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RELATIONSHIP BETWEEN SECONDARY SCHOOL STUDENTS' PERCEIVED PARENTAL ATTACHMENT AND THEIR ACADEMIC ACHIEVEMENTS IN EDO STATE

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Abstract

Poor achievement of secondary school students in their certificate examinations has created a lot of social vices among young school leavers in recent years. As a result, this study investigated the relationship between secondary school students' perceived parental attachment and their academic achievements in Edo State. The study was guided by five research questions and two hypotheses. Population of study comprised all SS2 students of the state owned (public) secondary schools. A sample size of 1201 students in SS2 was randomly drawn from 30 senior secondary schools, out of the 310 state owned (public) secondary schools. The research design was correlational survey and instruments used for data collection were parental attachment inventory (PAI). The instrument was adopted for use. It has been validated and it has reliability coefficient (internal consistency) of 0.88 for (PAI). Other instruments used in the study were end of term grades or students' achievement scores in Mathematics and English Language. Administration of research instrument was done through direct delivery approach and data were analysed using summated scores, percentages, t-test Pearson r. Hypotheses were tested at 0.05 level of significance and findings revealed that 1023(85.2%) of the students have good parental attachment, while 232(19.3%) of the students had excellent academic achievement in Mathematics, 378(31.5%) of them had excellent academic achievement in English Language. It was also revealed that relationship existing between secondary school students' parental attachment, and their academic achievements was neither significant in Mathematics nor in English Language. Based on the findings, recommendations were made.

Key words: Parental attachment, Relationship and Academic achievements

Introduction

The influence of parental attachment, on secondary school students' academic achievement in Edo State has assumed a wider dimension of interest among scholars and researchers due to the enormity of vices which poor academic achievement among secondary school students has created. Despite the attention that the education sector has been receiving, performance of secondary school students in certificates examination,

more importantly in English Language and Mathematics has not witness any remarkable improvement. This notwithstanding the huge investment by every parent, fact remains that when SSCE or NECO results are released every year, some candidates come out with disheartening grades that are not commensurate with the huge investment of the parents and government in the education sector. This is also in spite of the fact that every year, Nigerian universities that have departments of English/Education and Mathematics/Education churn out graduates with good and decent grades or results. One would have expected that with the increase in the number of those who have direct contact with English Language/Education and Mathematics/Education, as well as with the great attention or importance given to the education sector by both parents and government on the increase, the cry about woeful performance in English Language oral/written and the inability to perform well in Mathematics examinations by secondary school students in Nigeria and Edo state in particular would have been a forgotten issue.

According to Olusegun (2015), less than 50% of the candidates who sat for public certificate examinations in Nigeria between; (2004-2011), obtained up to credit passes in five subjects including Mathematics and English Language, which invariably are the minimum academic qualifications/requirements for admission into tertiary institutions in Nigeria every year. WAEC Forum (2017) has it that there is still strong evidence of continued poor performance of secondary school students in certificate examinations.

However, a careful analysis and observation of secondary school students' performance in WAEC in Edo State from 2014-2019 have shown a remarkable improvement in respect of five credits pass in five subjects, including Mathematics and English Language although it was with fluctuation. For instance, in 2014 number/percentage of students with 5 Credits and above including Maths and English language was 37,242 (57.52%), 2015 stood at 18,121(33.9%), 2016 was 45,574(73.9%), 2017 stood at 48,770(76.13%) where 2018 was 37,334(62.40%) and 2019 stood at 27,754(51.14%). **Source:** WASSCE Results. Retrieved on Tuesday, 21 January 2020 from <https://www.nairaland.com>. The issue is what could be responsible for the nature of the performances of the students within the years.

In the views of Parveez and Tariq (2016), academic achievement is a dynamic process which plays a very significant and vital role in the attainment of harmonious development of a child in all spheres of life. Academic achievement in general refers to the degree of proficiency attained in some specific areas concerning some scholastic and academic work. It is the outcome of education or the extent to which a student, teacher or institution has achieved his or her educational goal and it is commonly measured by examinations or continuous assessment. It is also seen as examination marks, teachers' given grades and percentiles in academic subjects whereby higher scores indicate better educational attainment.

