Academic Self Efficacy, Parental Involvement and Learning Motivation Among Students During Covid-19 in Selected Secondary Schools in Nasarawa State, Nigeria

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Abstract

COVID-19 pandemic has affected every human endeavour including academic activities all over the world. To this extent the study investigated academic self-efficacy, parental involvement and learning motivation among students during covid-19 in selected secondary schools in Nasarawa state, Nigeria. The study adopted a descriptive survey design. Six secondary schools were purposively selected from two local government areas: Nasarawa Eggon and Lafia. One hundred and twenty (120) senior secondary two students (48 males and females) were randomly selected for self-administered structured questionnaire. Three hypotheses were generated and tested. The data collected were subjected to Pearson Product Moment Correlation Analysis and Analysis of Variance (ANOVA) to test the hypotheses inthe study. The results showed that there was correlation (r=0.450) though low, betweenacademic self-efficacy, parental involvement and learning motivation (F=2.32, P=0.74). However, academic self-efficacy contributed to learning motivation (F= 11.509, P= -0.00) of the students in the selected schools. Based on these results, it was recommended that counsellors, teachers and parents should assist the students in developing positive attitude to their academics in order to enhance their learning motivation

Keywords: COVID-19, Academic self-efficacy, Parental involvement, Learning motivation, Secondary school students, Nasarawa State.

Auto-efficacité scolaire, implication des parents et motivation d'apprentissage chez les élèves pendant le Covid-19 dans certaines écoles secondaires de l'État de Nasarawa, au Nigeria

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Abstrait
La pandémie de COVID-19 a affecté toutes les activités humaines, y compris les activités universitaires dans le monde entier. Dans cette mesure, l'étude a enquêté sur l'auto-efficacité scolaire, l'implication des parents et la motivation d'apprentissage chez les élèves pendant le covid-19 dans des écoles secondaires sélectionnées de l'État de Nasarawa, au Nigeria. L'étude a adopté un plan d'enquête descriptif. Six écoles secondaires ont été délibérément sélectionnées dans deux zones de gouvernement local : Nasarawa Eggon et Lafia. Cent vingt (120) élèves du deuxième cycle du secondaire (48 hommes et femmes) ont été sélectionnés au hasard pour un questionnaire structuré auto-administré. Trois hypothèses ont été générées et testées. Les données recueillies ont été soumises à l'analyse de corrélation des moments du produit de Pearson et à l'analyse de la variance (ANOVA) pour tester les hypothèses de l'étude. Les résultats ont montré qu'il existait une corrélation (r=0,450) quoique faible, entre l'auto-efficacité scolaire, l'implication parentale et la motivation d'apprentissage (F=2,32, P=0,74). Cependant, l'auto-efficacité scolaire a contribué à la motivation d'apprentissage (F = 11,509, P = -0,00) des élèves des écoles sélectionnées. Sur la base de ces résultats, il a été recommandé que les conseillers, les enseignants et les parents aident les élèves à développer une attitude positive envers leurs universitaires afin d'améliorer leur motivation à apprendre.
Mots-clés : COVID-19, Auto-efficacité scolaire, Implication parentale, Motivation d'apprentissage, Élèves du secondaire, État de Nasarawa.

Introduction

In an effort to contain the spread of COVID-19, educational institutions in the large majority of countries around the world have decided to temporarily suspend in-person instruction and move to a remote learning model of delivery. According to UNESCO, at the end of April 2020, educational institutions shut down in 186 countries, affecting approximately 74% of total enrolled learners on the globe (Ahn and McEachin, 2017). In many countries, schools have been closed since the commencement of March 2020, while in others (e.g., most of China and South Korea) in-person classes had been already cancelled since January 2020 (Alexander, Entwisle and Olson, 2007).

Physical school closure and adoption of distance education may negatively affect student learning through four main channels: less time spent in learning, stress symptoms, a change in the way students interact and lack of motivation. Students who are confined at home with their parents due to COVID-19 may feel more stressed and anxious. Sprang and Silman (2013) show that children who were isolated or quarantined during pandemic diseases are more likely to suffer acute stress disorder, adjustment disorder and grief. Such adverse psychological factors may in turn have detrimental effect on learning (Kuban and Steele, 2011).

