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**PERCEIVED PARENTAL INVOLVEMENT AND SELF-ESTEEM AS PREDICTORS OF
ACADEMIC ACHIEVEMENT AMONG NNAMDI AZIKIWE UNIVERSITY PRIMARY SCHOOL
PUPILS, AWKA SOUTH L.G.A.**

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ABSTRACT

*The study examined perceived parental involvement and self-esteem as predictors of academic achievement among Nnamdi Azikiwe University Primary school pupil in Awka South L.G.A. Participants in the study were a total of 166 (males, 90) 54.2%, and (females 76) 45.8% pupils with mean age 10.0 years and standard deviation 1.283 years. Two hypotheses guided the study. Instruments used for data collection were the parental involvement questionnaire by Mejia et al., (2009), the self-esteem inventory developed by Piers-Harris (2018), and the third term promotion results for the 2024/2025 academic session was used to measure academic performance. Linear regression results revealed an overall significant model $F(2, 163) = 7.629, P < .001$. Specifically, the beta coefficient for parental involvement was significant $B = .291^{**}, P < .001$, while self-esteem was not confirmed. It was recommended that parents should devote more time to supporting the children in doing their assignments at home.*

Keywords: *parental involvement, self-esteem, academic achievement, pupils*

BACKGROUND TO THE STUDY

In modern society, academic assessment has become a fundamental component of all educational establishments. The advent of academic assessment has introduced novel issues for students, educators, learners, institutions, and researchers in the field of education. These difficulties seem to stem from the understanding of the outcomes and their subsequent ramifications for students, educators, guardians, academics, and decision-makers in both the immediate and distant future (Agaj-Demjaha, 2015). In this context, educational representatives and interested academics have been striving to develop a measurement methodology that will enhance the performance of children in early childhood education (Esteban Guevara Hidalgo, 2025). Notwithstanding the extensive academic studies conducted in this domain, it seems that

educators have not fully mitigated the obstacles to academic success. Numerous studies have investigated various dimensions of academic success, predominantly concentrating on the correlation between self-esteem and secondary as well as university cohorts (Gao, 2026; Alghamdi et al., 2023; Shimi et al., 2024; Zubaida, 2025; Nwune et al., 2025; Acosta-Gonzaga, 2023), while other researchers have explored factors influencing academic performance, including parental involvement, engagement, external influences, unemployment, parenting styles, burnout, and socioeconomic status among secondary and university students (Gao, 2026; Nwune et al., 2026; Xu et al., 2024a, 2024b; Mugumya et al., n.d.; Quijano et al., 2023; Drydakis, 2023; Wang et al., 2023; Zhang et al., 2023a; Kwarteng et al., 2022). According to the researcher's understanding, it seems that no investigation has assessed the impact of perceived parental engagement and self-esteem on the academic performance of primary school students at Nnamdi Azikiwe University primary school. This deficiency in understanding underpins the impetus for investigating the relationship between perceived parental engagement and self-esteem in relation to academic success among primary school students at Nnamdi Azikiwe University in Awka South, L.G.A.

Empirical data indicates that academic performance, school performance, and academic achievement are largely synonymous and frequently utilised interchangeably (Kasyoka, 2023). Academics assert that scholarly success is a crucial measure of comprehension and knowledge across all educational frameworks (Nne & Ekene, 2021). The success of students in the educational environment can be categorised into two distinct types: academic accomplishment and institutional achievement (Kasyoka, 2023). Academics have characterised scholarly success as the attainment of behavioural modifications linked to cognitive, emotional, and psychomotor domains (Nne & Ekene, 2021). The investigator characterises academic success as a dependable metric that reflects the behavioural transformations instigated by a student's educational engagement in a certain domain, resulting from interactions among students, peers, and educators over time. Research indicates that educational success yields beneficial outcomes for the student. Certain repercussions encompass a favourable sign of student mental well-being (Rehman et al., n.d.), forecasting students' life accomplishments (Brew et al., 2021), enhanced mental health (Högberg, 2023), and an illustration of the strengths and deficiencies of a nation's educational framework to inform educational policy choices (Steinmayr et al., 2016). Researchers demonstrate a favourable correlation between educational success and parental engagement (Grijalva-Quiñonez et al., 2020).

