The Nigerian Educational Psychologists Vol. 22 No. 1, August, 2025. pp. 58-78

ENHANCING LEARNERS ACADEMIC ENGAGEMENT AMONG SECONDARY SCHOOL STUDENTS IN NIGERIA: ROLE OF PARENTING

By

Ayo, Oluseyi

Abstract

Education is a tool for the socio-economic and political advancement of any nation in which the importance cannot be overstated. Therefore, the need for onward commitment and dedication of students to their academic engagement for optimum academic achievement must be stressed and prioritized. This paper focuses on enhancing learners' academic engagement among secondary School Students: Role of Parenting in Nigeria. In this paper, parenting is presented as a psychological variable whose exploration can enhance learners' academic engagement in Nigeria. Being a position paper, findings were arrived at using secondary data from literatures reviewed. It was revealed that some of the causes of low academic engagement include; lack of parental involvement, communication gap between the parents and the child, poor parenting style, non-cordial relationship with peers, among others. Also, findings from this paper further shows that consequences of low academic engagement include; low academic achievement, high drop-out and out-of-school children rate among others. It was concluded that in order to enhance the learners' academic engagement, the parents have a vital role to play, by way of parental involvement, consistent motivation, organizing regular workshop, conferences for parents among others.

Keywords: Enhancing, Academic Engagement, Parenting, Learners, Nigeria

Introduction

Education consists of a form of learning that is necessary for the development of one's personality and identity, as well as physical and intellectual capabilities. Education permits, notably, the transmission of common principles to new generations, and the conservation and perpetuation of social values. It also contributes to the flourishing of individuality through the enhancement of social and professional integration. Education has as its ultimate objective the improvement of a person's quality of life. It offers to underprivileged adults and children a chance to escape from poverty. It is thus an essential tool for the economic, social and cultural development of all populations around the world. Therefore, children have the right to education which parents are expected to play active roles to facilitate their child's academic engagement.

It is a universal belief that children are the leaders of tomorrow and as it were the greatest investment parents could make. The benefits inherent in children remain inexhaustible, all things being equal. This is however dependent on the quality of training and education injected into the children. In conjunction with the above assertion, Sapungan and Sapungan (2014) reaffirmed that it is a consensus that parents aspire to ensure the improvement and progress of their wards. In the training and education of the children in school, the role of parenting comes into play.

The strong formation of bonds between parents and the child is an experience that establishes his or her entire development especially on the three major components of well-being, the cognitive, the affective, and the psychomotor domain. Good childhood experience is an investment that ensures a successful future for a child, thus optimization of parental roles at an early age is indeed a necessity (Narvaez, 2019). However, most of the present generation of parents are encumbered with pleasures, vices, and pursuits of own happiness, and career (Sunrendra & Sanjeev, 2017).

Nigeria has been described by United Nations Children's Fund (UNICEF) as the World Headquarter of out-of-school children and drop-outs with about 18.3 million children. It noted that this alarming figure positions Nigeria as the country with the highest number of out of school children globally, which is an evidence of low academic engagement among Nigerian children and students (UNICEF, 2023). By and large, in academic contexts, academic engagement seems to be a necessary condition for preventing students' dropout and favoring high levels of academic success (Lei et al., 2018). Because of this fact, studies on academic engagement have flourished exponentially during the last decade, as shown by recent meta-analyses (Boulianne & Theocharis, 2020).

However, an attempt to enhancing academic engagement makes this paper to focus on considering parenting roles, as regards, if well performed, can enhance academic engagement of students', thereby drastically reducing out-of school children and high drop-out rate among Nigeria students.

Concept of Academic Engagement

The commitment or involvement of students in academic activities is commonly investigated by the name of engagement. Researchers have proposed a variety of different ways to describe students' academic engagement, indicating the complexity of this concept. It has at least two general meanings. One emphasizes the degree of students' compliance with organizational and subject rules, values and processes. The other focuses on students' active participation and emotional

commitment to their learning, which are necessary for academic success. Hu and Kuh (2002) argued that student engagement was the most important factor in student learning and personal development. They defined student engagement as the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired school outcomes. Important purposeful activities include studying and the amount of time devoted to studying; interacting with fellow students and the school in substantive ways; and utilizing institutional resources and support (Hu & Kuh, 2002). Two key components of student engagement contribute to student success—the amount of time and effort students use to participate in various activities, including studying and the ways institutions allocate resources and organize learning opportunities that are geared toward encouraging student academic engagement and participation (Kuh et al, 2005).

In education, student academic engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Generally speaking, the concept of students' academic engagement is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise "disengaged." Stronger student engagement or improved student engagement are common instructional objectives expressed by educators (Student Engagement, 2014).

Academic engagement reflects the quality of students' participation, investment, commitment into and recognition with schools and related activities to improve students' performance. It is the extent to which students are committed to schools and are motivated to learn. Only when students are actively engaged in the learning process can they have meaningful and lasting learning experiences. Academic engagement encompasses the behavioral (participation in academic and social activities), affective (comprised of students' attitudes, interests, and values), and cognitive (motivational goals and the application of learning strategies) dimensions of an individual's engagement in the learning process. More specifically, academic engagement includes students attending classes, completing assignments, interacting with peers and teachers, and enrolling and participating in extracurricular activities (García-Martínez, Landa & León, 2021). Academic engagement also refers to the time and efforts that students invest into the activities with educational purposes. Academic engagement is typically characterized as vitality (representing energy, willingness, and persistence in the face of difficulties), dedication (understanding the meaning of the work, being enthusiastic, inspired, and proud of the work), and absorption (focusing on the work). High levels of academic engagement are

necessary for students' success. Scholars have confirmed that students' learning effectiveness depends on their academic engagement. Students' academic engagement is a better predictor to students' learning outcomes such as critical thinking, cognitive activities, and reading and writing skills. Research into students' engagement can help reduce dissatisfaction, avoid boredom, increase motivation to participate in school-related activities, and improve their achievement level (Groves, Sellars, Smith, & Barber, 2015).