Education in general and secondary education, in particular, is a fundamental concept for harnessing a knowledge-based economy and a developed society. The Nigerian government in its National Policy on Education (NPE, 2013) made provision for educational opportunities for all citizenry irrespective of social status, sex or race. According to Anierobi and Unachukwu (2020), “the policy is to ensure that the desire

that Nigeria should be a land full of opportunities for all citizens able to generate a great and dynamic economy and grow into a united, strong and self-reliant nation is achieved.

The capabilities and powers that man possesses are very astounding and unique. Education aims to train students to make meaningful contributions to the expansion of society (Dzhelilov, Aleshinloe & Art, 2016). It aims to exert an infinite variety of effects on every facet of civilization, including the natural world (Kayani, Alebar, Faisel, Kayani & Guman, 2017)

Different types of motivation exist, but learning motivation was considered in this study. Learning motivation can be interpreted as a driver to carry out certain learning activities that originate from within and also from outside the individual so as to foster enthusiasm for learning (Monika, 2017) Students who have learning motivation will be serious and interested in learning so they get satisfying learning outcomes while students who do not have learning motivation will tend to feel bored and fed up in learning and consequently find it difficult to get good learning outcomes. Learning motivation is a fundamental recipe for academic success.Teacher's job as a learning agent is not only as a good giver of material but also as a facilitator, as well as a motivator for students. As a facilitator, teachers should help students avoid learning difficulties. As a motivator, teachers are able to generate student motivation. Shahzad (2012) which shows that by not only focusing on providing student material but by facilitating and motivating children is significantly influential to improve students' learning motivation.

According to the self-determination theory, motivation is influenced by three basic human needs, namely the needs for autonomy, competence, and relatedness (Deci et al., 1991). Autonomy describes the need to be independent in decision making and course of action (Doubé& Lang, 2012). Providing an individual with the freedom to independently choose a way to approach an activity enforces a sense of control and independence. By being independent, people want to prove competence. Competence defines the need to display and exercise proficiency in aparticular task or activity (Rakes & Dunn, 2010). Although independence is essential to prove competence, relatedness is also important. Relatedness refers to the need to relate and identify with the task or activity being completed (Busse, 2013). People have the need to work independently in terms of decision making and choosing methods on how to approach activities to display competence and proficiency. Despite the need to be independent, people still need to relate and identify with whatever they are doing.

Van Soom and Donche (2014) found that, in comparison with males, females had a high level of motivation. In comparison with men, females had higher intrinsic motivation. The motivation was intrinsic, meaning they engaged in sports for pleasure, out of interest and not necessarily because of experience or external rewards. Darby, Longmire-Avital, Chenault, and Haglund (2013) investigated gender differences in academic motivation over a semester period and found that motivation changed during the semester with both genders. Females ranked high in motivation early in the semester and it slowly declined over the course of the semester. Males, on the other hand, had a peak in motivation during the middle of the semester, but it declined towards the end of the semester. Many factors contributed to the decline of motivation (i.e., lackof integration between academic knowledge received and practical sessions, difficulty with the time demands on student schedules) and increase of motivation (i.e.,

when students enjoyed the practical sessions and were able to integrate the learnt material and apply it meaningfully). Kahn et al. (2011) highlight the differences and approaches to masculinity that might have attributed to high intrinsic motivation for males. Traditional or typical masculinity entails self-reliance winning and emotional control, which would influence academic success positively (Kahn, et al. 2011).

In the academic setting, it is well established that self-efficacy is correlated with academic achievement, task persistence, motivation, and resilience (Komarraju & Nadler, 2013). The role of self-efficacy in empowering students' academic outcomes has been proven, where students with a high degree of self-efficacy often persevere longer with tasks and are more likely to set and monitor their goals (Bandura, 2006; Britner & Pajares, 2006). Zimmerman (2008) reported that students who are self-assured in their aptitude to execute an assignment have the highest academic accomplishment and engage in learning-promoting academic behaviours. Several of these researches demonstrated that self-efficacy is crucial for learning challenging or tough courses like biology and other sciences.