It has been observed that parents-children interactions especially stimulating and responsive parenting activities are important influences on children's/students' academic achievement and development. This is because parents are the first teachers a child comes in contact with right from birth. Parents teach their children the first language, and eventually follow them up through their academic progress, hence it could be said that parents are practically involved in their children's overall learning processes.

According to La Rocque, Kleiman and Darling (2011), parental attachment in their children academic achievement includes home-based activities and school-based activities. Home based activities include helping children with homework, encouraging reading as well as ensuring regular school attendance; while school based activities include among others, attending Parent Teachers' Association (PTA) meeting and participating in fund raising activities of the school. Visiting their children's schools, meeting up with teachers and counsellors of their children's school facilitate the academic achievement of children and at the same time acts as a motivating factor to students.

Researches and observations have shown that parents have more contributions to pupils' performance, but the participation level differs among rural and urban or among high socio-economic status and low socio-economic status parents. When parents are enabled to become effective partners in their children's education, performance of such children in academic or school activities improves drastically. In the research of Harrison and Hara (2010), done in North Carolina, it was revealed that family or parental involvement in children's education can have a powerful and positive impact on pupils' academic outcomes. Topor, Keare, Shelton and Calkins (2010), examined the effects of parental attachment in a child's education and the potential mechanisms of this association to the child's perception of cognitive competence and quality of the student-teacher attachment in North Carolina, USA. In the study, a sample of 158 seven-year-old participants, their mothers and their teachers were involved. The teacher's version of the Parents-Teachers' Involvement Questionnaire (PTIQ) was used to assess parents' involvement. The Students-Teachers Relationship Scale (STRS) used consists of 28 items that measure aspects of relationship between the students and the teachers, while the pictorial scale of perceived competence and social acceptance for young participants which consists of 24 items that measure four domains of parental attachment and self-concept was also used in the study. Two measures of academic achievements were used. These are the Wechsler Individual Achievement Test (WIAT) Second Edition and the Academic Performance Rating Scale (APRS) data which were gathered from the children and the children's mothers during two visits to the laboratory and from the children's teachers during one visit to the children's schools. Four regression analyses were performed to test each potential mediator and variables considered as co-variants which were controlled for in all regression equations. A multiple mediation model was used to examine if both potential mediators jointly reduce the direct effect of parental involvement in students' performance and to better understand the unique contribution of each individual mediator which the other mediator has controlled.

Results indicated a statistically significant correlation between parental attachment and children's academic achievement, over and above the impact of the children's intelligence. A multiple mediation model indicates that the children's perception of cognitive competence fully mediated the relationship between parental attachments or involvement and the children's performance or achievement on a standardized achievement test. The quality of student-teacher relationship fully mediated the relation between parental attachment and teacher's ratings of the children's classroom academic performance.

As part of their contributions to the growth of knowledge in this area, Cholhan and Khan (2010) also examined the impact of educational support given by parents on the academic achievement and on the academic self-concept of grade 4 public school students. The study was descriptive in nature with quantitative technique or methodology employed. The data regarding parental support, its effects on the academic achievement and academic self-concept of students were collected from a sample numbered 305 of grade 4 students in urban primary and elementary public schools. The sampled students who were made up of who have or have no parental supports were compared on two measures. (a) the annual school result reports; and on (b) the academic achievement level.

The academic self-concept level was measured twice. First, was before one month of annual school examination while the second was after one month of announcement of annual results. The findings of this study revealed that parents' contribution to their children's educational or academic achievement has a consistent and positive effect on academic achievement. Examining perceived parental/adolescent communication and the adolescent's child academic achievement in Nsukka, Enugu State, Umeano (2006), involved a total population of 240 senior secondary school students in his study. The design for the study was ex-post factor, using multi-stage sampling technique. The result of the findings indicated that adolescents who perceived their parents' communication with them as better, performed well in school while those who perceived their parents' communication as poor did not perform well.

Prior to the above study, Uzoezie (2004), had earlier on researched on the relationship between parental contribution in education and adolescents' academic achievement in Anambra State, Nigeria. The study adopted a correlation design which seeks to determine the relationship that exists between two variables. Namely: adolescent academic achievement as dependent variable and various types of parental contributions in educational processes as the independent variable. The population involved comprised of all the senior secondary students of SSII in Anambra State. From the total population of 14,532 students, a sample size of 1000 students (adolescents) was selected using proportionate stratified random sampling technique. Findings from the study revealed that parenting style and type or nature of parental attachment to children's education have significant correlation with students' (adolescents') academic achievement at school.

