The Nigerian Educational Psychologists Vol. 22 No. 1, August, 2025. pp. 90-101

RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT, ACADEMIC RESILIENCE AND SCHOOL ADJUSTMENT AMONG PUBLIC SECONDARY SCHOOL STUDENTS OF SOKOTO STATE, NIGERIA

By

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Abstract

The significance of parental involvement, academic resilience and school adjustment has been understated, particularly in the northern part of the country. The study examined the relationship between parenting involvement, academic resilience and school adjustment among public secondary school students of Sokoto State. Two hypotheses were tested, i.e., there is no significant relationship between parenting involvement and academic resilience and there is no significant relationship between parenting involvement and school adjustment among public secondary school students of Sokoto State. The correlational research design type was used. A sample of three hundred and sixty one (361) students was used as the subject for this study. Three instruments were used for the data. The collected data was analyzed using Pearson Product Moment Correlation. The two null hypotheses were rejected based on the research findings, and the findings indicated that Parental involvement was found to have a significant influence on academic resilience among public secondary school students of Sokoto State and the school adjustment of such students is been affected by their parental involvement. The research concluded that there is a significant correlation between parenting involvement and academic resilience, and parental involvement was also discovered to have a significant correlation with school adjustment. The study recommended among other things the need for schools to organize training workshops aimed at educating parents about strategies to foster resilience in their children. These workshops can focus on building skills such as emotional regulation, problem-solving, and goal-setting. By providing parents with practical tools and knowledge, they can better support their children in overcoming academic challenges, ultimately enhancing students' resilience.

Keywords: Parental Involvement, Academic Resilience and School Adjustment.

Introduction

Academic resilience refers to the ability of students to effectively cope with challenges and setbacks in their educational experiences. It involves not only overcoming obstacles but also thriving in the face of adversity. According to Martin and Marsh (2006), resilient students demonstrate a strong sense of self-efficacy,

motivation, and the ability to seek help when needed. The role of parental involvement in the academic resilience of children has been a focal point of research in educational psychology. This involvement encompasses a range of activities, including assisting with homework, attending school events, and fostering an environment conducive to learning at home. According to Epstein (2011), parental involvement includes parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. This multifaceted concept emphasizes that parental engagement is not limited to academic support but also includes emotional and social dimensions that contribute to a child's overall development.

In the context of Nigeria, particularly in Sokoto State, understanding the impact of parental involvement on school adjustment and academic resilience among secondary school students is crucial. Sokoto State is among the states that suffer issues of insecurity and economic difficulties rendering many students to trauma and lack of adjustment to school which no doubt prompt them to need the intervention of their immediate homes which is regarded as the first source of stress management (Pieronkiewicz & Szczygieł) cited in Surum, Kiaritha, Mulambula 2022) and also Kovacs, Dan, Hrabeczy, Bacskai, & Puszta (2022) are of the view that, resilience is an element of parental involvement, either as a personality trait or a result. Similarly, the socio-cultural context of Sokoto State presents unique challenges and opportunities for parental involvement. The region is characterized by a predominantly Muslim population, where traditional values and beliefs about western education may influence parental engagement. Research by Afolabi (2019) indicates that cultural perceptions of education can significantly impact parental involvement, suggesting that tailored approaches are necessary to enhance engagement in this context.

Another area of great concern that students need parenting involvement, help and encouragement which can have significant impact on academic outcome is school adjustment. School adjustment is defined as the process through which students adapt to the academic, social, and emotional demands of the school environment. It encompasses various aspects, including academic performance, social relationships with peers and teachers, and emotional well-being. According to Burchinal et al. (2000), successful school adjustment is characterized by positive attitudes towards school, effective coping strategies, and the ability to form healthy relationships with peers and adults. Adeyemi, Adediran and Adewole (2018) are of the view that, lack of parenting involvement in terms of providing basic school needs could not provide a stable mind and conducive environment for the pupils to study. They would not be able to concentrate on the classroom learning process and perform creditably, lack of

exercise books and writing materials result in the situation where the pupils could not do any assignments in the class but became onlookers or bystander.

