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Influence of Parental Involvement In Educational And Psychological Needs On Pupils' Academic Performance In Nafada, Gombe State

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ABSTRACT
The study aimed to determine the influence of Parental Involvement on Psychological Needs and Academic Performance of Pupils' in Nafada Local Government Area, Gombe State. Four specific objectives, four research questions and four null hypotheses were formulated to guide the study. Survey research design was adopted for the study. The population for the study consisted5783 primary six pupils and 86 teachers in Nafada LGEA, Gombe State. The choice of this population is because primary school pupils are the most vulnerable to psychological needs due to their limited ages and inability to provide for themselves, as such the researcher intends to find out the influence of parental involvement on their academic performances. The sample for this study is 447 respondents, comprising 361 primary six pupils and 86 teachers. Yamane (1967) finite sampling technique was used to determine the pupils' sample size, census was used for teachers' population, random sampling was used to select the sample for the studycore sheet for Primary six (6) English Language of first term 2021/2022 academic session and a questionnaire tagged "Pupils Educational and Psychological Needs (PEPN) were used for data collection. Cronbach Alpha was used to determine the reliability coefficient of the items in the PEPN, the reliability test results show; 0.70 reliability coefficient. Mean and standard deviation were used in the analysis of data, the mean for the decision is 2.50, nominal scale high (H) and low (L) were used to answer research questions, t – test was used to test the null hypotheses at 0.05 level of significance. The results revealed that; parental involvement in children psychological needs is related to the academic performance of children in primary schools in Nafada, Gombe State. Thus, recommended that, Parents, teachers, schools, pupils' policy makers and non-governmental organisations should work to introducing services and schemes with a view to strengthening Parental involvement in children psychological needs of children in primary schools in the study area.
Keywords: Parental Involvement, Educational Needs, Psychological Needs, Academic Performance

INTRODUCTION
Parenting is the most important invention of mankind in every new realm that aims at human good (Sandeep & Suneela, 2017). It is more important than his invention of tools, machines, spacecraft,

medicine, weapons and even of language, because language is the product of human education. Parenting can be one of the most enjoyable, rewarding and challenging role of our lives. In the view of Shute, Hansen, Underwood and Razzouk (2011) parental involvement refers to the amount of participation parents have when it comes to schooling of their children or wards. It may also be regarded as the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development.

In the educational domain, parental involvement has primarily focused on specific activities such as participating in school events; helping with homework and the number of contacts between families and schools. Parental Involvement in education is the dedication of resources by parents to children within the educational domain. This is because children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework and are willing to hold their children accountable for completion of school assignments. Children who are not working hard at school may begin to perceive school as valuable when parents actively demonstrate that they value schooling through involvement. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more, and have improved academic performance.

Priyanka and Komilla (2017) revealed that academic performance in primary education plays a crucial role in obtaining further educational opportunities. Academic performance refers to what the students have learned or what skills the student have learned and is usually measured though assessments like standardized tests. Academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals (Cole, 2017). Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts (Amponsah, Milledzi, Ampofo, &Gyambrah, 2018). There are inconclusive results over which individual factors successfully predict academic performance. Elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement.

Parental involvement and pupils' psychological needs are parents' responsibility towards enhancing academic achievement (Tabbodi, Rahgozar & Abadi, 2015). To achieve excellent academic results, students need to put in more efforts into increasing their competency and capability to understand the subject and skills to accomplish school homework and projects. In addition, parents' and teachers' supports may boost students' level of confidence in pursuing and achieving their academic goals and gain better results. This trend highlight the place of parental involvement towards the academic performance of their children and wards. Several studies have studied facets of parental involvement with more emphasis on secondary and tertiary education, little or no emphasis on the basic or primary education which is in most need of these studies, considering the vulnerability of the pupils at this stage. The pupils are loose out of their parental care into a different component of socialisation. It is on this basis the researcher fill motivated and made a move to empirically fill the gap to specifically study the "Influence of Parental Involvement in Children's Educational and Psychological Needs on Academic Performance of Pupils in Nafada Local Government Area, Gombe State"

Statement Of The Problem

The rising poor performance, dropout rate, truancy and other vices among pupils that adversely affect performance in schools may not be unconnected with the negligence and lack of parental participation on children's schooling activities. Many pparents are no longer following up their children to school. Some parents find it difficult to discuss school activities with their wards. Several studies have revealed positive ties between parental involvement and school performance. These might have been a compromise in parenting from different fronts as a result of changes prompted by the breakdown in the role of family. Parents in Nafada Local Government Area of Gombe state seemed not have aligned with this educational reality yet even they desire better academic performance of their children and wards. It is on this note the researcher chooses to study the "Influence of Parental Involvement on Psychological Needs and Academic Performance of Pupils' in Nafada Local Government Area, Gombe State".

