

PARENTAL SUPPORT AS A CORRELATE OF PUPILS SELF-EFFICACY IN ENUGU STATE

**Dr. Chukwuemeka Alexander Ezurike; Prof. D.U Ngwoke
& Dr. Osita.V. Ossai**

Department of Educational Foundations,
University of Nigeria, Nsukka

Abstract

The study sought to investigate parental support as a correlate of pupils self-efficacy in Enugu state, Nigeria. Two research questions and two null hypothesis guided the study. The study adopted correlation research design. The population was 365,479 pupils and the area sampled was 720 public primary school pupils. Two instruments namely: Parental support Questionnaire (PSQ) and primary School Children's self-efficacy Questionnaire (PSCSQ) were used for data collection. The instruments were validated by three experts from the Faculty of Education, University of Nigeria, Nsukka. Reliability indices of 0.81 and 0.95 were obtained for the instruments. Data collected were analysed using multiple regression analysis. Co-efficient of determination was used to answer the research questions while analysis of variance was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that parental support significantly correlated with primary school children's self-efficacy. It was found also that the gender significantly moderated the relationship between parental support and self-efficacy of primary school pupils. The implication of this finding is that if parents fail to involve themselves in the education of their children, there are bound to be challenges on the part of the children's education. It was recommended among others that parents should be adequately be encouraged to lend support to their children's education as such increases their self-efficacy.

Keywords: Parental support; primary school children, self-efficacy.

Introduction

The child progressively develops through various stages in life. Development is complex and changes with age. Human development is largely affected by both physical and biological factors which could help to mould individual behaviour. Each type of behaviour changes as the child develops. According to Beisky (2013), these changes are the product of genetic factors, biological conditions, the past and the present experiences and the culture of the time.

The biological inherent characteristics are combined with environmental factors to produce either adjusted or maladjusted individual. However, whatever the case, the child is expected to adapt to the present societal challenges in which the child finds him or herself with full support of the parents. The parents have great roles to play to see that most of the challenges of these children are resolved.

Baumrid (1996), sees a parent as a caregiver of the offspring in their own species. In the view of Chikwelu (2015), the parent is the primary educator of a child who teaches the child who they are. The author is also of the opinion that the biological parents consist of a person who's the male and the female reproductive cell contains a half of the genetic materials of the organism that resulted in a child, a male through the sperm and a female through the ovum. Some parents may be adoptive parents who nurture and raise an offspring but are not actually biologically related to the child.

The researcher views a parent as either a mother or a father who has provided DNA samples during an assisted reproductive procedure that has not altered the recipients' genetic material. The parent either the mother or the father needs to give parental support to the child so that the child grows into a well balanced individual. Such supports could include among others assisting the child on school academic work, security, the payment of school fees, parent-child discussions, participation in the school parents teachers association to not only find out the problems of the school and most essentially to know or get acquainted with the child's class teachers, form masters or mistress. These areas of parental support could help to enhance the child's self-efficacy depending on whether such supports are positive and negative. When parents positively support the child by making provision of all these basic needs, it may help to ensure self-efficacy in the child but presently, a good number of parents in our society today have neglected these essentials, parental supports.

Parental support in the view of (Lukas, 2012) is the amount of participation parents have when it comes to schooling and the child's life. The author further revealed that schools foster healthy parental support through events and volunteer opportunities but sometimes, it is up to the parents to decide. Parental support is perceived as a style of work or a set of activities that provides information, advice and assistance to parents and careers in relation to the up-bringing of the children in order to maximize the child's potential (National Guidance and Local Implementation, 2013). Such activities of the child could include discovering programmes to help in the growth and development of the child's self-efficacy. This could also include making provision of learning materials available for the child, assisting the child in

some of the complex school assignments, visiting the child's school to find out if the child has some learning, social and economic problems.

In the view of Shalocks (2010), parental support is the technique or the personal support that changed family functioning in a family headed by a parent or guardian who has the ability. Such supports according to the author could include among others, good parenting in the home, including the provisions of secure and stable environment, intellectual stimulations, parent-child discussions, good models of constructive social and educational stimulations, relating to personal fulfillment and good citizenship. If the child or children are positively supported by the parents it could lead to high self-efficacy in the child but if the child is supported negatively by the parents the reverse could be the case.