Fan, Williams and Wetters (2012), also investigated the importance of parental attachment in students' homework or assignment and its effects on students' academic achievement. In the study to determine the different dimensions of parental involvement to various constructs of school motivation across ethnic groups, they used a structural equation modelling approach to examine the structural relations between students' motivation and parental attachment. Overall findings provided support for parental attachment as results revealed positive significant correlation between parental attachment and students' high performance or achievement in students' homework or assignment.

In the study of Sheppard (2009), data were collected from 57 pupils in order to investigate their attitude to school, school work and the perceptions of their parents' involvement in their (children) education. Examining the roles of these variables in relation to school attendance, "good" and "poor" attendees of 12 to 13 years of age, matched for ability, were compared on a number of quantifiable measures regarding their perceptions

of school work and their parents' behaviour in relation to aspects of the schooling or education. From results of the finding, Sheppard revealed that both good and poor attendees to class work who perceived their parents as having involved in their academic were more likely to do their homework. As a result, Sheppard advocated that education as well as social welfare services need to take into account as findings from parental attachment or involvement and students' academic achievement revealed that significant relationship exists between children/students' school attendance and academic achievement.

In a related study, Maphoso and Mahio (2014), examined the influence of parental involvement on academic achievement in boarding and non-boarding schools. A simple random sample was drawn from a population of three hundred and thirty-nine (339) participants comprising of 51 principals, 130 teachers and 158 learners from 51 schools. A 't-test' analysis was used and result revealed a significant difference between parental contribution and non-parental contribution in learners from boarding and non-boarding schools respectively. Though there was no significant difference in the parental contribution of children in low and high schools, there was however a significant difference in academic performance between boarding and non-boarding school with boarding schools performing better than non-boarding schools/students.

Though a greater percentage of the above study were conducted outside the shore of Nigeria and may not have truly reflected the characteristics inherent within Nigeria settings and Edo State in particular, they have however provided beacons of support on which this present study is based. Since the researchers have worked closely with students, it is their intention therefore to carry out empirical study to ascertain how parental attachment relates with secondary school students' academic achievement in Mathematics and English Language in Edo State.

Purpose and Scope of the Study

The purpose of this study is to examine the relationship existing between students' perceived parental attachment and their academic achievements in Edo State. Specifically, the study seeks to find out: (a) Academic achievement scores of secondary school students in Mathematics in Edo state (b) Academic achievement scores of secondary school students in English language in Edo state (c) Perception scores of secondary school students on their parental attachment in Edo state (d) The relationship between secondary school students' perceived parental attachment and their academic achievement in mathematics (e) The relationship between secondary school students' perceived parental attachment and their academic achievement in English language.

This study is delimited to Edo State. It is designed to assess the relationship between secondary school students' perceived parental attachment and their academic achievement in mathematics and English language. The study is delimited to senior secondary school students (SSS II) only in Edo State. It is delimited to this class (students) alone because they have been exposed to a good number of achievement tests in the two subjects under study hence they are considered to have been sufficiently experienced and matured enough to respond appropriately to the items of the research instruments and they are not in examination class.

Research questions and Hypotheses

The present study sought to answer the following questions: (a) What is the academic achievement score of secondary school students in Mathematics? (b) What is the academic achievement score of secondary school students in English language? (c) What are the perception scores of secondary school students on their parental attachment? (d) What is the relationship existing between parental attachment and secondary school students' academic achievement in mathematics? (e) What is the relationship existing between parental attachment and secondary school students' academic achievement in English language?

The following hypotheses raised guided the study and they were tested at 0.05 level of significant. (a) There is no significant relationship existing between students' parental attachment and their academic achievement in Mathematics. (b) There is no significant relationship existing between students' parental attachment and their academic achievement in English Language

Method

Research design This research adopted a correlational survey design. A correlation design is a kind of design that seeks to establish a relationship between two or more variables as well as indicates the direction and magnitude of the relationship between variables (Nworgu, 2015). This study, therefore intends to examine the relationship between parental attachment, and students' academic achievement in secondary schools.