Parental engagement is a complex notion encompassing diverse parental actions and behaviours related to students' educational experiences and learning methodologies (Olivar & Naparan, 2023). Academics characterise parental involvement as the extent of active and significant engagement of biological parents, both financially and behaviourally, in their children's education at home and in school (Olivar & Naparan, 2023). Parental engagement significantly enhances children's educational achievement (Gao, 2026; Olivar & Naparan, 2023). Epstein's study (Smokoska, 2020, as referenced in Fridah Jepkemei Choge¹ & Paul Edabu 2023) identifies four elements of parental engagement: parenting, communication, home learning, and involvement in decision-making. Certain research indicates that parental engagement yields various advantages, including enhanced academic performance and emotional well-being (Wang & Sheikh-Khalil, 2014), improved nutrition, hygiene, and exercise, diminished physical harm (Baig et al., 2021), elevated school health practices, and decreased violence (Pengpid & Peltzer, 2016), while also

exhibiting a negative correlation with loneliness, anxiety, and suicidal thoughts (Pengpid & Peltzer, 2016).

Empirical findings indicated that the cognitive aspect of parental academic assistance forecasted students' academic success (Nwune, et al., 2025). Zubaida (2025) discovered that parental engagement markedly fostered both internal and extrinsic drive, hence improving academic enthusiasm, study practices, and competency in the English language. In a pertinent investigation, Gao (2026) identified a favourable relationship between parental psychological control and learning autonomy in high school pupils. Previously, Daniel and Solomon (2021) indicated a statistically significant correlation between parental engagement, occupation, family size, and the academic performance of Ghanaian students. Other researchers identified a mutual correlation between parental engagement in homework and the academic performance of children among Mexican students (Christian, et al., 2020). In a pertinent investigation, Duncan et al. (2023) identified a statistically significant influence of parental involvement in fulfilling basic needs, academic communication, decision-making, infrastructure development and upkeep at educational institutions, creation of a supportive learning atmosphere, and provision of sufficient educational resources on the academic success of secondary school students in Uganda. Naite (2021) similarly demonstrated a favourable correlation between the educational attainment, age, employment status, and marital circumstances of parents and their involvement with secondary school pupils in Bangkok, Thailand. Notwithstanding these findings, researchers found that parental engagement could adversely affect a kid's educational performance if the youngster experiences heightened stress due to escalated academic demands (Peng et al., 2023). Researchers contend that a favourable correlation exists between self-esteem and parental engagement (Moneva et al., 2020).

An individual's self-esteem can shape their sense of identity, influencing daily life in both beneficial and detrimental ways. Self-esteem is characterised by academics as a collection of attitudes and convictions that an individual carries when confronting the world (Cooper Smith, 1967; as cited in Sharma, 2021), and as a relatively enduring perception of self-connection (Grey, 2001; as cited in Sharma, 2021), encompassing the experience of being capable of managing fundamental life challenges and deserving of happiness (in Branden, 1969; as cited in Sharma & Sharma, 2021). Some researchers argue that self-esteem is a vital life skill that exists across all phases of personal development, encompassing the manner in which individuals evaluate themselves and gain the knowledge, abilities, and attitudes necessary for effective societal participation (Mwangi & Kitaienge, 2023). Hudson (1982) posits that self-esteem is a multifaceted concept pertaining to an individual's ability to interact harmoniously with others. The others could encompass influential figures in an individual's existence. Individuals of this nature may include acquaintances, relatives, educators, and unfamiliar individuals.

Additionally, the extent to which one perceives affection from important others may reflect the level of acceptance required to foster a sense of belonging within the group. It likewise reflects the degree of self-efficacy the person experiences in the company of others. Self-esteem influences the perception an individual has of their peers, family, and educators. There exists an elevated degree of self-assurance, accompanied by minimal anxiety in the presence of unfamiliar individuals, alongside a sense of being desired by others, coupled with significant motivation. As per (Rahmani, 2011; referenced in Nne & Ekene, 2021), for students to achieve success in

education, they must possess essential cognitive abilities and a robust self-belief, together with the willingness to learn.

A study conducted by Tahir et al. (2023) demonstrated a significant correlation between academic self-concept and academic performance in undergraduates aged 18 to 19. As per Acosta-Gonzaga (2023), self-esteem influences emotional and behavioural detachment in university students. In a pertinent investigation, Gebresilase and Zhao (2023) discovered that the interaction between students and teachers positively correlates with both self-esteem and academic success among students at Walaita Sodo University in Ethiopia. In a study conducted by Mwangi and Kitaiinge (2023) regarding the link between self-esteem and academic achievement, a notable positive correlation was discovered between self-esteem and the academic performance of public secondary schools in Nyeri County, Kenya. Anyanwu et al. (2024) indicated that a sample of senior secondary pupils in Anambra state exhibited a notably weak correlation between self-esteem and academic performance. In a similar vein, Alokun et al. (2014) observed a notable disparity in the academic achievements of students possessing high vs low self-esteem among public secondary schools in Ondo state.

