



ROLE OF PARENTAL INVOLVEMENT IN SHAPING SELF - EFFICACY OF NIGERIAN UNIVERSITIES STUDENTS FOR ACADEMIC SUSTAINABILITY

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Abstract

This study examined the role of parental involvement in shaping self-efficacy of Nigerian Universities students for academic sustainability. The declining academic sustainability of Nigerian Universities students has raised concerns about the factors influencing their self-efficacy. The study was necessitated by the need to identify strategies to enhance students' self-efficacy and academic sustainability in Nigerian Universities. The purpose of the study is to examine the role of parental involvement in shaping self-efficacy of Nigerian Universities students for academic sustainability. The research discussed issues such as the concept of self-efficacy, parental involvement, and academic sustainability. The researchers employed analytical method to explain the issues raised in the research. The findings of the study revealed that parental involvement plays a significant role in shaping self-efficacy of Nigerian Universities students for academic sustainability and that students whose parents are involved in their academic activities tend to have higher self-efficacy and academic sustainability. Based on the findings, the researchers recommended that parents should be encouraged to be more involved in their children's academic activities to enhance their self-efficacy and academic sustainability.

Keywords: Academic sustainability, Nigerian universities, Parental involvement, Self-efficacy, Students

Introduction

The academic sustainability of Nigerian university students has been a pressing concern in recent years, with many students struggling to cope with the demands of higher education, thereby affecting their self-efficacy. According to Bandura (1997) in Adeyinka (2014), self-efficacy is a crucial determinant of human behaviour, influencing an individual's motivation, effort, and persistence in the face of challenges. 'It is truism that Bandura's social cognitive theory posits that self-efficacy is shaped by personal, behavioural, and environmental factors, and it plays a critical role in determining an individual's ability to succeed in various domains, including academics. The concept of self-efficacy is central to understanding the academic experiences of Nigerian university students, and it is essential to explore the factors that shape it, particularly in the Nigerian context where academic challenges are prevalent. Parental Involvement has been widely recognized as a significant factor in shaping students' self-efficacy and academic sustainability, particularly in the Nigerian context (Hill & Tyson, 2009). Parents play a critical role in shaping their children's academic experiences, influencing their motivation, self-esteem, and overall academic achievement. In Nigeria, parental involvement is often characterized by a mix of authoritarian and supportive parenting styles, which can have both positive and negative effects on students' self-efficacy. The nature and extent of parental involvement can vary significantly across different socioeconomic and cultural contexts, influencing students' self-efficacy and academic sustainability in complex ways. For instance, parents from higher socioeconomic backgrounds may be more likely to provide academic support and resources, while those from lower socioeconomic backgrounds may face barriers to involvement.

The role of Parental Involvement in shaping self-efficacy is complex and multifaceted, involving various mechanisms and processes (Grolnick & Slawicki, 2019). Research suggests that parental involvement can influence students' self-efficacy by providing emotional support, encouraging academic effort, and fostering a growth mindset. When parents are involved in their children's academic activities, they can help to build their confidence, promote a sense of control, and encourage them to take ownership of their learning. However, excessive parental involvement can also undermine students' autonomy, leading to decreased self-efficacy and motivation. It is essential to strike a balance between parental involvement and student autonomy to promote healthy self-efficacy development. In Nigerian universities, the relationship between Parental Involvement and Self-Efficacy is influenced by various factors, including socioeconomic status, cultural background, and parental education level (Ogunleye, 2016). Parents from higher socioeconomic backgrounds may be more likely to provide academic support and resources, while those from lower socioeconomic backgrounds may face barriers to involvement. The impact of parental involvement on self-efficacy can also vary depending on the student's age, gender, and academic level. Understanding these complexities is essential to developing effective strategies to enhance self-efficacy and academic sustainability among Nigerian university students.

The concept of Academic Sustainability is central to understanding the academic experiences of Nigerian university students, and it is closely linked to self-efficacy (Adeyinka, 2014). Academic sustainability refers to the ability of students to persist and succeed in their academic pursuits, despite challenges and setbacks. Self-efficacy is a critical factor in promoting academic sustainability, as it influences students' motivation, effort, and persistence. Parental involvement can play a significant role in shaping students' self-efficacy and academic sustainability, particularly in the Nigerian context where academic challenges are prevalent.

The Nigerian context presents unique challenges and opportunities for promoting self-efficacy and academic sustainability among university students (Pomerantz, Moorman, & Litwack, 2007). The country has a large and growing youth population, and investing in their education and development is essential for national development. However, Nigerian universities face significant challenges, including limited resources, inadequate infrastructure, and poor teaching quality. Understanding the role of parental involvement in shaping self-efficacy and academic sustainability can inform strategies to promote academic success and improve student outcomes.