Academic self-efficacy refers to students' confidence in their academic ability to perform tasks confronting them in their academic voyage. It is the ability to manifest positive expectation of success based on a conviction in one's individual academic abilities (Chhajer, Rose & Joseph, 2018). In other words, efficacious students believe in their academic abilities with confidence that they can set challenging goals for themselves and be able to increase efforts towards success. This implies that when students possess high self-efficacy, they will be more willing and able to face academic challenges confronting them. According to Jafri (2017), self-efficacy enables students to positively self-regulate and guide their own learning to enable them to actively participate in academic activities towards high performance in the class.

Self-efficacy beliefs lead to the individuals' excellent performance through increasing commitment, endeavor and perseverance (Pintrich, 2003). The learners with high levels of self-efficacy attribute their failures to lower attempts rather than lower ability, while those with low self-efficacy attribute their failure to their low abilities (Kurbanoglu & Akim, 2010). Therefore, self-efficacy can influence the choice of tasks and perseverance while doing them. In other words, students with low self-efficacy are more likely to be afraid of doing their tasks, avoiding, postponing, and give them up soon (Bandura, 1997;Schunk & Ertmer,2000) In contrast, those with high levels of self-efficacy are more likely to rely on themselves when faced with complex issues to find a solution to the problem, as well as being patient during the process, making more efforts, and persisting longer to overcome the challenges (Sadi & Uyar 2013, Schunk& Ertmer, 2000; Bandura, 1977.

Grobler and Joubert (2018) observed that people with high academic self-efficacy are able to set high academic goals; embrace academic challenges; self-motivated; as well as able to put in efforts to accomplish academic goals and persevere to overcome obstacles faced in their academic endeavour. An empirical study on academic self-efficacy, examination anxiety and peer influence as correlates of academic achievement motivation revealed that academic achievement correlates significantly with achievement motivation of secondary school students (Okoiye, Anokam & Nwoga, 2016). This implies that students who are confident are disposed to

achieving academic excellence. It could be argued that students, who possess self-efficacy work.

Thus, self-efficacy correlates with motivation (Zimmerman, 2000). During the Covid-19 pandemic, a negative relationship was found between general self-efficacy and psychological distress (Shacham et al., 2020). According to a study by Husain (2014), there is a correlation between self-efficacy and academic motivation among undergraduate students. A study showed a highly significant positive relationship between self-efficacy and motivation to learn (Akram & Ghazanfar, 2014). Another study shows that students with a higher level of self-efficacy fulfil their tasks more successfully and exhibit better achievements academically. Accordingly, cognitive demands of higher education mark that self-efficacy beliefs are critical (Tenaw, 2013). According to Zahra Taheri-Kharameh et al. (2018), academic self-efficacy has a remarkable association with academic motivation in which as self-efficacy increases, academic motivation also increases. According to a study by Chowdhury and Shahabuddin (2007), their empirical results shows that there are statistically positive correlations between self-efficacy and intrinsic motivation, self-efficacy and extrinsic motivation, intrinsic motivation and performance, and extrinsic motivation and performance

Therefore, it seems that self-efficacy is one of the most important factors in the students' academic success. For example, Chemers and Garcia found that the students' self-efficacy in the first year of university is astrong predictor of their future performance (Chemers, Hu L-t, &Garcia, 2001). Alyami, Melyani, Al Johani, Ullah, Alyami and Sundram, (2017) conducted a study on 214 universitystudents and revealed that academic self-efficacy has apositive and significant effect on their academic performance (Alyami et al.2017). Other studies have shown that academic self-efficacy has a considerable effect on the students' learning, motivation, and academic performance (Sadi & Uyar 2013; Villavicencio & Bernardo, 2013; Ferla, Valcke & Cai, 2009; Putwain, Sander, &Larkin, 2013; Doménech-Betoret, Abellán-Roselló, Gómez-Artiga, 2017; Aurah, 2013).

Authors and researchers mostly argue that a number of factors have their bearing upon academic performance of the students, especially secondary school students. Some researchers contend that demographic and psycho-social factors significantly impact the academic achievement (Parker, Creque, Harris, Majeski, Wool & Hogan, 2003). Others are of the opinion that size of the family, structure of society and motivational factors has considerable effect on academic achievement of students (Aremu & Sokan, 2003). However, Ojedele & Ilusanya (2006) regarded parental involvement as a vital factor affecting the academic achievement of the students

Numerous individuals' homes serve as their first place of education, and their parents are their first teachers while they are young (Chandra, 2013). Barnes (2018) conducted research and found that parents' educational achievement, socioeconomic class, and ethnicity did not influence their children's participation in learning activities when they were younger. Parents should be actively involved and supportive in their children's educational activities, serving as their children's significant mentors and instructors and the primary source of their children's social integration. Parents should also be actively involved and supportive of their children's extracurricular activities (Amponsa et al. 2018).