Researchers and educators have exhibited a growing interest in the concept of engagement as a way to avert student boredom, to enhance students' motivation and involvement in school-related activities, to increase successful student achievement levels, and to understand students' positive development (Upadyaya & Salmela-Aro, 2013). Academic Engagement is also a valuable construct for capturing the gradual process by which students drop out from school (Appleton et al., 2008). Given that students' dropping out from school is not an instantaneous event, but rather a gradual process that happens over time, researchers and educators alike view engagement as the main theoretical model for intervening with and understanding potential dropouts to enhance positive performance and encourage school completion (Appleton et al., 2008; Appleton et al., 2006).

Student engagement has become one of the desired outcomes of school in recent years because of its strong connection to student well-being. In particular, previous research had demonstrated decisive links between student engagement in learning and such outcomes as school dropout (Finn & Rock, 1997), substance use (Bond, Butler, Thomas, Carlin, Glower, & Bowes, 2007), mental health, and academic outcomes (Bakker, Vergel, & Kuntze, 2015; Dotterer & Lowe, 2011). Students engaged in learning were found to be more successful academically, as well as less likely to drop out of school. They were found to be intrinsically motivated to invest in learning, attend classes, and participate in study activities (Bakker et al., 2007).

Concept of parenting

Parenting may be defined as purposive activities aimed at ensuring the survival and development of children. It derives from the Latin verb 'parere' – 'to bring forth, develop or educate (Hoffmann, 2002). The word 'parenting', from its root, is more concerned with the activity of developing and educating than who does it. In modern parlance, however, 'parent' denotes the biological relationship of a mother or father to a child, and is qualified by such words as 'adoptive' or 'foster' parents, 'parent surrogates' or 'carers' to keep the biological relationship distinct. On the other hand, the verb 'to parent' (or, more commonly, 'parenting') denotes a process, an activity

and an interaction, usually by grown-ups with children, but not necessarily or exclusively their own. Parenting is a positive, nurturing activity.
Moreso, parenting refers to the rearing of a child or children, in particular, the care, love, and guidance given by a parent. It consists of the methods, techniques and other activities that are used or required in the rearing of children. Parenting is a process of raising and educating a child from birth until adulthood, which is carried out in a child's family by the mother and father or biological parents. Additionally, parenting is defined as the act or process of functioning as parents and raising children. It refers to the skill or activity of looking after children as a parent. Parenting is anything and everything that a parent does, with the intention of helping a child to develop into a well adjusted human being. Parenting encompasses the host of activities undertaken by the parent(s), in raising a child or children (Webster's Dictionary, 1975).

Parenting has been perceived as giving necessary support to a child to develop physically, emotionally, socially, and intellectually. Darling and Steinberg (2023), defined parenting as a constellation of attitudes towards the child that are communicated to the child and create an emotional climate in which the parent's behaviors are expressed. Parents and caregivers fundamentally shape children's lives and everyday experiences, which has a major impact on their cognitive, academic and socio-emotional development (Bornstein, 2019). Parenting encompasses the provision of children's needs, religious training and sound education by their parents (Nwosu, 2004). Alden and Kell, (2000) asserted that parenting involves critical observation of child's right from birth, child's protection and parental behaviour which confine to children's freedom of action and expression.

Parenting is the process of supporting and promoting a child's physical, emotional, mental, and social development. Parenting offers support and care to the child in painful or stressful situations and gives confidence when the child is in non-distressing or non-stressful conditions. Parenting of young children provides an emotional climate for them. Supporting and sensitive parenting offers children security and confidence; parents promote reasonable regulations and self-initiation in social and non-social experiments. Self-sufficient support and sensitivity, care-giving nature, such as best emotions, lead to early brain maturation and cognitive development in children. Sensitive parenting shows affective and behavioral development in children; it is characterized by responsiveness, positive encouragement for something, giving approval or thanking, and stimulation.

Parenting is the mechanism through which a child learns appropriate and inappropriate behaviour, experience right and wrong choices in decision-making,

acquire skills; understand roles and norms of a community (Pérez & Cumsille, 2012). It plays a major part in child socialisation, providing an early understanding of the self (Latouf & Dunn, 2010). For example, quality of parenting is associated with general adjustment (Lamborn & Groh, 2009) and psychological wellbeing, including a healthy self-esteem and satisfaction with life (Roman, Mwaba, & Lens, 2008).

Parenting, also called child rearing, is the manner a father and mother or single parent promote and support the physical, emotional, social, and intellectual growth of a child from birth to maturity. The mode of parenting differs from parents to parents and from fathers to mothers. This can be influenced by lots of nature-nurture factors such as personalities of each of the parent, each parent's upbringing, level of self-awareness and education.