In the light of the above, the researcher views parent support as the parental resources and strategies that is aimed to promote, develop the interest and personal well being of a child and that enhances the individual functioning in a given society. It is also seen as the commitment given to the child or children by the parents in order to enhance the children's well being and promotes the child's spirit of high self-efficacy

According to Sieger (2000), the self-efficacy of a child depends on the kind of support given by the parent. In other words, if a child is positively supported by the parents, it could develop the child high level of self-efficacy and if the child is negatively supported, it may put in the child the spirit of low self-efficacy.

Self-efficacy according to Baudura (1996), is the belief in one's ability to organize and execute the cause of action required to manage and to successfully control a given task or situation. Baudura (1977) also described self-efficacy as determinant of how people think, behave and feel. As Baudura and other researchers have viewed self-efficacy as a very vital instrument that could help a child to achieve some set out objectives, goals, tasks and even some academic challenges. The parents have a lot of roles to play so as to ensure that the children imbibe the high spirit of self-efficacy.

In the view of Baudura (1997), individual with low self-efficacy avoid challenging tasks and believes that difficult tasks and situations are beyond their capabilities. Such individual may find it difficult if not absolutely impossible to successfully carryout school assignments and responsibilities. On the other hand, a child with high self-efficacy has the skills and needs some supports from the parents to steer through life and reach the expected goal.

In the opinion of Shalocks (2010), self-efficacy is people's belief about their abilities to produce designated level of performance that exercises

influence over events that affects human accomplishment and personal well-being. Children with such high assurance of self-efficacy approach difficult tasks as challenged to be mastered rather than as threat to be avoided. Such an efficacious outlook in the children could foster intrinsic interest and engrossment activities.

Samuel (2012) sees self-efficacy as the belief that one is capable of performing a task or managing a situation. A child with high self-efficacy believes that no task is difficult to execute. Maddux (2012) believes that such children are supported by their parents so as to exercise their self-efficacy and if not supported, they may suffer some set backs in their life aspirations.

In the view of the researcher, self-efficacy is the individual's ability to execute behaviour that are necessary to produce a specific performance and attainments. It is also the confidence in the ability of a person to exercise control over one's own motivational behaviour. The support given by parents may help to create high sense of self-efficacy in the children especially in their school assignments and other psychomotor activities especially at the primary school level.

Primary education is given at the fundamental level of education (FME, 2004). This level of education varies from country to country. In Nigeria, the national policy on education described it as the first six years of primary school (NPE, 2004). The fact that the primary school education is the key to success or failure of the entire educational system is indisputable. Despite the importance of primary education in Nigeria, that level of education seems to be neglected in Enugu State and Nigeria. Some of the problems widely reported in Nigeria's Newspaper includes low morals of teachers due to lack of motivation to teach, meager and unstable salary, non payment of minimum wage and leave allowances could have negative consequences on self-efficacy irrespective of gender. These problems as reported in Nigerian Newspapers could make the teachers not to put in their best in the teaching and learning environment. This could have very serious negative consequences in the self-efficacy of the child or children. In other words, in a situation where the children are poorly taught by the teachers, the children could achieve little or nothing. This may lead to low self-efficacy and this could be the reason for their poor performances in the public examinations irrespective of gender.

There seems to be a relative contradiction about gender differences in self-efficacy as well as parental support of the children. Gender according to David (2000) is a set of characteristics distinguishing between male and female particularly in the case of men and women. Gender refers to socially roles and socially bewared behaviour and expectations associated with males

and females (Nwagbara 1998 and Okeke, 2000). According to the author, genders as a social construct has to do with behaving according to type – male or female, boy or girl.

In the view of Katja (2006), the traditional view of some communities in Nigeria is that it is not very essential for female children to be educated and even opt into some prestigious courses such as Engineering, Medicine, Architecture, Estate Management.