According to Kohl, Lengua, and McMahon (2000), children whose parents are actively involved in their children's educational activities are more likely to attend school consistently, demonstrate positive behaviour, achieve academic success, and have a lower likelihood of being absent from school. In addition, Barnard (2004) found that adolescents' academic performance depends on their parents' involvement in learning activities to attain academic success. Because parents are their children's first and most important teachers, so they must take the initiative to steer their children's educational development. Parents need to be actively involved in their children's upbringing to maximize their potential for success, growth, and development in school and throughout their lives. When children see their parents actively involved in their education, they are more likely to place a high value on their education, perform well in school, demonstrate positive behaviour, and assume a significant amount of responsibility for the things they do.

Parental involvement in early childhood education has many benefits, but parents can run into problems that make it hard for them to be involved in their children's schooling. For example, low-income families may struggle to pay for school events, fees and a good place for their kids to learn at home due to high inflation (Jamil, 2022), other macro living factors (Jamil, Rasheed et al. 2023) institute responsibility (Jamil & Rasheed, 2023) According to the findings of several studies, parental involvement is an important factor in determining the academic success students achieve (Griffith, 1996). According to their research findings (Amponsa et al., 2018), there is a favourable correlation between parental participation and academic success in students.

Several research studies have found that participation of parents in children education is significantly and positively correlated with students' academic accomplishment (Olaniyi & Mageshni 2000, Altschul, (2011). A study by Rosie Thornton (2015), concluded that students whose parents are intently involved in their children's academic activities have better academic results than parents who are not dynamically involved in the academic activities of their children. Parents who are actively involved their child's education are more likely to encourage the child's social, emotional, and academic growth (Green et al. 2007). According to Kohl, Lengua and McMahon (2000), children attend school regularly, act better, perform well academically from kindergarten through high school, go farther in school when parents more are involved in their school work. Similarly, Barnard (2004) found that academic performance of students profoundly depends upon the parental involvement in their academic activities to attain a higher level of quality in academic success. Since parents are the first teachers of their children, they need to take a leading role in their children's education. Parent involvement in a child's education is a key issue ensuring students' success, growth and development in life. Students will take education more seriously, do well academically, display better behaviour in school and assume greater responsibility for his or her actions when they found their parents are actively involved.

According to Xu, Benson, Mudrey-Camino and Steineret (2010) parental involvement in assignment can be a means to keep parents well-informed of the child's strengths and weaknesses in several subject areas, mainly reading. A study by Cai (2003) [10] illustrated that participation parents is a statistically weighty forecaster of their child's level of achievement in Maths and also promoted positive behaviour and

emotional development. Domitrovich, and Welsh (2004) showed that parents' involvement in their children's reading activities at home had a significant influence, not only on their reading ability, language comprehension and expressive language skills, but also on their interest in reading. Children who worked with their parents at home on Maths assignment achieved better Maths grades (Bartel, 2010). It demonstrated that when parents are involved in a child's schooling by assisting them with homework, communicating with teachers and attending all events at school, it helps the child to do very well in the all the subjects the school.

Based on the above literature, the imperativeness of parent involvement in the self-efficacy and learning outcome of their wards has been established. On the other contrary, some parents are either not literate enough to involve themselves in the academic output of their wards or being indisposed probably due to personal or economic activities. However, the academic performance of students is declined when such could not attend school or associating with classmates to enhance his or her efficacy to achieve academically. Moreso, the decline in self-efficacy and learning motivation of students would assume to exacerbate during the nine-month lockdown of COVID-19 pandemic in 2020 vis-à-vis possible lack of parental involvement in their education

Therefore, based on the above, the study aimed at investigating the relationship effect of academic self-efficacy and parental involvement on learning motivation of students during COVID-19 in the selected secondary schools in Nasarawa state. In order to achieve the above aim, the study examined the relationship between academic self-efficacy and parental involvement on learning motivation of students. And two, it investigated the joint contribution of academic self-efficacy and parental involvement on learning motivation of students in selected senior secondary schools in Lafia and Nasarawa Eggon Local Government Area (LGAs).