Theoretical Framework

The theoretical framework of this study is explained by Edward Deci and Richard Ryan (1985) Self-Determination Theory (SDT). SDT is a macro theory of human motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. It is a work of psychologists Edward Deci and Richard Ryan, who first introduced their ideas in their 1985 book Self-Determination and Intrinsic Motivation in Human Behavior (Cherry, 2019). The theory suggests that people are able to become self-determined when their needs for competence, connection, and autonomy are fulfilled.

This theory is applicable to the current study because: pupils need to gain mastery of tasks and learn different skills (Competence). When pupils feel they have the skills needed for success, they are more likely to take actions that will help them achieve their goals (academic performance); pupils need to experience a sense of belonging and attachment to other people (parental involvement); pupils need to feel in control of their own behaviors and goals (psychological needs). This sense of being able to take direct action that will result in real change plays a major part in helping people feel self-determined. Hence, the study is determined to explore things that educators can do to help pupil foster a sense of self-determination and enhanced academic performances.

Objectives of the Study

The purpose of this study was to determine the Influence of Parental Involvement in educational and psychological needs on Academic Performance of Pupils' in Nafada Local Government Area, Gombe State. The study specifically aims to;

1. Explore the level of parental involvement in the educational needs of children in primary schools in Nafada LGA Gombe State.
2. Explore the level of parental involvement in the psychological needs of children in primary schools in Nafada LGA Gombe State
3. Explore the influence of parental involvement in children educational needs on the academic performance of children in their home support in Nafada, Gombe State.
4. Explore the influence of parental involvement in children psychological needs influence the academic performance of children in primary schools in Nafada, Gombe State.

Research Questions

The following research questions are formulated to guide the conduct of the study;

1. What is the level of parental involvement in the educational needs of children on their academic performance in primary schools in Nafada, Gombe State?
2. What is the level of parental involvement in the psychological needs of children in primary schools in Nafada, Gombe State?
3. What is the relationship between parental involvement and children educational needs on the academic performance of children in primary schools in Nafada, Gombe State?
4. What is the relationship between parental involvement and children psychological needs influence the academic performance of children in primary schools in Nafada, Gombe State?

Research Hypotheses

The following research hypotheses are formulated to guide the conduct of the study, shall be tested at 0.05 level of significance;

1. Parental involvement in children educational needs do not significantly influence the academic performance of children in primary schools in Nafada, Gombe State.
2. Parental involvement in children psychological needs do not significantly influence the academic performance of children in primary schools in Nafada, Gombe State.

METHOD AND PROCEDURE

This study adapted survey research design. It is a generalized means of data collection through the use of interviews or questionnaires. In the opinion of Osuala (2004), survey design answers questions pertaining to characteristics frequencies of occurrences, vital facts of people, their belief, opinions, attitudes, activities and behaviours. Survey design is considered appropriate to determining the opinions of the respondents on Parental Involvement in Children's Educational and Psychological Needs as Correlates of academic performance of pupils in Nafada Local Government area, Gombe state. The population of the study consisted 5869 respondents; comprising 5783 primary six pupils and 86 teachers in Nafada LGEA, Gombe State. The choice of primary school pupil, in Nafada LGA,