According to the author, this could have a very negative impact in the self-efficacy of the children. In the view of Ozumba (2010), the author opined that equal rights and opportunities are to be given to the male and the female children. In support, Giallo (2006) opined that gender differences are close to being eliminated at the primary school level and that the disadvantages towards female is still prominent at the secondary levels. Contrarily, Okpako (2004), found out that females who are goal oriented have higher academic self-efficacy than males in primary school. Therefore, the differences in academic self-efficacy may lead to differences in academic success between boys and girls. This underscores the need for this study in the primary schools.

Statement of the problem

The way and manner children are supported by their parents is very vital to the development of self-efficacy. Researchers, psychologists, governments and policy makers and educational authorities have shown serious concern over the negligent attitude of parents on their children. A good number of parents give little attention to the academic work of the children. They have little or no time to discuss some pressing academic issues and other related personal matters of the child with the child or the children. In other words, parent-child relationship is absent. The school fees and the educational materials are not paid for and adequately provided by the parent. These poor relationships could hamper the self – efficacy of the child or children. These ugly trends call for serious concern especially as it concerns primary school pupils in Enugu State of Nigeria.

Despite the importance of primary school as the foundational level of education, parents still put up negligent attitude on the children and this is contributing to the low level of self-efficacy in a child or the children. Evidently, many primary school pupils face various learning problems such as inability to recall what the teacher has taught in the class, poor performance in both the internal and the external examinations, fear in the teaching and learning environment, and lack of concentration in the class. These could hinder academic progress and contribute to the child's low self – efficacy. These present a challenge for the primary school children especially in the

state. Because the parents lack the ability to provide the child with basic learning materials such as pen, relevant text books, crayon, ruler, the child becomes maladjusted leading to various negative learning outcome such as academic underachievement, academic failures, psychological distress, insecurity and phobia. Literature has it that other factors that could constitute low self-efficacy are poor parenting at home, lack of parent child discussions, stress on the part of the children and problem solving ability. These have negatively affected the child's ability to effectively learn in the classroom. One of the consequences of these ugly trends is seen in the poor performance of the children in not only the internal but the external examinations such as the First School Leaving Certificate and the Common Entrance Examination. These poor performances could be linked to the child or children low self – efficacy.

Presently, parents, teachers and the various levels of government are complaining about the poor attitude of the primary school children with particular reference to lack of self-efficacy, inability of these children to do their assignments, take part in extra-curricula and other social activities of the school. A critical look at most of these children's behaviour show that some of them do not get some help from their parents to steer through life so as to reach their goal. Again, records have shown that most parents neglect their children by not making provision of the basic educational materials such as textbooks, pens, rulers, crayons, reading tables and conducive environment for parent and child interaction.

It is undoubtable that the children need to be support by the parent in all aspect of their lives. Hence, the need for this study, if parental support has relationship with primary school children's self-efficacy.

Research Questions

The following research questions guided the study;

1. What is the relationship between parental support and primary school children's self-efficacy in Enugu State.
2. What is the relationship between parental support and primary school children's self-efficacy based on gender in Enugu State.

Hypothesis

1. There is no significant relationship between parental support and primary school children's self-efficacy in Enugu State.
2. There is no significant relationship between parental support and primary school children's self-efficacy based on gender in Enugu State.

Method

The study employed a correlational survey research design. According to Nworgu (2015), a correlation survey research design is a type of research which seeks to establish what relationship that exist between two or more variables using statistics known as correlation co-efficient. A Correlation survey is preferred in this study because it gets at the degree of association rather than merely try to find whether the effect is present or absent. It indicates the direction and magnitude of the relationship existing between parental support and primary school children's self-efficacy in Enugu State of Nigeria.

The Pupils in primary five(5) of the public schools were used for the study. The total number of public primary schools in Enugu State was 1,081 with 305,479 pupils. The total number of primary (5) pupils was 6121 pupils. (Enugu State Annual Education Census Performance report 2010). The primary(5) pupils were taken because it could reflect incidence of parental support. Again, age of these children are those who may be able to read the questionnaire items, understand it with little or no explanations than the other lower pupils.