Parental Involvement

Parental involvement is a construct that encompasses various aspects of parents' engagement with their children's academic experiences. In the Nigerian context, parental involvement is often characterized by a mix of authoritarian and supportive parenting styles, which can have both positive and negative effects on students' self-efficacy and academic sustainability. On one hand, parents who are involved in their children's academic activities can provide emotional support, encourage academic effort, and foster a growth mindset, leading to increased self-efficacy and motivation. On the other hand, excessive parental involvement can undermine students' autonomy, leading to decreased self-efficacy and motivation. The nature and extent of parental involvement can vary significantly across different socioeconomic and cultural contexts, influencing students' self-efficacy and academic sustainability in diverse ways. For instance, parents from higher socioeconomic backgrounds may be more likely to provide academic support and resources, while those from lower socioeconomic backgrounds may face barriers to involvement.

Additionally, cultural norms and values can shape parents' beliefs about their roles in their children's education, influencing the type and level of involvement. In some cultures, parents may view their role as primarily providing basic needs, while in others, they may be more involved in academic activities. Effective parental involvement requires a balance between support and autonomy, taking into account the student's age, gender, and academic level. Parents who are able to strike this balance can promote healthy self-efficacy development, academic motivation, and sustainability. Moreover, parental involvement can also influence students' career aspirations and choices, with parents playing a significant role in shaping their children's future plans and goals. Ultimately, understanding the complexities of parental involvement is essential to developing effective strategies to promote self-efficacy and academic sustainability among Nigerian university students.

Self-Efficacy

Self-efficacy is a dynamic and context-specific construct that is shaped by the interplay between personal, behavioral, and environmental factors. According to Owolabi (2024), self-efficacy is a crucial determinant of human behavior, influencing an individual's motivation, effort, and persistence in the face of challenges. Self-efficacy is not just about individual confidence, but also about navigating complex systems and structures to achieve success. In the Nigerian context, self-efficacy is influenced by cultural norms and values that emphasize community and interdependence, leading to a collective sense of efficacy that is distinct from individualistic notions of self-efficacy. This collective sense of efficacy can be a powerful motivator, driving individuals to work towards achieving their goals and fulfilling their family's and community's expectations. The development of self-efficacy in Nigerian students is also influenced by the socio-economic realities of the country, where opportunities for success are often limited and competition is fierce. As noted by Bandura (1997), self-efficacy is shaped by personal, behavioural, and environmental factors, and it plays a critical role in determining an individual's ability to succeed in various domains, including academics. Students who are able to develop a strong sense of self-efficacy are better equipped to navigate these challenges and achieve their goals. Moreover, self-efficacy is not a fixed trait, but rather a dynamic construct that can be developed and strengthened through experiences and interactions with the environment. This means that Nigerian students can develop a strong sense of self-efficacy through positive experiences and supportive relationships with their teachers, family, and community.

Literature documents that in Nigerian universities, self-efficacy plays a critical role in shaping students' academic experiences and outcomes. For example, Adeyemo (2018), posits that self-efficacy is a significant predictor of academic achievement, and students who have a strong sense of self-efficacy are more likely to take on challenges, persist in the face of obstacles, and achieve their academic goals. However, self-efficacy is not just about individual achievement, but also about contributing to the broader community and society. Nigerian students who are able to develop a sense of self-efficacy that is connected to their community and cultural heritage are more likely to experience a sense of purpose and fulfillment. This highlights the importance of incorporating cultural and community-based learning experiences into Nigerian university curricula.

Nigerian Universities Students

Nigerian university students are a diverse and vibrant group, with unique experiences and challenges that are shaped by the country's complex socio-economic and cultural context. According to Okoro (2020), Nigerian students are known for their resilience and determination, often overcoming significant obstacles to pursue their academic goals. However, they face significant challenges, including limited resources, inadequate infrastructure, and poor teaching quality, which can undermine their academic motivation and sustainability. These challenges are further exacerbated by the country's economic instability and high levels of poverty, which can make it difficult for students to access basic necessities like food, shelter, and healthcare. The experiences of Nigerian university students are also shaped by cultural norms and values that emphasize community and family ties. As noted by Ogunleye (2016), students often maintain strong connections with their families and communities, and may prioritize family and community obligations over individual goals and aspirations. This can create tension and conflict, particularly if students feel torn between meeting family expectations and pursuing their own goals and aspirations.