Parenting is not a single generic activity but one made up of numerous elements involving every aspect of a child's functioning (Hoghughi & Long 2004). These areas of functioning incorporate physical health, intellectual and educational functioning, behaviour and mental health and form the base of the parent-child relationship. This relationship starts before birth and continues throughout life. Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. Parenting is a process of creation: the parent's creation of a child, and the child's creation of a parent.

Parenting is defined by Shonkoff and Phillips (2000) as the 'focused and differentiated relationship that the young child has with the adult who is most emotionally invested in and consistently available to him or her. Parenting requires a motivational and dynamic stance. It requires a non-routine, attentive response to children's needs. Parenting is an opportunity for personal growth. What parents do matters-in talk, behavior and actions. Their day to day interactions impact their children-their attention, expressed pleasure, listening and interest, as well as limit-setting-all nourish a children's growing sense of self just as food nourishes a growing body. "If you want to understand a child, you must love and not condemn him. For understanding, there must be complete unity of mind and heart in action. Parenting practices that result in positive outcomes for children can take many forms and are influenced by many factors, such as the child's temperament, environmental circumstances, culture, social expectations, parents' gender, and parents' own experience of being parented. Parenting is more likely to be effective when parents adapt their practices to meet their children's changing needs—when they are perceptive of these needs, responsive to them, and flexible in this responsiveness (Darling and Steinberg, 1993).

Parenting is most often conceptualized by two dimensions,- parental acceptance, involvement, and strictness-supervision, which creates four types of parenting styles mentioned as authoritative, authoritarian, permissive, and neglectful. Baumrind explained two independent dimensions theoretically which are able to predict a child's behavior. The first dimension, i.e. responsiveness, is the amount of nutrition, warmth, emotional expression and positive reinforcement associated with child's opinion. The second dimension, i.e. demandingness, refers to the control application method, level of demand, and expectations. In the 1960s Baumrind identified three parenting styles viz: authoritative, authoritarian, and permissive. However, in 1983, Maccoby and Martin expanded the preceding three classifications into four parenting styles; viz: authoritative, authoritarian, permissive and neglectful. The authoritative parenting style is characterized by high parental responsiveness, and high parental demands. In the authoritarian parenting style, the parent is demanding but not responsive. The parent is responsive but not demanding in permissive style. The parent is neither responsive nor demanding in the neglectful style.

Also, Ganga (2015) said that it is evident that parenting is a challenging job as it is a complex responsibility to shape the life of an individual. Parenting does not take place within a vacuum, but within the context of a specific family, a specific community, and the larger socio-political world which has an impact on the quality of parenting. It has also been highlighted that the modern parent lives in an ever changing society, which places additional stress on their role as parents, and these, are the contexts in which parents must nurture, educate, and try to understand their children and themselves as parents. This highlights the potential value of exploring parenting, as well as the particular context in which parenting is taking place.

Expectancy-Value Theory of Parenting

This paper is anchored on Expectancy-Value Theory to explain parenting role on students' academic engagement. In 1964, Atkinson created Expectancy-Value Theory which explains that parents' expectations and views about their children's potential to succeed in school can have a major effect on their children's actual accomplishment. According to this school of thought, parents have a significant role in their children's academic development by influencing their expectations about their own children's academic potential and giving them with the necessary tools and encouragement.

Parents who set high academic standards for their kids and give them the tools and encouragement they need to achieve are more likely to have successful kids, this hypothesis suggests. Due to internalizing parental views and expectations, children

are more inclined to put forth effort and participate in academic activities when they believe they can achieve positive outcomes.

Expectancy-Value Theory argues that parents' views on the importance of education might have an effect on their children's success in school. It is more likely that parents will succeed in inspiring their children to develop a passion for and dedication to study if they emphasize the significance of and value placed on schooling. This has the potential to boost students' interest in learning and their success in the classroom. According to this school of thought, parents are the ones who should get the most credit for helping their children develop positive educational values and giving them with the tools they will need to succeed in school. Parents can encourage and inspire their children to reach their maximum academic potential by setting high standards for them and emphasizing the importance of education.

Roles of Parenting

Parents have the most important job in the world. Parents always play very crucial role in kid's mental, emotional, physical, social, financial and career development. There is nothing parents do in their lifetimes that is more significant than how they raise their children. It's a challenging, full-time job that lasts throughout life, no matter how old children get. While parenting presents parents with struggles and trials, it also offers many rewards. Those rewards, too, can last throughout life.

One of the roles of parenting is involvement. Parent's involvement has been defined and measured in multiple ways, including activities that parents engage in at home and at school and positive attitudes parents have towards their child's education, school, and teacher (Lengua, & McMahon, 2000). Create a home environment that encourages learning. Express high (realistic) expectations for their children's achievement and future careers. Become involved in their children's education at school and in the community. Researches show that parent involvement in activities that are effectively planned and well implemented result in substantial benefits to children, parents, educators, and the school. Children generally achieve better grades, test scores, and attendance. Children consistently complete their homework. Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school. Parenting context plays a vital role in shaping children's cognitive, behavioral and academic outcomes (Pinquart, 2016; Augustine & Stifter, 2019). An extensive body of studies have examined the influence of parenting styles and parental involvement on children's educational and developmental outcomes, especially those school-aged students (Masud et al., 2015; Pinquart, 2016; Sangawi et al., 2018). Participate in and support their child in

extracurricular activities such as talent shows, field trips, sports day etc. If possible help the school with their activities such as fund raisers among others. Children with parents who are involved in their school tend to have fewer behavioural problems and better academic performance, and are more likely to have a higher level of academic success than children whose parents are not involved (Noel, A., Stark, P., Redford, & Zukerberg, A. 2013). The research shows that parental involvement in children's learning is a key factor. The role of parents during a child's earliest years is the single biggest influence on their development. Good quality home learning contributes more to children's intellectual and social development than parental occupation, education or income. When parents are involved in their children's education, both children and parents are likely to benefit. Researchers findings indicate that parent participation in their children's schooling frequently: Enhances children's self-esteem, Improves children's academic achievement, improves parent-child relationships, helps parents develop positive attitudes towards school, and gains a better understanding of the schooling process.