Population of the study The total population of this study is 64,975 and it comprises of all the SS2 students of the State owned Senior Secondary Schools in the three Senatorial Districts of the State. The Senatorial Districts are as follows: Edo South Senatorial District with 30,090 students; Edo Central Senatorial District with 14,584 students and Edo North Senatorial which has 20,301 students (The Educator, 2018). Total population of this study which is 64,975 Students in SSII was considered appropriate for this study because the students have been exposed to series of achievement tests and at the same time are matured to handle the issues in the instrument better.

Sample and sampling technique The sample size of this study is 1,201 SSII Students. This number represents approximately 1.85% of the total population of students in SSII in 2018/2019 academic year in the state owned secondary schools. The reasons for the sample size was to enable the researcher have a fair and adequate representative sample of the population. The sampling procedure employed in selecting the sample size and the schools sampled for the study is the simple random sampling technique. The schools in each of the three Senatorial Districts of the State were identified and categorized into strata, and ten (10) schools were chosen in each of the Senatorial District or Educational zone. This brought a total of 30 schools selected for the study. From each of the schools, forty (40) were students each were randomly selected from 29 schools while forty-one (41) students were from 1 school. These, together gave a total population of 1201 SSII students that form the sample size of the study.

Instruments for data collection The instrument for the study comprised of parental attachment inventory (PAI). The original version of the parental attachment inventory was developed by Armsden and Greenberg (1996). Parental attachment inventory (PAI)

contains 25 items on the specific things that parents do or need to do with their children that are likely to influence their academic achievement in schools. The questionnaire was structured on a 4-point response options which ranged from strongly agree to strongly disagree and has weighted values of 4, 3, 2 and 1 respectively. The termly results of students' achievements in Mathematics and English Language collected from students' academic records in forms master's/mistresses' offices were also used.

Validation of the instrument The instrument was subjected to face validation. The topic, the purpose of the study, research questions and hypotheses, together with the items in the instruments were given to three experts in guidance and counselling and measurement and evaluation from Nnamdi Azikiwe university, Awka who thoroughly scrutinized for their appropriateness, adequacy, relevance and clarity as well as for language expression. The experts' observations were utilized in producing the final copy of the instrument.

Reliability of the instrument The internal consistency reliability of the instrument established by the original authors of the inventory was adopted by the researchers in this study. Hence, the reliability co-efficient alpha for parental attachment was 0.88.

Method of data collection The administration of the instrument was done through direct delivery approach. By this method, copies of the questionnaire were distributed personally to the respondents by the researchers with the help of ten assistants in each of the school that was selected for the study. The researchers had detailed discussions with the ten assistants that were employed or co-opted into the exercise.

Method of data analysis The research questions were analysed using aggregate or summated scores. Research questions 1-3 were analysed using aggregate or summated scores, while research questions 4 and 5 were answered using Pearson Product Moment Correlation Coefficient. Hypotheses 1 and 2 were tested using simple regression analysis.

Decision rules: the scores of students' (participants) academic achievement which comprised of end of term results (the scores and grades) of students in Mathematics and English Language which indicated their academic achievement in schools were reported as aggregate or summated scores and these ranged from 0-100 as follows:

Excellent Achievement	=70-100
Very Good Achievement	=60-69
Good Achievement	=50-59
Fair Achievement	=40-49
Poor achievement	=0-39

Decision rules for judging the resulting correlation coefficient for parental attachment were as follows:

Very low positive or negative relationship was: + or -0.00 to 0.20,

Low positive or negative relationship was: + or -0.20 to 0.40,

Moderate positive or negative relationship was: + or -0.40 to 0.60,

High positive or negative relationship was: + or -0.60 to 0.80,

Very high positive or negative relationship was: + or -0.80 and above.

The norms The established norms for the Parental attachment inventory = 63

Decision: Scores of parental attachment that is 63% and above was regarded as good or positive parental attachment

Results

Research Question 1

What are the parental attachment scores of secondary school students in Edo state?

Table 1: PARENTAL ATTACHMENT SCORES OF SECONDARY SCHOOL STUDENTS IN EDO STATE

Range of Scores	N	%	Remark
25-62	178	14.8	Poor Parental Attachment
63-100	1023	85.2	Good Parental attachment

Table 1 reveals that 1023(85.2%) of the secondary school students with the scores ranging from 63 and 100 have good Parental attachment, while 178(14.8%) others who scored between 25 and 62 have poor Parental attachment.

Research Question 2

What are the academic achievement scores of secondary school students in mathematics?