Gombe state to serve as target population for this study is because primary school pupils are the most vulnerable to psychological needs due their limited ages and inability to provide for themselves, as such the researcher intends to find out the influence of parental involvement on their academic performances. The sample for this study is 447 respondents, comprising 361 primary six pupils and 86 teachers. Yamane (1967) finite sampling technique was used to determine the pupils' sample size, census was used for teachers' population, random sampling was used to select the sample for the study. Score sheet for Primary six (6) English Language of first term 2021/2022 academic session and a questionnaire tagged "Pupils Educational and Psychological Needs (PEPN) were used for data collection. The PEPN was used to collect data on research questions, it aimed at collecting data relating to Pupils Educational and Psychological Needs Nafada LGA. It was used because, it is easy to administer and relatively inexpensive to analyse, yet highly reliable. The instrument comprises 20 question items in two clusters on four points rating scale (Pupils Educational and Psychological Needs: Very High (VH) – 4points; High (H) – 3points; Low (L) –2points; and VL (L) -1point), the Score sheet was used to secure data on students' performance in English language.The PEPN was validated by three experts, the validates' corrections, suggestions and observations were considered in producing a final copy of the instrument. Cronbach Alpha was used to determine the reliability coefficient of the items in the instrument, the reliability test results show; 0.70 reliability coefficient. The reliability coefficient computed was quite high, this agreed with Onoyovwi (2016) that internal consistency is the most appropriate form of reliability where aggregate scores are to be used. The researcher engaged five assistants to administer and retrieve the PEPN. The researcher and the research assistants physically met the respondents and request them to administer the instruments and retrieve the instruments after administration. Six weeks were used for the administration of the PEPN. These methods were adapted to appreciate the contribution of the research assistants. A total of 385 copies of the questionnaire were administered; the return rate is 291(84%) of the total questionnaire administered, 259(91%) were returned and used for the analysis of data while 26(9%) appeared to be invalid, missing and not returned, therefore could not be used in the analysis of data. Special Package for Social Sciences (SPSS) was used to analyse the data collected on the pupils' performance in English Language analyse using two nominal scales, namely; High (2) and Low (1). The students that score between 1 - 39 marks are termed Low performance and those with 40 marks and above were termed High performance. Mean and standard deviation were used in the analysis of data, the mean for the decision is 2.50, this indicated that 2.50 mean score and above is considered high (H) otherwise low (L), t – test was used to test the null hypotheses at 0.05 level of significance. If the p-value is equal to or less than 0.05 level of significance rejects Ho, otherwise accept Ho.

RESULTS AND DISCUSSION

Research Question One

What is the level of parental involvement in the educational needs of children on their academic performance in primary schools in Nafada, Gombe State?

Table 1: level of parental involvement in the educational needs of children on their academic performance in primary schools in Nafada, Gombe State

Question item	Mean	Std. Deviation	Remarks
Homework	3.2204	.97534	High
Home Teaching	2.9284	.91055	High
Spelling Practice	2.4380	1.11662	Low
Provision of Textbook	2.4408	.97973	Low
Provision of Exercise books	2.4187	.88940	High
Provision of school Uniform	3.1598	.86799	High
Provision of Reading/Writing Materials	2.6722	.94312	Low
Discussion of School work at home	2.9890	.85391	High
Career Guidance	2.6694	.96961	High
Prompt Payment of school fees	2.8457	1.03444	High
	2.77824	**0.29714**	**High**

Table 1 above presents results on the level of parental involvement in the educational needs of children on their academic performance in primary schools in Nafada, Gombe State, it reveals that the parents' involvement in children educational needs is high as indicated by a grand mean score of 2.77824 against 2.50 as the decision rule.

Research Question Two

What is the level of parental involvement in the psychological needs of children in primary schools in Nafada, Gombe State?

Table 2: Level parental involvement in the psychological needs of children on their academic performance in primary schools in Nafada, Gombe State

Question Item	Mean	Std. Deviation	Remarks
Parent attend PTA Meetings	2.4270	1.08838	High
Timely Preparation to school	2.7273	1.01644	High
Book Supervision	2.4986	1.04425	Low
Parent Contact school on children progress	2.6832	1.09060	High
Parent appreciation on child performance	2.3636	.99446	Low
Parents participation in children school activities	2.5028	1.14163	High
Parent support school competition	2.7245	1.05701	High
Parent accompany children to school	2.5179	1.11076	High
Parent provide break/launch to children in school	2.4490	1.03770	Low
Parent gives orientation to children on school activities	2.5813	1.12278	High
	2.54752	**0.127594**	**High**

Table 2 above presents results on the level of parental involvement in the psychological needs of children in primary schools in Nafada, Gombe State, it reveals that the parents' involvement in children psychological needs is high as indicated by a grand mean score of 2.54752 against 2.50 as the decision rule.

Research Question Three

What is the relationship between parental involvement and children educational needs on the academic performance of children in primary schools in Nafada, Gombe State?

Table 3a: Relationship between parental involvement and children educational needs on the academic performance of children in primary schools in Nafada, Gombe State.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.296[a]	.088	.085	19.83554

Table 3b: Summary table of relationship between parental involvement and children educational needs on the academic performance of children in primary schools in Nafada, Gombe State**.**

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13675.461	1	13675.461	34.758	.000a
	Residual	142034.919	361	393.449		
	Total	155710.380	362			

a. Predictors: (Constant), Parental Involvement in Pupils' Educational Needs

b. Dependent Variable: Pupils' Performance in English Language

The linear regression tables 3a and 3b above indicated the R values; F = 34.758 (df 1, 361, 362), P<0.05. The computed p – value (0.296[a]) reveals that there is a between parental involvement and children educational needs on the academic performance of children in primary schools in Nafada, Gombe State higher than 0.05 alpha level. Moreover, the adjusted (0.85) indicates that parental involvement in children educational needs is related to the academic performance of children in primary schools in Nafada, Gombe State.