The sample size of seven hundred and twenty pupils (720) pupils was drawn or taken from the public primary schools in Nsukka, Obollo-Afor and Udi education zones in Enugu State.

Simple random sampling techniques was also used to sample 3 education zones from the 6 education zones in Enugu state. According to Nworgu (2015), recommendations of at least 10 percent (10%) of few thousands at least 5 percent (5%) for several thousands. For this reason, 5% of 1,4401 pupils is 720 pupils. The total number of girl-pupils was 370 while the total number of boy pupils was 350. This gave a total of 720 pupils. Again, disproportionate stratified random sampling was used to sample eight(8) schools from each of the three(3) education zones making a total of twenty-four (24) schools.

Two instruments were used in this study; parental support questionnaires (PSQ) and primary school children's self-efficacy questionnaires (PSCSQ). Four clusters of thirty (30) question items. The first cluster investigated the level of the parental support. The second cluster investigated the self-efficacy which the pupils imbibed from their parents.

Data were presented using the multiple regression Analysis, co-efficient of determination to answer the research questions while the analysis of variance was used to test the null hypothesis at 0.05 level of significance.

Results

Research Question One: What is the relationship between parental support and primary school children’s self-efficacy in Enugu State?

Table 1: Regression Analysis of the relationship between parental support and primary school children’s self-efficacy.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.315 ^a	.009		5.51881

a. predictors: (Constant), Parental Support

Table 1 analysis shows the nature of the relationship between parental support and self – efficacy of primary school children in Enugu State. It reveals that the correlation between parental support positive relation with a coefficient of determination of 0.099. This means that 9.9 percent variation in primary school children’s self efficacy can be attributed to the parental support. This is an indication that as parental support increase by 9.9 units, there will be a unit increase in the primary school children’s self efficacy.

Research Question Two: What is the relationship between parental support and primary school children’s self – efficacy based on gender in Enugu State?

Table 2: Regression analysis of the relationship between parental support and primary school children’s self efficacy based on gender

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Gender				
Male .	.377 ^a	.142	.140	5.57910
Female .	.295 ^a	.087	.084	5.33573

a. predictors: (Constant), Parental Support

Table 2 reveals that the correlation between parental support and self-efficacy of male primary school children is 0.377 indicating a moderate positive relationship with a coefficient of determination of 0.142. This means that 14.2 percent variation in male primary school children’s self-efficacy can be attributed to parental support. Similarly, the correlation between parental support and self-efficacy of female primary school children is 0.295 indicating a low positive relationship with a coefficient of determination of 0.087. This means that 8.7 percent variation in female primary school children’s self-

efficacy can be attributed to parental support. This may have indicated that male primary school self-efficacy correlated higher with parental support than that of the female primary school children.

HO 1: There is no significant relationship between parental support and primary school children's self-efficacy in Enugu State.

Table 3: Analysis of variance of the relationship between parental support and primary school children's self-efficacy.

Model	Sum of square	df	Mean Square	F	Sig
1 Regression	2402.878	1	2402.878	78.893	.000a
Residual	21686.322	718	30.457		
<i>Total</i>	24271.200	719			

- a. Dependent Variable: Self-efficacy
- b. Predictors: (Constant), parental support.

Table 3 shows that the probability associated with the calculated value of F (78.893) for the relationship between parental support and primary school children's self-efficacy in Enugu state is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that there is a significant ($p < 0.05$) positive relationship between parental support and primary school children's self efficacy in Enugu State.

HO 2: There is no significant relationship between parental support and primary school children's self-efficacy based on gender in Enugu state.

Table 4: Analysis of variance of the relationship between parental support and primary school male children's self-efficacy.

Model	Sum of square	df	Mean Square	F	Sig
1 Regression	1849.171	1	1849.171	59.409	.000a
Residual	11143.229	358	31.126		
<i>Total</i>	12992.400	359			

- a. Dependent Variable: Self Efficacy
- h. Selecting only cases for which Gender = Male
- c. Predictor: (Constant), Parental Support.