Three hypotheses were formulated to achieve the aim of the study. One there is no significant correlation between parental involvement, academic self-efficacy and learning motivation among selected students in the study area. Two, there is no significant effect of parental involvement on learning motivation among students in the study area. And three, there is no significant effect of academic self -efficacy on learning motivation among the students in the study area.

The study area, Lafia and Nasarawa Eggon Local Government Areas (LGAs) are located approximately between latitude 8˚20'N-9˚03'N and between longitudes 8˚10'E-9˚05'E. The two selected LGAs share boundaries with one another, and Wamba and Akwanga Local Government Areas (LGAs) to the North. Obi and Awe Local Government Areas (LGAs) in the South East, Doma Local Government Area (LGA) in the South-West, Kokona Local Government Area (LGA) in the West and Plateau State in the East respectively, as indicated in Figure 1. The climate exhibited in the area under study shows no difference from that experienced over other parts of the Nasarawa State, which is characterized by a sub-humid climate with two distinct seasons; dry and rainy season. The National Population Commission (NPC) and National Bureau of Statistics (NBS) (2016) projected the population of Lafia as 445,300 and Nasarawa Eggon, 200,300. In the education sector, presently, Lafia LGA has sixteen (16) Government Secondary Schools (GSS) while Nasarawa Eggon has ten

(10), including one Government Special Science School (GSSS) in each of the two LGAs. According to NBS (2019), the 2016 male population enrolment in senior secondary school was put at 49,305 (56.6%) and that of female was 37,813 (43.4%) in Nasarawa State.

Design for the study, the study adopted descriptive research design. This research design was employed in the study in order to examine the relationship and impact that exist between the variables of interest on male and female students in the selected secondary schools. Six senior secondary school were purposively selected, two LGAs of Nasarawa state for the study.The adoption of the sampling technique allowed us to strategically select students that are knowledgeable in providing relevant and valuable information for the research objectives, saving time and resources while ensuring research efficiency and relevance.Four (4) senior secondary schools were selected in Lafia and two (2) in Nasarawa Eggon LGAs. Twenty (20) senior secondary two (SS2) students were randomly selected in each of the schools, totaling one hundred and twenty (120). The selected students comprised of 48 males and 71 females.

Three instruments were used to collect data for the study. The instruments were described as follows; Parental Involvement Scale is adapted from Ngai (2005). This scale measures the level of parental involvement in the academic activities of their children. The scale has nine items with response format ranging from Most of the time (4), Sometime (3), half of the time (2), Not at all (1). These items were trial tested to get the reliability co-efficient of the instrument. The revalidated scale had a reliability co-efficient using Guttman split half r = 0.77 and the domain scale alpha range from 0.60 to 0.90.

Academic self-efficacy scale was developed by Owen and Froman (1988) It measure the self-efficacy beliefs of students was adapted for the study. It is made up of 22 items, rated on a 4-point Likert scale. Not at all = 1, Half of the time = 2, Sometimes = 3, Most of the time = 4. Low scores indicate low level of academic self-efficacy in students. It has a reliability co-efficient of 0.79 using Cronbach-alpha method

The researchers developed learning motivation to assess the learning motivation of the subjects. The instrument is a fifteen items scale. The instrument of the research was previously tested towards 30 students in order to gain the validity and reliability of the instrument through pilot study and had overall reliability co-efficient of 0.90. The instrument has a response format ranging from Disagree = 1, Strongly agree = 2, Agree = 3, Strongly agree = 4

Analysis of data, Descriptive statistics were employed to analyze data collected via the administration of one-time questionnaire such as frequency and percentage. Pearson Product Moment Correlation Analysis was adopted to test hypothesis 1 and Analysis of Variance (ANOVA) was employed to test hypotheses 2 and 3 at 0.05 significant level respectively.

Presentation of Results and Discussion of Findings

Table 1 revealed the number and percentage of the selected students across the six schools vis-à-vis the administration of self-administered questionnaire.