Children with parents who are involved in their school tend to have fewer behavioural problems and better academic performance, and are more likely to have a higher level of academic success than children whose parents are not involved (Noel, A., Stark, P., Redford, J., & Zukerberg, A. 2013). Apart from being responsible for raising children, parents can also influence the academic progress of their children in school. Inman, 2008 argue that parents can help to improve their child's learning ability by showing interest in their child's academic tasks and monitoring them to complete their school's assignment at home.

Also, ensuring enrolment is another important role of the parents. No doubt, not all parents have the skill to teach and educate the child. The most viable option to parents is to send their children to school. It is only when parents enroll their children that children can be found in school and be educated. If the parents do not do so, no one takes the child to school. In doing so, the parents must ensure that they enroll them in schools they can afford to pay the fees and other levies as well as provide the basic learning materials. It must be pointed out that it is the right of the child to be educated.

Moreso, another role expected to be perform by the parents is making strong friendship with their children. Children who experience kindness and respect at home are better at making good friends. They learn how to be nice to others and build strong, positive relationships.

Moreover, serving as a role model at home is another role of parenting. Children behave the way they do because of the people that came across them early in life. Parents as mentors and models must exhibit acts that would engender hardwork and discipline. Parents are a child's first teachers and role models; they are responsible for shaping up the child's behavior and implementing positive values in them. Children listen, observe and imitate their parents. So it is important that they should be good role models, the kids would want to follow. As a mother or father, parents have to practice what they preach to expect the child to follow it. Parents are role models. This is quintessential because children learn more through observation as than words. Parents should therefore put up good behaviours before their children. That which you want them to do, do it yourself.

Parents are motivators and encouragers, in addition, parental support can help motivate and further enables students to be cognitively, behaviorally and emotional engaged (Sahil, 2010). As noted by Yazzie-Mintz (2010), parental involvement with their child's schooling affects the engagement of their children at primary and secondary levels. The proper role of the parent is to provide encouragement, support and access to activities that enable the child to master key developmental tasks. Parenting helps in encouraging and motivating their kids to learn as well as cooperate child to be positive, healthy and good life long learner. As children develop from infants to teens to adults they go through a series of developmental stages that are important to all aspects of their personhood including physical, intellectual, emotional and social (Siegler, R., DeLoache, J., & Eisenberg, N. 2011).

While parents can encourage and motivate children to attain higher levels, they must not set impossible targets and limit their journey only to academics. Parents must realize that every child is unique and has individual levels of attainment and success is not always determined by scholastic scores and becoming a topper in class. In a family institution, parents are the most influential individuals to children. The care, education, affection and attention from parents influence the development of their children (Marchant, Paulson, & Rothlisberg, 2001). Studies from (McInerney, 2010) found that parents were a factor in encouraging children to experiment. Parents who focus on the children's needs and ambitions as well as encouraging and supporting them, promote for their children to be more successful in their education. Kids who feel supported and encouraged at home are more likely to do well in their studies. It's because positive parenting helps create a positive attitude towards learning. The proper role of the parent is to provide encouragement, support and access to activities that enable the child to master key developmental tasks. As children develop from infants to teens to adults they go through a series of developmental stages that are important to all aspects of their personhood including physical,

intellectual, emotional and social (Siegler, R., DeLoache, J., & Eisenberg, N. 2011). Encouraging a child's positive behavior by rewarding and praising them is a powerful motivator for strengthening the bonds of love and respect within a family, thereby fostering and strengthening better communication between the parents and the children.

Monitoring is another parenting role. Parents keep track of their children's after-school exercises, schoolwork, academic development, and mental emotion. The achievement of youngsters is connected to parental monitoring of students' activities after school. Higher academic accomplishment is positively related to parents who monitor their children's behavior after school than those who do not (Epstein & Sanders, 2022). Parents should advocate for their children to ensure that they are getting the best education possible but can only do so if they are actively involved in their children's educational process.

Furthermore, parental expectation is another important role of parenting. The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school. Parents of high-achieving students set higher standards for their children's educational activities than parents of low-achieving students. (Paavola, L., Kunnari, S, & Moilanen, I. 2005).

In addition, parents should provide useful educational information and support to children education at home. It is the responsibility of parents to provide information that will help their children to succeed. No one succeeds without basic information. Some such information that parents must provide are: information that can lead to children gaining admission; information that can lead to children gaining scholarships; information about the best available schools; information about how and where to access educational materials; and many more. The family as a mini community is the center for learning and plays significant roles to support the child's education. Irrespective of ethnicity, cultural background, educational level and income, all families function as a learning environment. This position points to the fact that each family has the potent to support every child succeed academically and in all sphere of life. Parents must be up and doing by providing basic information that will help to equip their children to engage academically.