Previous researchers have explored the relationship between parenting involvement and academic resilience, for example Olaseni (2000) in his research Academic Resilience: The Roles of Parental Involvement and Gender among adolescents in Ondo State found that parental involvement significantly predicted academic resilience in such a way that high parental involvement is linked with high academic resilience. He further concludes that gender significantly predicted academic resilience in such a way that female adolescents had better academic resilience compared to their male counterpart. In another research conducted by Elizabeth, Nkechi, Okeke, and Chukwuemeka (2023) the result indicated that both parental involvement and academic resilience have positive relationship with academic engagement. It further showed that parental involvement and academic resilience jointly contributed positively to the academic engagement of secondary school students in Anambra State. Kenya Surum, Kiaritha, Mulambula (2022) in their study relationship between parental involvement and academic resilience among public secondary school students of Turkana County, the findings indicated that Parental involvement was fally, physically, socially, emotionally, financially and parental communication of expectations yielded high academic resilience among students, with parental involvement socially being the strongest predictor of academic resilience. Kong (2020) & Anagnostaki et al. (2016) found positive correlation between parenting involvement and academic resilience. Similarly Marcelo (2018) conducted a study in the United States of America to determine the academic resilience protective factors among Black and Latino gifted children the result of the finding indicated that, increased parental participation promoted academic resilience.

Olaseni (2020) conducted a quantitative study in Ondo State, Nigeria, to determine the influence of parental involvement in predicting academic resilience among 347 teenagers. The findings demonstrated that parental involvement substantially predicts academic resilience. Noor & Sa'odah (2023) in their research Relationship between Parental Involvement, Academic Resilience, and Academic Stress among Adolescents in Kuala Terengganu their results showed that the adolescents experienced high parental involvement, high academic stress, and low academic resilience and also parental involvement and academic resilience correlated significantly with the academic stress of adolescents. In a research by Assam & Jagat (2024) Relationship between parenting style and academic resilience of adolescent students with special reference to Jorhat district, their findings indicated that there is exists significant favorable association between democratic parenting

style and academic resilience of adolescent students. It is also found that there exists a low correlation between authoritarian parenting style and academic resilience of adolescent students. The correlation between permissive parenting style and adolescent students' academic resilience is also very low. Also, it has been found that there exists a low or weak correlation between uninvolved parenting style and academic resilience of adolescent student

Another area of great concern and interest is parenting involvement and how it influences school adjustment is the process through which students adapt to the academic, social, and emotional demands of the school environment. Many researchers conduct research to explore the relationship between parenting involvement and school adjustment for example, Cheung (2019) in his study Parents' Involvement and Adolescents' School Adjustment: Teacher–Student Relationships as a Mechanism of Change concluded that, Teacher-student relationships in part explained the longitudinal association between parental involvement and adolescents' school functioning. Adeyemi, B. A., Adediran, V. O., Adewole O. S. (2018) in their study Influence of Parental Involvement, Parental Support and Family Education on Pupils' Adjustment in Lower Primary Schools in Osun State, revealed that 36.6% of the respondents indicated that there was high level of parental involvement in school adjustment. It further showed home variable ($r = 0.824$, $p < 0.05$) and school variable ($r = 0.815$, $p < 0.05$) are significantly correlated to parental involvement. The study concluded that parents have a lot to do in creating conducive home environment that would promote pupils' adjustment in schools.

The probability that the relationship between parents' involvement and children's academic adjustment is due to parents' support of children's autonomy has also been lined out (Cheung & Pomerantz, 2011; Monti, Pomerantz, & Roisman, 2014). Using structural equation models, Miguel (2024) found that parental socioeconomic status has a smaller direct effect on adolescents' school adjustment than the indirect effect through parental involvement. Considering the findings, it is possible to state that parental involvement at home statistically mediates the effect of parental socioeconomic status on school adjustment. Boonk et al., (2018); Serna & Martinez, (2019) are of the view that parental involvement affects adolescents' school adjustment. Cristina & Isabel (2019) in their research Parental Involvement as a Protective Factor in School Adjustment among Retained and Promoted Secondary Students revealed that, both parental involvement and academic performance are positively related to school adjustment. In addition, parental involvement influences adolescents' school adjustment, regardless of academic performance, being a protective factor in that adjustment.

Objective of the Study

1. To find the relationship between parenting involvement and academic resilience among public secondary school students in Sokoto State.
2. To find the relationship between parenting involvement and school adjustment among public secondary school students in Sokoto State.

Research Questions

The following research questions were posed to guide the study

1. What is the relationship between parental involvement and academic resilience among public secondary school students of Sokoto State?
2. What is the relationship between parental involvement and school adjustment among public secondary school students of Sokoto State?