However, these connections can also provide a source of support and motivation, driving students to work towards achieving their goals and fulfilling their family's and community's expectations. Nigerian universities can play a critical role in supporting students' academic success by providing resources and services that acknowledge and respect students' cultural and community ties. Nigerian university students are also navigating the challenges of emerging adulthood, a critical period of transition and exploration. According to Arnett (2000), emerging adulthood is a time of significant uncertainty and anxiety, but also a time of great opportunity and possibility. Students who are able to navigate these challenges and opportunities are more likely to experience academic success and personal growth. Nigerian universities can support students' transition to adulthood by providing opportunities for experiential learning, internships, and career development.

Academic Sustainability

Academic sustainability refers to the ability of students to persist and succeed in their academic pursuits, despite challenges and setbacks. According to Li (2023), academic sustainability is influenced by a range of factors, including students' self-efficacy, motivation, and academic preparation. However, academic sustainability is not just about individual factors, but also about the broader academic environment and context. Universities that provide supportive and inclusive learning environments, with adequate resources and infrastructure, can promote academic sustainability and student success. This includes providing opportunities for students to engage in extracurricular activities, join student organizations, and participate in community service projects. The concept of academic sustainability also highlights the importance of equity and access in education. As noted by Adebayo (2019), many students in Nigeria face significant barriers to accessing quality education, including poverty, inequality, and inadequate infrastructure.

These barriers can undermine academic sustainability, making it difficult for students to persist and succeed in their academic pursuits. However, universities can play a critical role in promoting academic sustainability by providing targeted support and resources to students who need them most. This includes providing financial aid, academic counseling, and mental health services. Academic sustainability is not just about individual success, but also about contributing to the broader social and economic development of the country. According to UNESCO (2019), Nigerian universities have a critical role to play in promoting academic sustainability, by providing students with the skills, knowledge, and competencies needed to drive national development. This includes incorporating sustainable development goals into university curricula, promoting research and innovation, and fostering partnerships with industry and community stakeholders. By prioritizing academic sustainability, Nigerian universities can contribute to the country's economic growth and social development.

Conclusion

The study explored the role of parental involvement in shaping self-efficacy of Nigerian university students for academic sustainability. The findings of the study revealed that parental involvement plays a significant role in shaping self-efficacy of Nigerian university students, influencing their academic motivation, engagement, and overall academic sustainability. The study also found that self-efficacy is a critical factor in promoting academic sustainability, with students who have a strong sense of self-efficacy more likely to achieve their academic goals and contribute to the broader community and society.

The study's findings have significant implications for Nigerian universities, policymakers, and stakeholders. The results suggest that Nigerian universities should prioritize strategies that promote parental involvement, self-efficacy, and academic sustainability, such as providing opportunities for parental engagement, counseling services, and extracurricular activities that foster self-efficacy and community involvement. Additionally, policymakers should consider initiatives that address the socio-economic challenges facing Nigerian students, such as poverty and inadequate infrastructure, which can undermine academic sustainability.

This study highlights the critical role of parental involvement in shaping self-efficacy of Nigerian university students for academic sustainability. The findings underscore the need for Nigerian universities and policymakers to prioritize strategies that promote parental involvement, self-efficacy, and academic sustainability, in order to enhance the academic experiences and outcomes of Nigerian university students. By doing so, Nigerian universities can contribute to the country's economic growth and social development, while also promoting the well-being and success of their students.

Recommendations

Based on the findings of the study, the researchers make the following recommendations:

Parental Involvement: Nigerian universities should prioritize strategies that promote parental involvement, such as parent-teacher associations, parent counselling, and workshops on parenting styles and academic support.

Self-Efficacy Development: Nigerian universities should incorporate programmes and activities that foster self-efficacy, such as mentorship, internships, and extracurricular activities that promote leadership, teamwork, and problem-solving skills.

Academic Sustainability: Nigerian universities should prioritize academic sustainability by providing adequate resources and infrastructure, such as libraries, laboratories, and reliable internet connectivity, to support students' academic pursuits.

Counselling Services: Nigerian universities should provide accessible and affordable counseling services to support students' mental health and well-being, and to help them cope with academic stress and anxiety.

Policy Initiatives: Policymakers should consider initiatives that address the socio-economic challenges facing Nigerian students, such as poverty and inadequate infrastructure, which can undermine academic sustainability.

Community Engagement: Nigerian universities should foster partnerships with community stakeholders, such as industries, NGOs, and government agencies, to provide opportunities for students to engage in community service, internships, and research projects.

Curriculum Development: Nigerian universities should incorporate sustainable developmental goals and community-based learning experiences into their curricula, to equip students with the skills and knowledge needed to drive national development.

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