036 for external locus of control. Moreso, the relative contributions of each dimension of locus of control (Beta) obtained are 0.240 and -.015 respectively for internal and external locus of control. Considering their values, It is obvious that internal locus of control had the greater impact followed by external locus of control which had inverse impact.

Considering their associated t-value and their corresponding p-values, it could be deduced that the t-value for internal locus of control yielded a significant contribution in predicting parental involvement in academic activities of Junior Secondary School Students in Harcourt Metropolis. This is because the probability value of internal locus of control (0.010) was less than

that of the chosen alpha level of 0.05 ($p < 0.05$). Based on this, internal locus of control significantly predicted parental involvement in academic activities of Junior Secondary School Students in Harcourt Metropolis. While the p-value (0.888) of external locus of control is greater than 0.05 ($P > 0.05$). This means that external locus of control had an insignificant predictive power on parental involvement in academic activities of Junior Secondary School Students in Harcourt Metropolis.

Research Question 3:

To what extent does family conflict predict parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis?

To answer this research question simple regression analysis was done. The results obtained are displayed in table 4

Table 4: Simple regression table showing the predictive power of family conflict on parental involvement in academic activities secondary school students

R	R ²	Adjusted R ²	Adj Error of the estimate
.133 ^a	.018	.016	20.79171

Data presentation on the prediction of family conflict on the academic activities of junior secondary school students showed that an R value of 0.133 was gotten with an R² value of 0.018 and an adjusted R² of 0.016. On the basis of the adjusted R² value obtained, it can be seen that family conflict accounted for 1.6% variation in the parental involvement in academic activities of Junior Secondary School Students in Harcourt Metropolis. Meaning that the remaining 97.4% can be attributed to other factors outside family conflict. Therefore, family conflict is a predictor of parental

involvement in academic activities of Junior Secondary School Students in Harcourt Metropolis.

Hypothesis 3:

Family conflict does not significantly predict parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis.

This null hypothesis was tested, using ANOVA associated with simple regression. The result obtained are displayed in table 5.

Table 5: Result of Analysis of variance showing level of significance of prediction of parental involvement by family conflict.

Source of variance	Sum of squares	Df	Mean square	F	p.value	Decision
Regression	5388.341	1	5388.341	12.464	.000b	
Residual	296986.823	687	432.295			Reject H ₀₃
Total	302375.164	688				

When the above value was subjected to an ANOVA associated with simple regression, an F-value of 12.464 was obtained at 1 and 687 degrees of freedom, with an associated p-value of 0.000 which was less than the chosen alpha for the study, 0.05, since the p-value is less than the significant alpha, it means that family conflict significantly predicted parental involvement in academic activities of Junior Secondary School Students

in Harcourt Metropolis. The null hypothesis was therefore rejected.

Research Question 4:

To what extent do self-efficacy, locus of control and family conflict jointly predicts parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis?

Table 6: Summary of multiple regression of the joint prediction of parental involvement in academic activities secondary school students by self-efficacy, locus of control and family conflict

R	R ²	Adj.R ²	Std error of the estimate
.211 ^a	.046	.023	20.25060

The answer to research question four, data table 6 indicated that a multiple regression coefficient of 0.211 was obtained on self-efficacy, locus of control and family conflict as they jointly predict parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis, with the coefficient of determination, R², of 0.211, and an adjusted R² of 0.046. From the R² value of 0.023, it therefore suggests that 4.6% predictive power on

parental involvement in academic activities of secondary school students can be attributed and explained by self-efficacy, locus of control and family conflict.

Hypothesis 4:

Self-efficacy, locus of control and family conflict do not significantly jointly predict parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis.

Table 7: Multiple Regression of joint prediction by Self-efficacy, locus of control and family conflict of parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis

Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	22440.790	3	2105.099	5.077	.000b	Reject H ₀₄
	Residual	23134.374	685	401.492			
	Total	45575.164	688				

Furthermore, in testing the corresponding null hypotheses, the result indicated that an F-value of 5.077 was obtained at 8 and 680 degrees of freedom with an associated p-value of 0.000. Since the obtained p-value was less than 0.05, it therefore indicate that self-efficacy, locus of control and family conflict jointly do predict parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis. Therefore the null hypothesis was rejected.