Research Hypotheses

Based on the study's objectives, the following hypotheses were formulated:

1. $H0_1$ There is no significant relationship between parental involvement and academic resilience among public secondary school students of Sokoto State.
2. $H0_2$ There is no significant relationship between parental involvement and school adjustment among public secondary school students of Sokoto State

Methodology

A correlation research design was used for this study. The design was chosen because it affords a more vital and wider scope of fact finding and importantly, it estimates the degree of relationships between two or more variables. According to Salawu (2011) correlation research is more popular with finding degrees of relationship. In other words, it is interested in attempting to determine whether there is relationship or not between two or more quantifiable variables and to what degree this relationship exists. Therefore, the justification for adopting correlation design for this study is that, it enables the researcher to estimate the degree of relationship between the variables and the variable are parenting involvement, academic resilience, and school adjustment

The population of this study involved all the senior secondary school students in secondary schools in Sokoto State. The total number of SSI students in the state is 14,692 from sixty eight (68) Schools). The sample of the study was drawn from SSI students of state secondary schools. The selection was based on cluster sampling in which the state was divided into educational zone i.e. Yabo zone, Bodinga zone, Gwadabawa zone, Gwaranyo zone, Sokoto south zone and Sokoto North zones.

Three schools were selected in each of the zone, using simple random sampling technique which makes the number of sampled schools to 18, having the total number of 5388 students. :

To determine sample size, Kreycie and Morgan (1971), table was used for a size of 5388 is 361. Proportionate sampling technique was also used to pick the number of students in each of the sample school, while the subject for this study was randomly selected through the use of lucky dip approach (YES/NO) those who pick 'yes' was involved.

To measure parental involvement, academic resilience, and school adjustment, the following instruments were used:

1. Parental involvement. This variable was measured through the use of adapted form questionnaire by Morales-Castillo, 2022.
2. School Adjustment. This variable was measured with the items of the school adjustment scale of the Multi-factorial Self-Assessment Test of Adjustment (TAMAI) for level II by Hernandez, 2015
3. Academic Resilience Scale by Assam & Jagat, (2024)

Split half method was used to test the reliability of the instruments. Spearman Brown prophecy formula was use to find the correlation co-efficient. The correlation co-efficient was then found to be 0.76, 0.79 and 0.81 respectively, which was good enough for the tests reliability.

Results and Discussion

Hypotheses Testing

The null hypotheses were tested at the 0.5 level of significance using the Pearson-Product Moment Correlation Coefficient (r). The results are presented below.

$H0_1$: There is no significant relationship between parental involvement and academic resilience among public secondary school students of Sokoto State.

This hypothesis was tested by subjecting the parental involvement and the academic resilience test scores to Pearson product moment correlation coefficient analysis, as shown in Table 1.

Table 1 Relationship between parental involvement and academic resilience

Variable	N	Mean	Std Dev.	r-Cal	*p*-Value	Decision
parental involvement	361	62.42	13.66	.067	.031	H_0 Rejected
Academic resilience	361	46.14	18.45			

From table 1 it can be seen that the relationship between parental involvement and academic resilience was positive, Pearson's r(1013) = .068, p = .031. This indicates a significantly low positive relationship between parental involvement and academic resilience. Therefore, H_{01} which stated that there is no significant relationship between parental involvement and academic resilience is rejected. This means that parental involvement plays significant role on students' academic resilience in the state.

$H0_2$: There is no significant relationship between parental involvement and school adjustment among public secondary school students of Sokoto State.

This hypothesis was tested by subjecting the parental involvement test score and school adjustment scores to a Pearson test analysis as shown in table 2

Table 2 Relationship between parental involvement and school adjustment

Variables	N	Mean	Std. Deviation	r-Cal	*p*-Value	Decision
Parental Involvement	361	50.66	11.33	.123	.037	H_0 Rejected
School Adjustment	361	46.01	10.19			

From the result of table 2, parental involvement and school adjustments were positively related and significant, $r(311) = .120$, $p = .034$. This indicates significant relationship between parental involvement and school adjustments because the p-value is less than the .05 level of significance. Therefore, $H0_2$ which states that there is no significant relationship between parental involvement and school adjustments was rejected.

Summary of the Findings

This study investigates relationship between parental involvement, academic resilience and school adjustment among public secondary school students of Sokoto State. From the analysis of the data and the testing of hypotheses, the following findings were made:

1. Parental involvement was found to have a significant influence on academic resilience among public secondary school students of Sokoto State.
2. The school adjustment of such students is affected by their parental involvement.