Volunteering is another role of parenting. This applies to recruiting and organizing help and support from parents for school programmes and students' activities. There are three basic ways that individual volunteer in education. First, they may volunteer in the school or classroom by helping teachers and administrators as tutors or

assistants. Second, they may volunteer for the school; for instance, fundraising for an event or promoting a school in the community. Finally, they may volunteer as a member of an audience, attending school programmes or performances (Masa & Mila, 2017).

Role of responsiveness Parental responsiveness refers to the degree of support, warmth and affection that parents display towards their children. Responsive parents praise and encourage their children, while less accepting and unresponsive parents are quick to criticise, punish or ignore their children and are less emotionally available to them. Belsky (1981) has argued that parental warmth and sensitivity to children's needs is the most influential dimension of parenting during infancy, laying the groundwork for healthy development. Warm and responsive parenting has consistently been associated with positive developmental outcomes, such as secure emotional attachments, good peer relations, high self-esteem and a strong sense of morality (Ladd & Pettit, 2002).

Save ahead of your children's education and training. The common saying that we must save for the rainy days applies to the issue of financing children education and training. It is obvious that unlike some countries, the Nigerian government does not pay any child for going to school. Therefore, the ability to fund the child's education rests on the shoulders of parents. If parents must successfully do it, they must have a plan to save for the education of their children and wards. It may not seem to be true that in some countries, children are paid for going to school. A parent who engages in these activities succeeds in boosting the morale of the child in all school programmes and activities. It therefore becomes important that parents who want their children to excel in their education and cope with the challenges must look inwards and execute the financial responsibility on them.

Provide Information that will lead to Award of Scholarships, Trainings and Sponsorship of the Child's Education. There are both local and international bodies, individuals, groups, institutions and agencies that award scholarships to children. The parents are more informed than their children as regards both local and international sources of gaining scholarships. The scholarships when awarded will help the children to pursue their academics, enterprise or acquire one skill or the other.

Provide basic facilities at home. Most homes or some parents may not consider it important to provide facilities such as television, radio, phone, computers, video, textbooks, play materials and many more for children to use and explore the world. It is globally acknowledged that social media is a tool that makes the world operates

like a global village because; it will teach, entertain and stimulate to learn in school. Exposure to electronic means of communication is matching on the pedestrian of success in life. It is also important to point out that its use has not been without side effects. Considering, the fact that it is a source by which children emulate both cherished and uncherished norms and values, there is the need for parents to edit what their children watch and do with both television and other forms of social media as well as the facilities they provide for them. Beyond the provision of social media facilities, other facilities aid the education of the child is the provision of library or reading corner, play corner or availability of recreational facilities. In the bid to ensure that child copes with his/her educational challenge, the parents need to ensure that the children do the following; By doing these the parents have provided a conducive home and support for the education of the child. The parents and parenting roles at home should guide to instill moral values and children's attitudes (Indrijati's, 2017). The children first learn to identify personality as a social existence from the family and its environment that shapes and nurtures personality. The use of electronic gadgets convenient for communication affects children's social behavior. These gadgets affect the parents' and children's social interaction behavior (Hana, 2017).

Participate in parentage capacity building programmes. No one is an encyclopedia of all knowledge. Knowledge rules the world. For a child to attain sustainable living, much knowledge is needed. It is obvious that the parents are in position to impart the basic information that will make the children to be functional. The parents in the bid to acquire knowledge must as a matter of fact participate in capacity building programmes such as talk shops, workshops, seminars, conferences and mentorships. The rationale for parents to participate in capacity building programmes is to enable them acquire the right attitudes, skills, knowledge and experiences that would boost their roles as parents.

Causes of Low Academic Engagement among Students

Communication gap:- Most parents do not have much time to engage in meaningful communication and interaction with their children. Many parents today do not give adequate attention to the training and development of their students' academic progress. While others who do so, do it with inappropriate parenting approach. This portends serious problem to the academic engagement of the students'. Most parents prioritize their career over their children and are not aware, not to talk about care as regards to the fear, worry, anxiety and concerns that their children may have. Consequently, such students become victims of poor parental upbringing in their emotional, academic, development (Kordi & Baharudin, 2010) which may lead to low academic engagement.

Absence of Talk shows: In Nigeria, parents do not organize themselves in a formal forum to verbally discuss issues affecting the upbringing of their children. Formal or semi-formal verbal discussions can be referred to as talk shows. This has led to parents being ignorant of knowledge and skills need to arrest low academic engagement of their children even when observed and resultantly worsen the situation.

Uncordial Relationship with Peers:- There are researchers who have begun to see the potential relationship between academic behaviors such as school engagement, peer-to-peer relationships by stating that peers are significant people and play an important role in the development of psychosocial and education of students (Poulin & Chan, 2010). Unstable, not quality, not depth and not cordial relationship between and among students can also cause them to lose interest in school (Way & Greene, 2006). In addition, students who are not emotionally balanced and who lack self-confidence in themselves eventually become nuisances and liabilities to themselves, their schools and the people around them. As a matter of fact, many students who now exhibit very low self-esteem do so because of the parenting approach adopted by their parents. Students of low self-esteem lack intrinsic motivation to succeed in many endeavours of life which academic engagement is inclusive (Amsel, 2013).