Research Question Four

Table 4a: Relationship between parental involvement and children psychological needs and the academic performance of children in primary schools in Nafada, Gombe State.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.127[a]	.016	.013	20.60043

a. Predictors: (Constant), Parental Involvement in Pupils' Psychological Needs

Table 4b: Summary table of relationship between parental involvement and children psychological needs influence the academic performance of children in primary schools in Nafada, Gombe State.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2510.063	1	2510.063	5.915	.016a
	Residual	153200.317	361	424.378		
	Total	155710.380	362			

a. Predictors: (Constant), Parental Involvement in Pupils' Psychological Needs

b. Dependent Variable: Pupils' Performance in English Langauge

The linear regression tables 4a and 4b above indicated the R values; F = 5.915 (df 1, 361, 362), P<0.05. The computed p – value (0. 127[a]) reveals that there is a between parental involvement and children psychological needs on the academic performance of children in primary schools in Nafada, Gombe State higher than 0.05 alpha level. Moreover, the adjusted (0.13) indicates that parental involvement in children psychological needs is related to the academic performance of children in primary schools in Nafada, Gombe State.

Research Hypotheses One

Parental involvement in children educational needs do not significantly influence the academic performance of children in primary schools in Nafada, Gombe State.

Table 5: Parental involvement in children educational needs do not significantly influence the academic performance of children in primary schools in Nafada, Gombe State.

Items	N	Mean	Std. Deviation	t	df	p - value
Pupils' Performance in English Language	363	47.0413	20.73980	43.214	362	.000
Parental Involvement in Pupils' Educational Needs	363	2.7782	.47314	111.875		

Table 5 above presents the results of an independent samples t – test conducted to compare the Parental involvement in children educational needs and the academic performance of children in primary schools in Nafada, Gombe State. The results show that the P value (.000) is less than 0.05 level of significance, hence, Ho is Rejected, Parental involvement in children educational needs significantly influence the academic performance of children in primary schools in Nafada, Gombe State.**Research Hypotheses Two**

Parental involvement in children psychological needs do not significantly influence the academic performance of children in primary schools in Nafada, Gombe State.

Table 6: Parental involvement in children psychological needs do not significantly influence the academic performance of children in primary schools in Nafada, Gombe State.

Items	N	Mean	Std. Deviation	T	df	p - value
Pupils' Performance in English Language	363	47.0413	20.73980	43.214	362	.000
Parental Involvement in Pupils' Psychological Needs	363	2.5478	.68898	70.454		

Table 5 above presents the results of an independent samples t – test conducted to compare the Parental involvement in children psychological needs and the academic performance of children in primary schools in Nafada, Gombe State. The results show that the p value (.000) is greater than 0.05 level of significance, hence, Ho is Rejected, Parental involvement in children psychological needs

significantly influence the academic performance of children in primary schools in Nafada, Gombe State.

Findings of the Study

The following are the major findings of the study:

1. The level of parental involvement in children educational needs is high
2. The level of parental involvement in children psychological needs is high
3. Parental involvement in children educational needs is related to the academic performance of children in primary schools in Nafada, Gombe State.
4. Parental involvement in children psychological needs is related to the academic performance of children in primary schools in Nafada, Gombe State.
5. Parental involvement in children educational needs significantly influence the academic performance of children in primary schools in Nafada, Gombe State.
6. Parental involvement in children psychological needs significantly influence the academic performance of children in primary schools in Nafada, Gombe State.

DISCUSSION OF FINDINGS

Based on the results from the research questions on parental involvement in children's educational and psychological needs as correlates of academic performance of pupils in Nafada local government area, Gombe state, the results were discussed below;

The result of the analysis of data on the level of parental involvement in the educational needs of children on their academic performance in primary schools in Nafada, Gombe State indicates that is high as presented in table 1 above. Ribeiro, Cunha, Silva, Carvalho, and Vital (2021) and Lara (2019) that parents actively provided their children with either Homework or Home tutoring with a view to supporting their academic prowess, this similar to the results of Poon, (2020) that parents help their children with school activities like reading and storytelling, and Guo, Zhou, Liu, Liu, Jiang, and Luo, (2018) found that parent mate provision for children uniform, reading and writing materials, as well as textbooks and exercise books. This findings are supported by Duraku, and Hoxha, (2020) and Barger, Kim, Kuncel, and Pomerantz, (2019) which narrated that parents made adequate school provisions for their children more that the school activities. However the report of Takwate, Sallah, Tartiyus, urban students' academic performance are more heavily affected by their families' socioeconomic status compared with rural students, while Godwin, (2019) reveals that parental effort in children school provision is not encouraging, Albanese, Russo, and Geller (2019) expressed that some parents lack time to coordinate the schooling of their children, Lui, Lau, Tam, Chiu, Li, and Sin (2020) presents that parents expression on career to school children is low, while Petts, Carlson, and Pepin (2021) reveal that the economy do not allow parents to settle school issues easily. These are practice in the action of Parents to send their child to extra classes outside school. Some classes like music, art, and dance may be chosen by parents to provide the child with extra cultural enrichment. As a form of involvement in child's education, volunteering has a more diffuse character than other forms of interaction with the school.