Table 4 shows that the calculated value of F. (59.409) for the relationship between parental support and male primary school children’s self-efficacy in Enugu State has an associated probability value of 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that there is a significant ($p < 0.05$) positive relationship between parental support and male primary school children’s self-efficacy in Enugu State.

Table 5: Analysis of variance of the relationship between parental support and primary school female children’s self-efficacy.

Model	Sum of square	df	Mean Sqaure	F	Sig
1 Regression	971.321	1	971.321	34.117	.000a
Residual	10192.279	358	28.470		
<i>Total</i>	1163.600	359			

- a. Dependent Variable: Self Efficacy
- h. Selecting only cases for which Gender = Female
- c. Predictor: (Constant), Parental Support.

Table 5 shows that the calculated value of F (34.117) for the relationship between parental support and female school children’s self-efficacy is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. Thus, there is a significant ($p < 0.055$) positive relationship between parental support and female primary school children’s self-efficacy.

Table 6: Analysis of variance of the relationship between parental support and primary school male children’s self-efficacy.

Model	Sum of square	df	Mean Sqaure	F	Sig
1 Regression	1849.171	1	1849.171	59409	.000 ^c
Residual	11143.229	358	31.126		
<i>Total</i>	12992.400	359			

- a. Dependent Variable: Self Efficacy
- h. Selecting only cases for which Gender = Male
- c. Predictor: (Constant), Parental Support.

Table 6 Shows that the calculated value of F (59.409) for the relationship between parental supports and male primary school children's self-efficacy in Enugu State has an associated probability value of 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that there is a significant ($p < 0.05$) positive relationship between parental support and male primary school children's self-efficacy in Enugu state.

Table 7: Analysis of variance of the relationship between parental support and primary school female children's self-efficacy.

Model	Sum of square	df	Mean Sqaure	F	Sig
1 Regression	971.321	1	971.321	34.117	.000 ^c
Residual	10192.279	358	28.470		
<i>Total</i>	11163.600	359			

b. Dependent Variable: Self Efficacy

h. Selecting only cases for which Gender = Female

c. Predictor: (Constant), Parental Support.

Table 7 shows that the calculated value of F (34.117) for the relationship between parental support and female primary school children's self-efficacy is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. Thus, there is a significant ($p < 0.05$) positive relationship between parental support and female primary school children's self-efficacy based on gender.

Discussion of Findings:

The findings of the study revealed that 9.9 percent variation in primary school children's self-efficacy can be attributed to the parental support. Further analysis showed that there is a significant positive relationship between parental support and primary school children's self-efficacy in Enugu State. This finding clearly indicated that parental support is very significant in the growth and development of the children.

Again, the result of the study revealed that 14.2 percent variation in male primary school children's self-efficacy can be attributed to parental support while 8.7 percent variation in female primary school children's self-efficacy can be attributed to parental support. This implies that male primary school self-efficacy correlated higher with parental support than that of the female primary school children. Thus, there is a significant positive

relationship between parental support and primary school children's self-efficacy based on gender. This gender difference is not a healthy development especially presently when the world is preaching gender equality. Gender is seen as a moderating variable. This indicates that higher levels of female children's self-efficacy are related to higher levels of parental social support (Ontai & Sano, 2008).

Conclusion:

Based on the findings of the study, the researcher concluded that parental support significantly correlated positively with primary school children's self-efficacy. This implies that the more parents support their children, the more their self-efficacy which can lead to their better educational attainment. It was also found that gender serve as a moderating factor in the parental support relationship between primary school children's self-efficacy. In that respect, it was found that male primary school children's self-efficacy correlated significantly higher than their female counterpart.

Recommendations

The following recommendations are proffered based on the findings of the study;

1. Parents should be adequately be encouraged by the society to lend support to their children education as such increases their self-efficacy
2. School authorities through parent teachers association should organize workshops or seminars for the parents on the need for their active involvement in the education of their children.
3. The children in school are to be enlightened by the teachers and various orientation agencies on how to improve their self-efficacy, because their level of efficacy has influence on their education and other general wellbeing.
4. School counselors should intensify their effort to organize seminars/conferences for educational authorities on the implications of self-efficacy and parental support on children's education.