Table2: ACADEMIC ACHIEVEMENT SCORES OF SECONDARY SCHOOL STUDENTS IN MATHEMATICS

Range of Scores	N	%	Remark
70-100	232	19.3	Excellent achievement
60-69	409	34.0	Very good achievement
50-59	354	29.5	Good achievement
40-49	173	14.4	Fair achievement
0-39	33	2.7	Poor achievement

Table 2 shows that 232(19.3%) of the secondary school students with the scores ranging from 70 and 100 have excellent academic achievement in mathematics, 409(34.0%) of the students who scored between 60 and 69 as well as 354(29.5%) of the students who scored between 50 and 59 have very good and good achievement in mathematics respectively. However, 173(14.4%) of the students who scored between 40 and 49 have fair achievement; while 33 (2.7%) of the students have poor achievement in mathematics.

Research Question 3

What are the academic achievement scores of secondary school students in English language?

Table 3: ACADEMIC ACHIEVEMENT SCORES OF SECONDARY SCHOOL STUDENTS IN ENGLISH LANGUAGE

Range of scores	N	%	Remarks
70-100	378	31.5	Excellent achievement
60-69	564	46.9	Very good achievement
50-59	206	17.2	Good achievement
40-49	45	3.7	Fair achievement
0-39	8	0.7	Poor achievement

Table 3 reveals that 378(31.5%) of the secondary school students with the scores ranging from 70 and 100 have excellent academic achievement in English language, 564(46.9%) of the students who scored between 60 and 69 have good achievement in English language; while 8 (0.7%) of the students have poor achievement in English language.

Research Question 4

What type of relationship exists between secondary school students’ parental attachment and their achievement in mathematics?

Table 4: PEARSON R ON SECONDARY SCHOOL STUDENTS’ PARENTAL ATTACHMENT AND THEIR ACHIEVEMENT IN MATHEMATICS

Source of Variation	N	Parental attachment r	Mathematics r	Remarks
Parental attachment	1201	1.00	0.04	Low or no Relationship
Mathematics	1201	0.04	1.00	

In table 4 it was observed that low or no relationship of 0.04 exists between secondary school students’ parental attachment and their achievement in mathematics.

Research Question 5

What type of relationship exists between secondary school students’ parental attachment and their achievement in English language?

Table 5: PEARSON R ON SECONDARY SCHOOL STUDENTS’ PARENTAL ATTACHMENT AND THEIR ACHIEVEMENT IN ENGLISH LANGUAGE

Source of Variation	N	Parental attachment r	English language r	Remarks
Parental attachment	1201	1.00	0.03	Low or no Relationship
English language	1201	0.03	1.00	

Table 5 indicates that low or no relationship of 0.03 exists between secondary school students’ parental attachment and their achievement in English language.

Testing the Null Hypotheses

Null Hypothesis 1

The type of relationship existing between secondary school students’ parental attachment and their achievement in mathematics is not significant.

Table 6: t-test ON THE RELATIONSHIP EXISTING BETWEEN SECONDARY SCHOOL STUDENTS' PARENTAL ATTACHMENT AND THEIR ACHIEVEMENT IN MATHEMATICS

N	Cal.r	Df	Beta	Cal.t	Pvalue	Remarks
1201	0.04	1199	0.053	1.80	0.072	NS

NS = Not Significant

Table 6 indicates that at 0.05 level of significance and 1199df, the calculated t 1.80 with Pvalue 0.07 which is greater than 0.05, the first null hypothesis is accepted. The relationship existing between secondary school students' parental attachment and their achievement in mathematics is not significant.

Null Hypothesis 2

The type of relationship existing between secondary school students' parental attachment and their achievement in English language is not significant.

Table 7: t-test ON THE RELATIONSHIP EXISTING BETWEEN SECONDARY SCHOOL STUDENTS' PARENTAL ATTACHMENT AND THEIR ACHIEVEMENT IN ENGLISH LANGUAGE

N	Cal.r	Df	Beta	Cal.t	Pvalue	Remarks
1201	0.03	1199	0.023	0.782	0.434	NS

NS = Not Significant

Table 7 shows that at 0.05 level of significance and 1199df, the calculated t 0.78 with Pvalue 0.434 which is greater than 0.05, the fourth null hypothesis is accepted. The relationship existing between secondary school students' parental attachment and their achievement in English language is not significant.