The results on the analysis of data on the level of parental involvement in the psychological needs of children in primary schools in Nafada, Gombe State indicates that is high as presented in table 2 above. Epstein, (2019) found that most parents especially male do not attend school meeting and ceremony as required, Boonk, Gijselaers, Ritzen, and Brand-Gruwel (2018) added that school supervision is a kind of no go area to parents who keen to their careers and those who battle to make basic provision to their families, Li, and Qiu (2018), explain that most parents create time for preparing their children to school, Muller, (2018) revealed that parents are fond of exegrating the school performance of their pupils to an extend that led school assessors to skip ranking not keep balance among the school children, Rosselli, Ermini, Tosi, Boddi, Stefani, Toncelli, and Modesti (2020) observed that parents create time for school competition though most of them laments about the timings which coincide with some of their inevitable tasks in their workplaces, González, Cortés-Sancho, Murcia, Ballester, Rebagliato, and Rodríguez-Bernal, (2020) found that working class parent mostly discuss school issues with children on the ride to school which is not enough. However, Kerbaiv, and Bernhardt, (2018), Muller and Kerbow (2018) and Roksa and Kinsley (2019) revealed that children weep on the inabilities of their parents in attending school competition. This is also

supported by Schardt (2020) that Families with higher parental involvement indicate higher family functioning and child achievement.

The results on the analysis of data on the relationship between parental involvement and children educational needs influence the academic performance of children in primary schools in Nafada, Gombe State in table 3 and test of hypotheses in table 5 above, indicated that parental involvement in children education needs influences their school performances. This agrees with; of Boonk, Gijselaers, Ritzen, and Brand-Gruwel (2018), Li, and Qiu (2018), Muller, (2018) and Epstein, (2019) that educational needs influences pupils' academic performance. However, Duraku, and Hoxha, (2020) and Barger, Kim, Kuncel, and Pomerantz, (2019) express that the connection is weak especially when children come to the age that they can do some things by themselves.

The results on the analysis of data on the relationship between parental involvement and children psychological needs influence the academic performance of children in primary schools in Nafada, Gombe Stat in table 4 and test of hypotheses in table 6 above agrees with González, et al (2020) that psychological needs influences pupils academic performances, this also backed by Garst (2022) Kerbaiv, and Bernhardt, (2018), Muller and Kerbow (2018), Roksa and Kinsley (2019) and Rosselli, et al (2020) that emotional and mental stable individual are bound to have higher academic score than those that are not stable.

CONCLUSION

Based on the findings of the study it is concluded that: The level of parental involvement in children educational needs is high: findings will serve as the basis for making realistic decisions in relation to the parental commitment and the education of their wards; the level of parental involvement in children psychological needs is high; this indicated the extent of parental commitments to the psychological needs of their children and wards; parental involvement in children educational needs significantly influence the academic performance of children in primary schools in Nafada, Gombe State; this expresses the importance of parental involvement in the educational needs of their children and wards; parental involvement in children psychological needs significantly influence the academic performance of children in primary schools in Nafada, Gombe State – this also spells out the role parental involvement in the psychological needs of pupils.

RECOMMENDATION

The following recommendations were made based on the findings of the study;

1. Parents, teachers, schools, pupils' policy makers and non-governmental organisations should provide avenues, and services such as; PTA meetings, competitions, symposiums that will help to optimize parental involvement in children educational needs across all the primary schools in the study area.
2. Teachers, schools, pupils' policy makers and non-governmental organisations should provide avenues, and services such as; PTA meetings, competitions, symposiums that will help to enhancing parental involvement in children psychological needs in all the primary schools in the study area.
3. Parents, teachers, schools, pupils' policy makers and non-governmental organisations should work to devising elements that will help to revitalise Parental involvement in children educational needs of children in the schools.
4. Parents, teachers, schools, pupils' policy makers and non-governmental organisations should work to introducing services and schemes with a view to strengthening Parental involvement in children psychological needs of children in primary schools in the study area.

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