Table 1: Number and Percent of Respondents (Students) in Selected Schools

Name of School	Frequency	Percent
GSS Galle, Nasarawa Eggon	20	16.7
GSS Tudun Gwandara, Lafia	19	15.8
GSS Shabu, Lafia	20	16.7
GSS Kwandere, Lafia	20	16.7
GSSS Lafia, Lafia	20	16.7
GSS Nasarawa Eggon, Nasarawa Eggon	20	16.7
Total	119	99.2

Source: Authors' Fieldwork, 2021

However, the table showed that out of all the selected schools; only GSS Tudun Gwandara had a missing questionnaire, therefore, totaling the total respondents to 119 (99.2 per cent). The high percentage of returned questionnaire justified the advantage of field-assisted questionnaire administration over self-administered questionnaire.

Figure 2 depicts the ratio of respondents (students) by gender in the selected schools. Out of one-hundred and twenty (120) randomly selected respondents, 60.0 per cent (71) of them were females and 40.0 per cent (48) were males while one got missing; totaling 119. This implies that girl-child education is gaining momentum, particularly in the Northern part of the Nigeria which has been known in the past as relegated region as regards the education of girl-child.

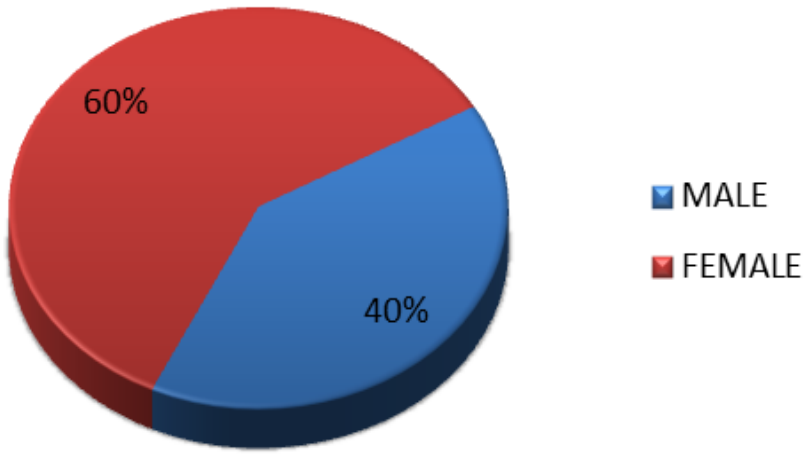

Fig 2: Gender of Respondents (Students) in Selected Schools
Source: Authors' Fieldwork, 2021.

Table 2 reveals the responses of selected students by gender to the 15 questions on learning motivation in the selected school, using 4-points Likert scale: Strongly agree=4 points; Agree=3 points; Strongly disagree=2 points and Disagree=1 point. The table shows close to three-fifths of both genders (male, 58.3% and female, 59.2%) strongly agree to all the questions raised on what motivates their learning skills

Table 2: Responses of Selected Students on Learning Motivation by Gender

	Frequency (Percent)				
Gender	Disagree	Strongly disagree	Agree	Strongly agree	Total
Male	0 (0.0)	1 (2.1)	19 (39.6)	28 (58.3)	48
Female	2 (2.8)	2 (2.8)	25 (35.2)	42 (59.2)	71
Total	2 (1.7)	3 (2.5)	44 (37.0)	70 (58.8)	119 (100)

Source: Authors' Fieldwork, 2021

Close to two-fifths (39.6%) males agree, as against over one-third (35.2%) of female to learning motivation. Female students strongly disagree and disagree (2.8% each) to questions on learning motivation than male students. Despite the wide gap between the sampled size of male and female students in the study, the percentage of male students strongly agree to learning motivation during the pandemic was nearly equal to that of female students. This implied that male students are more interested in education than their female counterpart, as well as more determined to achieve
more educational feats academically in the nearest future.

Table 3 shows student responses to 22 questions on academic self-efficacy, adopting 4-points scale, viz: Not at all= 1 point; Half of the time= 2 points; Sometimes= 3 points and Most of the time= 4 points. According to the table, out of 70 selected female students, majority (70.0%) responded "most of the time" to questions that enhanced their academic self-efficacy while less than two-fifths (57.5%) of selected male students responded same

Table 3: Responses of Students on Self-efficacy by Gender

	Frequency (Percent)				
Gender	Not at all	Half of the time	Sometimes	Most of the time	Total
Male	1 (2.1)	3 (6.4)	16 (34.0)	27 (57.5)	47
Female	8 (11.4)	3 (4.3)	10 (14.3)	49 (70.0)	70
Total	9 (7.7)	6 (5.1)	26 (22.2)	76 (65.0)	117 (100)