Parents (family) background and environment:- According to Murray, Mitchell, Edwards, and Zyngier (2004), family serves as another determinant of learners' learning engagement. As Murray and colleagues further explain and demonstrate some characteristics of family that hinder learners from learning: extended family, having problems in family, divorced parents, migration, parent health problems, parent economic status, parents with low educational background, as well as not living with parents. Accordingly, Willms (2003) put that students from low economic status, from a single parent, including who are born abroad tend to associate with negative learning achievement.

Poor parenting Style:- Permissive parenting tends to cause children to be aggressive due to the low level of control from parents and the urge to act as they, please. In addition, permissive parenting can also cause pressure on children. Juvenile delinquency is influenced by internal and external factors, including domestic factors, which can also influence juvenile delinquency. One of the causes of juvenile delinquency is the parenting style applied by the family. So far, there have been many attempts to identify family factors that contribute to juvenile delinquency. However, attention has recently been focused on two areas: the failure of family support and family management practices. Failure in this regard is

associated with antisocial behavior in children and adolescents. Parenting provided by parents is also one of the factors behind the occurrence of juvenile delinquency. When a teenager is treated roughly by parents, experiences physical violence and humiliation, and gets a negative label, this can lead to negative adolescent behavior. Children can be aggressive, stubborn, and difficult to adapt. The relationship between children and parents, as well as other family members, and parenting patterns, are provided by parents in providing affection and freedom of action, depending on adolescent age and optimal adolescent development.

Consequences of low Academic Engagement of Students

Low levels of academic engagement have negative consequence, one being a lack of academic achievement (Blumenfeld, & Paris, 2004). However, the theoretical literature argues that it is low achievement that causes students to withdraw from school, or that engagement and academic achievement go hand-in-hand.

Dropping out of school is the most severe consequence and is the culmination of many forms of disengagement - absenteeism, poor overall attitude about school, and greater number of discipline referrals (Finn, 1993).

Some of the negative outcomes of low academic engagement, specifically for young adults and at-risk students, include delinquency, aggression, and risky behaviors (Estell & Perdue, 2013).

Conclusion

Academic engagement is an important concept which needs to be emphasized in educational sector. Academic engagement leads to increase in school enrollment and completion, a low academic engagement will lead to high drop-out rate and out-of-school children. However, the parents have so much to do in ensuring the academic engagement of their children. Unfortunately, not all parents realize that they have roles to play to make the children live a life that can lead to academic success. Consequently, this paper focuses on the roles of parenting in enhancing academic engagement of students in Nigeria.

Recommendations

Based on the study, it is recommended that parenting should play the following roles since the parents have a serious part to play in the enhancement of the students' academic engagement, which are:-

Parents should organize and attend workshops, seminars and conferences, so, that participants can come together and practically learn from one another. There is so much to learn when people with the same pursuit come together. Participation of

parents as care givers in workshops, seminars and conferences will expose them to issues, skills and knowledge on how to enhance the academic engagement of their children.

Parents should be ready to be mentors (role models at home) through capacity building. Mentorship through capacity building strategy is not a common practice among parents. The fact that it is voluntary for people to have children makes it easy for everybody to be qualified to be parents but not all can educate children. It is therefore important that ill experienced parents need to source for mentorship. Absence of mentors and mentees can be held responsible for the careless attention given to children in preparing them for school life.

Furthermore, parents should place and show high expectation on their children and get involved in children academic engagement. Parental support and involvement can range from the provision of learning environment, showing interest and ensuring the completion of homework, setting high expectations of education, providing motivational support, monitoring academic engagement of their children and attending school programmes such as Parents' Visiting Day (P.V.D) and Parent Teachers Association (P.T.A) in order to get feedback from the teacher and school authorities as regards the academic engagement of their children. This will go a long to detect early, if such child is not engage in academic activities. Parents should gain more knowledge of their child's development through parent/teacher interaction, there is more use of affection and positive reinforcement and less punishment on their children.

Parents should work on emotional and cognitive development of their children since education starts from home. One of the components of academic engagement are emotional and cognitive engagement and since the child will not be alone and need to co-exist with other students, then there is need to train the child in interpersonal, collaborative and tolerance skills which will make the child to accommodate others, thereby, promoting peaceful co-existence enhancing child's academic engagement.

Academic engagement of children can also be enhanced by parents through giving autonomy to their children. Children should be allowed to choose or self-initiate in some areas of their education, such as choice of course or subjects, time to do homework and choice of school to enroll them. This can motivate them in completion of their homework and school attendance.

Parents should collaborate with the teachers by communicating and interacting regularly in order to be aware of actions and inactions of the students, so as to check

mate on time, any noticeable behavior that may lead and cause low academic engagement. Partnership among the parents, school and the teachers, this will provide the parents with timely feedback about the academic commitment of the student. Thus, parents recognize the culture of the school through communication and interaction with teachers, which will help the Academic Engagement of students.

Also, parents who are understanding and supportive tend to help their adolescents retain healthy self-esteem. Therefore, parents should try as much as possible to practice this in order to enhance their children's academic engagement since self-esteem is an important substance for academic engagement (Gesinde & Sanu, 2015).

Parents should also adopt parenting styles that encourages academic engagement as shown in studies that the adolescents who perceive their parents as being firm, warm, involved and democratic (authoritative parenting), they perform better at school. It was revealed that the combination of the three factors which are high levels of parental warmth, behavioral control and granting parenting style is more effective than any of the factors considered individually. Another study found children from the authoritative parenting style have the highest number of school attendance. Evidence from past studies showed that the authoritative style brings good outcomes among students.