Discussion of Findings

The findings of this study are discussed based on the following sub-heading: Relationship existing between secondary school students' parental attachment and their academic achievement in Mathematics and English Language.

Relationship existing between secondary school students' parental attachment and their academic achievement Mathematics and English Language

It was revealed that majority of students have good parental attachment. This means that majority of secondary school students in Edo State enjoy good parental support in their academic activities. The dimensions of these supports could be explained in terms of parents-teachers contact, parental involvement in school activities, quality of parents-teachers' relationship, teachers' perception of parents to school activities, parents' endorsement of school activities and parents' assistance to children in home work or school given assignment. These dimensions of supports according to Hoover-Dempsey et al (2005), includes what the parents should do in the context of their children's education, parental self-efficacy for helping their children to succeed in school or the extent to which parents believe they could do to improve their children's educational outcome as well as the impacts their socio-economic status can play in their children's academic achievement.

Considering the psychological disposition of parental attachment towards children's academic achievement, the recognition of this variable is therefore invaluable in designing,

planning and implementing programmes, policies and practices for students in school. Many parents do believe that their contributions towards their children's education end in the payment of school fees, procurement of books and hiring of private lesson tutors to teach their children at home. Therefore, their perception about children's academic achievement should be a sole activity of the teachers or schools. As a result, it is the belief of the researchers that parents should be acquainted with the school contents which their children have to learn, complete or engage in so as to achieve optimal academic achievement.

Secondly, the study revealed that a total number of 232 (19.3%) students had excellent academic achievements in Mathematics in while 409 (34.0%) of them had good achievements Mathematics. As regards students' performance in English Language, the study revealed that a total number of 378(31.5%) of the students had excellent academic achievements in English Language while 564 (46.9%) of them had good academic achievements. From the above performance of students in both subjects, the findings of this study tally with the results statistics of WAEC as posited by Olusegun (2015), which supported the assertion that based on the available statistics, academic achievement of students in core subjects has remained on the decline. The reason for this could not be far-fetched from the numerated factors above which are dimensions of parental attachment.

Furthermore, findings from the study revealed that there is very low or no relationship between secondary school students' parental attachment and their academic achievement in both Mathematics and English Language in Edo State. Nevertheless, the result or finding from this study implies that there is low connection between secondary school students' parental attachment and their academic achievement in both subjects.

Though this finding is not in total support or agreement with the finding of Antoine, cited in Ochieng (2015), which revealed a significant positive correlation between secondary school students' parental attachment and their academic achievement; there is need for a strong and effective secondary school students' parental attachment for the overall academic achievement of students to be enhanced. This is because a child naturally endowed intelligence needs to be properly nurtured through good parenting and socialization for the naturally endowed intelligence to enhanced and effectively utilized by the child to achieve positive academic achievement.

The probable reason for the low relationship in this study is that if students do not adequately interact with their parents due to over indulgence in other activities that could prevent them from focusing their attention on academic activities both at homes and at schools, e.g. excessive watching on television, showing no interest and paying no attention to academic and school activities, these, together with parents' poor commitment to children's education could negatively influence students' interest to learn and these could invariably lead to poor or low academic achievement.

Nevertheless, it is necessary to stress here that finding from this study does not contradict the finding of Akomolafe and Adesua (2016), which revealed that parental attachment as well as parents' socio-economic status do not act as a strong predictor of students' academic achievement as opined by others.

Conclusion and Recommendations

The study established that the relationship existing between secondary school students' parental attachment and their academic achievements was neither significant in Mathematics nor in English Language.

Based on the findings of this study, the following recommendations have become necessary. (a) Parents should endeavour to increase their efforts in involving their children in learning by providing the necessary support both in home assignment and school activities that can facilitate learning and achievement. (b) The actions and reactions of parents, teachers, educators, counsellors and significant others towards students' learning and achievement should be such that are intended to encourage, suggest, assure, reinforce and promote healthy development of students' parental attachment and among students and all those who are stake holders in students' education and performance so that effective academic achievements among secondary school students can be enhanced. (c) Parents should also work closely with their children's school personnel especially teachers, guidance counsellors and principals in order to build strong and effective parents-teachers/counsellors' relationship. This connection in no small measure will enhance and promote positive academic achievement among students.

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