Source: Authors' Fieldwork, 2021

However, slightly over one-third (34.0%) male students responded "sometimes" to questions that related to their academic self-efficacy as against over one-eighth (14.3%) of the selected female students. Majority of female students 11.4 per cent (8) responded "not at all" to issues related to the development of their academic self-efficacy, as against 2.1 per cent (1) of selected male student. The findings showed that females in general are sometimes restricted or limited to associating with the opposite sex. Possibly, it could be due to some cultural or religious sentiments, however, the high percentage of female students mostly depending on their personal academic strength and acumen could also be natural because most young female do feel shy when they are in company of the opposite sex.

Table 4 reveals the responses of selected students (both male and female) to 9 questions on parental involvement as it aids their academic pursuant, adopting 4-points scale, viz: Not at all= 1 point; Half of the time= 2 points; Sometimes= 3 points and Most of the time= 4 points. Over half of the selected male and female students (56.2% and 53.5 %, respectively) responded to "most of the time" of parental involvement to their study.

Table 4: Responses of Students on Parental Involvement by Gender

	Frequency (Percent)				
Sex	Not at all	Half of the time	Sometimes	Most of the time	Total
Male	5 (10.4)	1 (2.1)	15 (31.3)	27 (56.2)	48
Female	10 (14.1)	5 (7.0)	18 (25.4)	38 (53.5)	71
Total	15 (12.6)	6 (5.1)	33 (27.7)	65 (54.6)	119 (100)

Source: Authors' Fieldwork, 2021

Close to one-third (31.3%) and one-fourth (25.4%), respectively of both genders responded to "sometimes" as response to answer questions on parental involvement to their study. On the other hand, female students in the study recorded high responses of "not at all" (14.1%) and "half of the time" (7.0%) than male students (10.4% and 2.1%, respectively) of parental involvement to their study. The results indicated the possibility of most parents of the students not having western education at all or with little background of such. This is more conspicuous among the parents of female students' respondents.

The correlation analysis carried out to test hypothesis 1 is shown on Table 5. The hypothesis stated that, there is no significant correlation between parental involvement, academic self-efficacy and learning motivation of students in the selected schools

Table 5: Relationship between Parental Involvement, Academic Self-efficacy and Learning
Motivation of Students in the Selected Schools

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.450[a]	0.202	0.188	0.836

a. Dependent: Learning Motivation, Predictors: (Constant), Parental Involvement, Academic Self-efficacy

Source: Authors' Computation, 2021

According to the table, there exist positive joint relationship between parental involvement, academic self-efficacy and learning motivation with r= 0.450 or at 45.0 percent. We thereforereject the hypothesis since there is significant relationship between parental involvement, academic self-efficacy and learning motivation.

Furthermore, Table 6 reveals the positive relationship (though low), between and among parental involvement, academic self-efficacy on learning motivation of students in the selected schools. There is relationship between academic self-efficacy (r= 0.264, p< 0.05) and learning motivation (r= 0.193, p< 0.05). There is significant relationship between parental involvement (r= 0.264, p< 0.05) and learning motivation (r= 408, p< 0.05).

Table 6: Relationship Between and Among Parental Involvement, Academic Self-efficacy and Learning Motivation of Students in the Selected Schools

Control Variables		Parental Involvement	Academic Self-Efficacy	Learning Motivation
Parental Involvement	Correlation	1	0.264	0.193
	Significance (2-tailed)	.	0.004	0.036
	Df	0	116	116
Academic Self-Efficacy	Correlation	0.264	1	0.408
	Significance (2-tailed)	0.004	.	0
	Df	116	0	116
Learning Motivation	Correlation	0.193	0.408	1
	Significance (2-tailed)	0.036	0.00	.
	Df	116	116	0

Source: Authors' Computation, 2021

The Analysis of Variance (ANOVA) computed in Table 7 is used to test hypothesis 2, which states that there is no significant impact of parental involvement and academic self-efficacy on learning motivation. According to the table, F= 2.73, p= 0.074, which is higher than the level of significance; p< 0.05. In other words, since the computed significant level is higher than the level of significance, we accept the hypothesis that there is no significant impact of parental involvement on learning motivation.