References

Alden, S. & Kell, L. (2000). The relation between mothers. Child-rearing ideologies and their children's perceptions of material control child Development. *Journal of Family Violence. 36(7): 799-811.*

Amsel, B. (2013, July 16). The effects of parental involvement on self-confidence and self-esteem. Good Therapy. http://www.goodtherapy.org/blog/effects-of-parental-involvement-on-selfconfidence-and-self-esteem-0716134

Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student Engagement with School: Critical Conceptual and Methodological Issues of the Construct. *Psychology in the Schools, 45,* 369-386. https://doi.org/10.1002/pits.20303

Atkinson, J.W. (1964). An introduction to motivation. Van Nostrand.

Augustine, M. E., and Stifter, C. A. (2019). Children's behavioral self-regulation and conscience: roles of child temperament, parenting, and parenting context. *J. Appl. Dev. Psychol. 63, 54–64. doi: 10.1016/j.appdev.2019.05.008*

Bakker, A. B., Demerouti, E., De Boer, E., & Schaufeli, W. B. (2007). Job demands and job resources as predictors of absence duration and frequency. *Journal of Vocational Behavior, 62, 341–356.*

Bakker, A. B., Vergel, A. I. S., & Kuntze, J. (2015). Student engagement and performance: A weekly diary study on the role of openness. Motivation and Emotion, 39, 49-62.

Belsky, J. (1981). Early human experience: A family perspective. *Developmental Psychology, 17*(1), 3–23. https://doi.org/10.1037/0012-1649.17.1.3

Boulianne S. & Theocharis (2020). Transforming the disengaged: Social media and youth in Canada. In Lalancette M., Raynauld V., Crandall E. (Eds.), *What's #trending in Canadian politics? Understanding transformations in power, media, and the public sphere*. Vancouver, Canada: UBC Press.

Darling, N., and Steinberg, L. (2023). Parenting style as context: an integrative model. *Psychol. Bull.* 113, 487–496. doi: 10.1037/0033-2909.113.3.487

Dotterer, A. M., & Lowe, K. (2011). Classroom context, school engagement, and academic achievement in early adolescence. *Journal of Youth and Adolescence, 40, 1649-1660.*

Estell, D. B.., Manzeske, D. P., & Perdue, N. H (2013). Predicting school commitment at grade five: Exploring the role of students' relationships with peers and teachers from grade three. *Psychology in the Schools*, 46, 1084–1097.

Finn, J. D. (1993). School Engagement & Students at Risk. Washington DC: National Center for Education Statistics

Finn, J. D., & Rock, D. A. (1997). Academic Success among Students at Risk for School Failure. *Journal of Applied Psychology, 82, 221. https://doi.org/10.1037/0021-9010.82.2.221*

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research, 74*(1), 59–109. https://doi.org/10.3102/00346543074001059

García-Martínez, I.; Landa, J.M.A.; León, S.P. (2021). The Mediating Role of Engagement on the Achievement and Quality of Life of University Students. *Int. J. Environ. Res. Public Health 2021, 18, 6586. https://doi.org/10.3390/ijerph18126586*

Hoffmann, J. P. (2002). The dynamics of self-esteem: A growth-curve analysis. *Journal of Youth and Adolescence, 31*(2), 101113. https://doi.org/10.1023/A:1014065825598

Hoghughi, M., (2004). Parenting- An introduction, In: Hoghughi M and Long N (eds). *Handbook of Parenting: Theory and Research for Practice*, SAGE Publications Ltd, London.

Hu, S., & Kuh, G. D. (2002). Being (Dis) Engaged in Educationally Purposeful Activities: The Influences of Student and Institutional Characteristics. Research in Higher Education, 43, 555-575. https://doi.org/10.1023/A:1020114231387 *Journal of International Students85Spring 2015 http://jistudents.org Volume 5•Issue 1*

Indrijati H. (2017). Academic Procrastination Based on Internet Usage Across Senior High School Students in Surabaya, Indonesia. In *2nd Asian Education Symposium - Volume 1: AES,* ISBN 978-989-758-331-5, pages 199-203. DOI: 10.5220/0007301101990203

Inman, S. F. (2008). Exploring the Relationship between Student Engagement Factors and Entry to Postsecondary Programs: A Secondary Analysis. Doctoral Dissertation, University of Oregon. *http://ejournal.ukm.my/jpend/article/view/12047*

Kordi, A. & Baharudin, R. 2010. Parenting Attitude and Style and Its Effect on Children School Achievements**.** *International Journal of Psychological Studies, Canadian Center of Science and Education, vol. 2(2), pages 217-217, December.*

Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2005). Assessing conditions to enhance educational effectiveness: *Inventory for student engagement and success. San Francisco: Jossey-Bass.*

Ladd, G. W., & Pettit, G. S. (2002). Parenting and the development of children's peer relationships. In M. H. Bornstein (Ed.), *Handbook of parenting: Practical issues in parenting* (2nd ed., pp. 269–309). Lawrence Erlbaum Associates Publishers.