Discussion of the Findings

The first hypothesis of the study indicates a significant relationship between parental involvement and academic resilience among public secondary school students in Sokoto State. This finding aligns with the research conducted by Elizabeth, Nkechi, Okeke, and Chukwuemeka (2023), which suggests that both parental involvement and academic resilience positively impact academic engagement. One possible factor contributing to this relationship is the supportive environment created by active parental involvement. Such an environment fosters resilience by promoting effective communication between parents and students, enhancing the students' coping strategies. Moreover, when compared to the work of Surum, Kiaritha, and Mulambula (2022) in Turkana County, Kenya, the findings reveal that various dimensions of parental involvement academic, social, emotional, and financial serve as significant predictors of academic resilience. Notably, social involvement emerged as the strongest predictor in their study. This suggests that social support provided by parents may give students a sense of belonging, which is crucial for enhancing resilience. Additionally, cultural differences in expectations around parental involvement may influence the effectiveness of these strategies.

The present findings also resonate with the work of Kong (2020) and Anagnostaki et al. (2016), who found a positive correlation between parental involvement and academic resilience. Similarly, Marcelo (2018) highlighted how increased parental participation can promote academic resilience among gifted children. This underscores the idea that greater parental engagement generally leads to better academic outcomes, reinforcing students' belief in their abilities. Parents serving as role models can inspire students to develop resilience and pursue their academic goals. Further supporting these findings, Olaseni (2020) demonstrated that parental involvement substantially predicts academic resilience. Noor and Sa'odah (2023) also found a significant relationship between parental involvement and academic resilience, linking high parental involvement to academic stress and low resilience among adolescents. This suggests that while parental involvement is generally beneficial, excessive pressure from parents may lead to academic stress, potentially undermining resilience. Effective parental involvement can teach students adaptive strategies to cope with academic challenges, thereby fostering resilience.

The second hypothesis of this study indicates a significant relationship between parental involvement and school adjustment among public secondary school students in Sokoto State. This finding is consistent with the research conducted by Adeyemi, Adediran, and Adewole (2018), which highlighted that 36.6% of respondents reported a high level of parental involvement in facilitating school adjustment. Furthermore, Miguel (2024) employed structural equation modeling to

demonstrate that parental socioeconomic status has a smaller direct effect on adolescents' school adjustment compared to the indirect effect mediated by parental involvement. This suggests that active participation from parents can mitigate the challenges posed by socioeconomic factors, enhancing students' ability to adjust to school. Thus, it can be concluded that parental involvement at home plays a critical mediating role in the relationship between socioeconomic status and school adjustment, which aligns with the findings of this study.

Support for this perspective is also found in the works of Boonk et al. (2018) and Serna & Martinez (2019), who assert that parental involvement significantly influences adolescents' school adjustment, echoing the results of the current research. Additionally, Cristina and Isabel (2019) identified parental involvement as a protective factor in school adjustment, revealing that both parental engagement and academic performance are positively related to how well students adjust to school. This indicates that parental involvement can enhance adjustment regardless of a student's academic standing. The underlying mechanisms through which parental involvement impacts school adjustment are multifaceted. When parents actively engage in their children's education, they not only share emotions but also assist with schoolwork and provide essential daily needs. This support helps students face school challenges with greater confidence and fosters a sense of security. As a result, children are better equipped to navigate the complexities of school life, leading to improved adjustment outcomes.

Conclusion

Having subjected the various variables that can affect student's academic resilience and school adjustment and tested them against parental involvement among public secondary school students of Sokoto State, the following conclusion was made:

Parental involvement was found to have a significant influence on academic resilience among public secondary school students of Sokoto State; likewise school adjustment of such students is been affected by their parental involvement.

Recommendations:

1. There is need for schools to organize training workshops aimed at educating parents about strategies to foster resilience in their children. These workshops can focus on building skills such as emotional regulation, problem-solving, and goal-setting. By providing parents with practical tools and knowledge, they can better support their children in overcoming academic challenges, ultimately enhancing students' resilience.

2. There is also need for the schools to create formal communication channels between teachers and parents to discuss students' progress and social integration. Regular parent-teacher meetings and newsletters. By keeping parents informed and involved in their children's school life, schools can help parents address any adjustment issues early, thereby promoting a smoother transition and better overall school adjustment for students

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