Table 7: ANOVA Analysis depicting significant impacts of Parental Involvement, Academic Self-efficacy on Learning Motivation of Students in Selected Schools

		Sum of Squares	df	Mean Square	F	Sig.
Parental involvement	Between Groups	7.445	3	2.482	2.37	0.074
	Within Groups	121.48	116	1.047		
	Total	128.925	119			
Academic Self-efficacy	Between Groups	23.436	3	7.812	11.509	0.00
	Within Groups	77.378	114	0.679		
	Total	100.814	117			

Source: Authors' Computation, 2021

However, the computed value F =11.509, p= 0.00, which less than p< 0.05, then, we reject the hypothesis that there is significant impact of academic self-efficacy on learning motivation

According to Table 5, there is positive relationship between parental involvement and academic self-efficacy on learning motivation (r= 0.45) of students in selected schools. The result of this research showed that parental involvement and academic self-efficacy had positive influence towards the student's learning motivation. The role of parental involvement to students learning motivation cannot be over-emphasized, thus, the students who got adequate and optimal support from their parents would have better learning motivation vice-visa. The result was in line with the study of Raty, Kasanen and Laine (2009), where they stated that educated parents realized that their children's education activities such as choosing the right school, providing the learning facilities and even attending the school committee are imperative. Also, academic self-efficacy had positive influence towards the students' learning motivation. In the study conducted by Bandura (1997), he affirmed that learners who feel efficacious are found to expend more effort and persist longer in the face of academic rigour than those who are unsure of their capabilities.

Table 6 revealed that there was positive relationship between parental involvement and academic self-efficacy on the learning motivation of students in selected secondary schools. The result corroborated the findings of Dwiningrum (2011) that parental involvement in education had a positive influence in improving students learning motivations. Also, the outcome of this study was in line with Pajares (2002), who established that academic self-efficacy influence the choices students make and the actions they take. He further juxtaposed that academic self-efficacy also help determine how much effect students will expend on an activity, how long they will persevere when confronting obstacles and how resilient they will be in the face of adverse situations.

On the impact parental involvement on the learning motivation of students, Table 7 showed that there was no significant impact of parental involvement on the learning motivation. This was because according the table; the *p* value is higher than the level of significant p<0.05. As a result, we accept the hypothesis that there is no significant impact of parental involvement on learning motivation. It was concluded that some of the parents are not aware of their role in the education of their children. Their attitude is of irresponsible type because they do not take interest in their children education as expected.

However, Table 7 revealed that the computed *p* value is less than the level of significance p<0.05, therefore, we reject the hypothesis that there is no significant impact of academic self-efficacy on learning motivation. Empirical studies have demonstrated the interwoven relationships between academic self-efficacy and learning motivation. In a series of studies done by Adeyemo (2001), he established that students' curricular option was influenced by self-efficacy. In addition, Pintrich and DeGroot (1997) concluded from their study that academic self-efficacy enhanced semester and final year grades in class teamwork, homework, examinations and quizzes, essays and reports.

Conclusion and Recommendation

Based on the result, the parental involvement and academic self-efficacy had a positive influence on the learning motivation, particularly during any epidemiological outrage. As children spent 87 percent of their waking life with parents and the remaining 13 percent in school and the present study has further confirmed a strong link between parental involvement and academic self-efficacy. Similarly, it was revealed in the study that the students, irrespective of their gender need to interact academically within a safe space because no one is an island of knowledge. Therefore, the students should be able to share note and other educational experiences that would increase their performances academically via the internet technological platform, if at all there is any epidemic insurgency.

Based on the above, the study recommends that in an uncontrollable circumstance of any pandemic insurgence lockdown such as COVID-19 where parents may not have physical access to involve in the academic performances of their wards, such involvement could be done virtually. Therefore, there is the need for active parental involvement via the institutionalized Parent-Teacher Association (PTA) virtually, and or encouragement of virtual “Open Day,” programme in public schools as being done in private schools, where parents and or guidance would have access to involve in both academic and social performances of their wards. In addition, there should be a working policy framework that will facilitate parents’ involvement in the education of their children, in case of assignment, homework and other educational activities that meant to be done at home, so as to enhanced better academic self-efficacy with outstanding motivation from parents or guidance during any pandemic insurgency

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