Lamborn, S., & Groh, K. (2019). A four-part model of autonomy during emerging adulthood: Associations with adjustment. International Journal of Behavioral Development, 33(5), 393–401. http://dx.doi.org/10.1177/0165025409338440

Latouf, N. & Dunn, M. (2010). Parenting styles affecting the social behaviour of five-year olds. *Journal of Psychology in Africa, 20(1), 109-112.*

Lei, H., Xu, G., Shao, C., & Sang, J. (2018). The relationship between teachers' caring behavior and academic achievement of students: The mediating role of learning self-efficacy [In Chinese]. *Psychological Development and Education, 31, 188–197. https://doi.org/chq2*

Lengua, L. J., & McMahon, R. J. (2000). Parent involvement in school: Conceptualizing multiple dimensions and their relations with family and demographic risk factors. *Journal of School Psychology, 38*(6), 501–523. https://doi.org/10.1016/S0022-4405(00)00050-9

Masa, D. & Mila, B. (2017). Parental involvement as an important factor for successful education *CEPS Journal 7 (2017) 3, S. 137-153*

Marchant, G. J., Paulson, S. E., & Rothlisberg, B. A. (2001). Relations of middle school students' perceptions of family and school contexts with academic achievement. *Psychology in the Schools, 38*(6), 505–519. https://doi.org/10.1002/pits.1039.abs

Masud H., Thurasamy R., Ahmad M. S. (2015). Parenting styles and academic achievement of young adolescents: a systematic literature review. *Qual. Quant.* 49 2411–2433. 10.1007/s11135-014-0120-x

McInerney, D., (2010). Educational Psychology: Constructing Learning Edition5, Illustrated Publisher Pearson Australia, 2010ISBN1442515198, 9781442515192Length576 pages

Murray, S., Mitchell, J., Gale, T., Edwards, J., & Zyngier, D. (2004). Student disengagement from primary schooling: A review of research and practice. CASS Foundation & Centre for Childhood Studies Faculty of Education Monash University.

Narvaez, D. (2019). Moral development and moral values: Evolutionary and neurobiological influences. In D. P. McAdams, R. L. Shiner, & J. L. Tackett (Eds.), *Handbook of personality development* (pp. 345–363). The Guilford Press.

Noel, A., Stark, P., & Redford, J. (2013). Parent and Family Involvement in Education, from the National Household Education Surveys Program of 2012 (NCES 2013-028.REV2). Washington DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. http://nces.ed.gov/pubsearch

Nwosu, J.G. (2004). Parent Involvement and Academic achievement. Rivera School.

Pérez, J. C., & Cumsille, P. (2012). Adolescent temperament and parental control in the development of the adolescent decision making in a Chilean sample. *Journal of Adolescence, 35*(3), 659 669. https://doi.org/10.1016/j.adolescence.2011.09.002

Pinquart, M. (2016). Associations of parenting styles and dimensions with academic achievement in children and adolescents: a meta-analysis. *Educ. Psychol. Rev.* 28, 475–493. doi: 10.1007/s10648-015-9338-y

Poulin, F., & Chan, A. (2010). Friendship stability and change in childhood and adolescence. *Developmental Review, 30*(3), 257–272. https://doi.org/10.1016/j.dr.2009.01.001

Sapungan, M.-G. and Sapungan, M.-R. (2014). Parental Involvement in Child's Education: Importance, Barriers and Benefits. *Asian Journal of Management Sciences & Education, 3, 42-48.*

Sangawi, H., Adams, J., & Reissland, N. (2018). The Impact of Parenting Styles on

Children Developmental Outcome: The Role of Academic Self-Concept as a Mediator. International *Journal of Psychology, 53(5), 379-387. https://doi.org/10.1002/ijop.12380*

Sahil, S. A. S. (2010). A Structural Model of the Relationships between Teacher, Peer and Parental Support, Behavioural Engagement, Academic Efficacy and Cognitive Engagement of Secondary School Adolescents. Sintok: University Utara Malaysia.

Salmela-Aro, K., & Upadyaya, K. (2013). Developmental trajectories of school burnout: Evidence from two longitudinal studies. *Learning and Individual Differences, 36,* 60 68. https://doi.org/10.1016/j.lindif.2014.10.016

Shonkoff, J. P., & Phillips, D. A. (2000). From neurons to neighborhoods: The science of early childhood development.

Steinberg, L., Darling, N. E., & Fletcher, A. C. (1997). Authoritative parenting and adolescent adjustment: An ecological journey. In P. Moen, G. H. Elder, Jr., & K. Lüscher (Eds.), *Examining lives in context: Perspectives on the ecology of human development* (pp. 423–466). American Psychological Association. https://doi.org/10.1037/10176-012

Student Engagement (2014, April 28). In S. Abbott (Ed.). The glossary of educational reform by Great School Partnership. *Retrieved from http://edglossary.org/ student-engagement*

Surendra, R., & Sanjeev, K. B. (2017). Role of Geotechnical Properties of Soil on Civil Engineering Structures. *Resources and Environment, 7, 103-109.*

UNICEF (February, 2023). Evaluation Report: *The Out-of-School Children Initiative (OOSCI).*

Way, N., & Greene, M. (2006). Exploring adolescents' perceptions of parental attitudes and rules about friendships. *Paper presented at Biennial meeting of the Society for Research on Child Development. March.*

Webster (1975). Webster ’s Dictionary of American Language. New York: Book Craft Guild, INC.

Willms, J. D. (2003). Student engagement at school: A sense of belonging and participation results from Pisa 2000. http://www.unb.ca/web/crisp/pdf/0306.pdf

Yazzie-Mintz, E. (2010). Charting the Path from Engagement to Achievement: A Report on the 2009 High School Survey of Student Engagement. Bloomington, IN: Center for Evaluation & Education Policy