Summary of Findings

The major result obtained from the analysis of data is presented in below according to the research questions posed and hypotheses formulated:

1. Self-efficacy does not significantly predict parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis. This prediction was found

to be statistically not significant when tested at 0.05 level of significance.

2. Locus of control had a significant prediction of parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis. The prediction is statistically significant at 0.5 level of significance.
3. Family conflict significantly predicted parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis. This prediction was found to be statistically significant at 0.05 level of significance.
4. Self-efficacy, locus of control and family conflict jointly do predict parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis. This prediction is not found to be statistically significant at 0.05 level of significance.

DISCUSSION OF THE FINDINGS

Self-Efficacy and Parental Involvement in Academic Activities of Secondary School Students

From the analysis of research question one and the corresponding null hypothesis in table 4.1, it was shown that self-efficacy accounted for 0.02% variation in the parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis. Also self-efficacy does not significantly predict parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis. This prediction was found to be statistically not significant when tested at 0.05 level of significance. This result means that parents who scored high in the section of self-efficacy also scored high in parental involvement in academic activities secondary school students while those who scored low in self-efficacy also scored low in parental involvement in academic activities secondary school students. This result is not surprising to the researcher because self-efficacy being an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour, and social environment. This to say that when an individual is able to control what motivates him/her the social life of the individual will improve.

This result is similar to that obtained by Turhan (2019) who examined the relationship between parents' involvement in their children's education and their academic performance as well as the role the socioeconomic status plays in this relationship. Results obtained from a re-examination of 42 studies published between 2003 and 2021 revealed that there was a positive correlation between parental involvement and academic performance of children.

Locus of Control and Parental Involvement in Academic Activities of Secondary School Students

From the analysis of research question two and the corresponding null hypothesis in table 4.3, it was shown that 5.7% of the changes in parental involvement are dependent on the changes of the effect of locus of control. Also locus of control had a significant prediction of parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis. The prediction is statistically significant at 0.5 level of significance.

This result implies that parents who scored highly on the section of locus of control are prone to score high in their parental involvement in academic activities secondary school students. However, the reported prediction indicates that all those who score high in locus of control also scored high in parental involvement in academic activities secondary school students. The result that locus of control predict parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis is not surprising to the researcher. Because locus of control refers to an individual's perception about the underlying main causes of events in his/her life which is being attributed to self. So the way an individual interpret what happened to him/her will determine the state of his/her social behaviour.

This result is similar to that obtained by Mohamed (2012) who investigate the relationship between locus of control with the academic performance of students. The findings reveal that locus of control is significantly related to the education performance of the students. The similarities in this study and that of variables while the differences is in the area of respondents. While this study used parents the study of Mohamed used students.

Family Conflict and Parental Involvement in Academic Activities of Secondary School Students

The study revealed in table 4.6 and 4.7 that family conflict accounted for 1.8% variation in the parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis. Also family conflict does not significantly predict parental involvement in academic activities of Junior Secondary School Students in Port Harcourt Metropolis. This prediction is found to be statistically significant at 0.05 level of significance. This prediction means that as the score parents on conflict increases, there is corresponding decrease in parental involvement in academic activities secondary school students and vice versa.

The result from this study is similar to that obtained by Nuhu (2022) examined the effects of parental conflicts on students' academic performance in Kaduna North Local Government Area of Kaduna State.

Results revealed that parental conflict significantly affect the academic performance of the students. The study differs in the area of instruments used.

Recommendations

1. School management should regularly organize workshops for parents that can help boost their self-efficacy as this will help them get more involved in academic activities secondary school students.
2. Parents should always make effort to exhibit internal locus of control as this will help them get better involved in the academic activities of their children.
3. Family should ensure that they avoid conflict among them since the result showed that family conflict predicts parental involvement in the academic activities of their children.

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