Ultimately, academic success has proven to be an essential indicator of an individual's educational accomplishment during a duration of study. The ramifications of academic performance outcomes have been a source of concern for students, educators, guardians, and educational authorities over the years. Consequently, academics have invested effort in analysing elements that would foster a comprehensive grasp of enhancing learning and performance in educational settings. Regrettably, the majority of academic studies (Kosterelioglu, 2018; Mugumya, et al., 2022) have concentrated on secondary education and university attendees, overlooking primary education. In a similar vein, researchers have identified that parental engagement significantly enhances the learning, absorption, and proficiency of students from infancy through several developmental phases (Duncan et al., 2023). Consequently, based on Walberg's idea, the authors contend that fostering an intelligent student may necessitate not just the endeavours of the classroom teacher but also the collaborative efforts of both teachers and parents.

Statement of the problem

In efforts to improve academic achievement among learners, literature is quite copious of scholarly works. Previously, scholars examined how parental academic support predicts pupils academic achievement (Nwune et al., 2025), parental involvement and academic passion and motivation for learning English language (Zubiada, 2025), multiple mediating role of achievement goal orientation between three parental control strategies and adolescent academic achievement (Xu et al., 2024), how parental psychological control would affect the learning autonomy of high school students (Gao, 2026), and parental involvement and pupils academic performance in Ghana (Daniel & Solomon, 2021). These studies deployed different measures of academic achievements, and advanced correlation statistics rather than predictive approach. It appears like scholars are yet to examine parental involvement using Mejia et al., (2009) parental involvement questionnaire and measure academic achievement using third term average results of Nnamdi Azikiwe University Primary School Pupils of 2024/2025 academic session.

Similarly, other studies investigated the relationship between self-concept and academic achievement of undergraduates (Tahir et al., 2023), self-esteem and academic achievement of secondary school students (Sharma, 2021), self-esteem and academic engagement of university

students (Acosta-Gonzaga, 2023); self-esteem and achievement goal orientation as correlates of academic achievement in mathematics (Anyanwu et al., 2024), and relationship self-esteem and student academic performance in public secondary schools (Mwangi & Kitainge, 2023). There appears to be no studies to the best of the researcher's knowledge using Piers-Harris (2018) inventory of self-esteem among primary school pupils especially among the sample population. On these gaps in knowledge rests the motivation for the study on parental involvement and self-esteem as predictors of academic achievement among Nnamdi Azikiwe University primary school pupils in Anambra state.

Hypotheses

- i. Parental involvement will significantly and positively predict academic achievement of Nnamdi Azikiwe University Primary school pupils in Anambra State.
- ii. Self-esteem will significantly and positively predict academic achievement of Nnamdi Azikiwe University Primary school pupils in Anambra State.

METHOD

Participants

The participants of the study were drawn from basis 5 and 6 of Nnamdi Azikiwe University Primary school pupils in Anambra State. A total number of 166 (males 90, (54.2%), and females 76 (45.8%) was drawn randomly to represent participants from Basic 5 and 6. The participants states represented were Anambra state (92, 55.4%), Delta state (10, 6.0%), Enugu (24, 14.5%), Imo state (18, 10.8%), Ondo (2, 1.2%), Abia (14, 8.4%), Lagos (4, 2.4%), and Ebonyi (2, 1.2%). Mothers' Occupation ranged from Civil servant (46, 27.7%), Business (38, 22.9%), Lecturer (22, 13.3%), Teacher (44, 26.5%), and medical services (16, 9.6%). Fathers' occupations were Civil servants (80, 48.2%), Business (34, 20.5%), Lecturer (24, 14.5%), Teacher (14, 8.4%), and medical services (14, 8.4%). Among the participants, 116 (69.9%) live in the urban area while (50, 30.1%) live in the rural. One hundred and sixty-four (98.8%) were Christians while 2(1.2%) belonged to other religions. The sample size for this study was drawn from determining sampling by (Smith, 2013) which was represented by the formula:

$$\text{Sample size} = \frac{(Z_{\text{score}})^2 \times \text{std dev}}{(\text{margin error})^2}$$

$$\frac{(1.96)^2 \times .5 (1 - .5)}{(0.08)^2}$$

$$= \frac{(1.96 \times 1.96) \times (0.5 \times 0.5)}{0.08 \times 0.08}$$

$$\frac{3.8416 \times 0.25}{0.08}$$

$$= 150.06$$

Approximately 150

Instruments for data collection

Three instruments were deployed for data collection. They are listed as follows: Academic achievement measure, Perceived parental involvement scales, and Index of Self-Esteem Scale. Academic achievement measure was applied by the percentages of the students for the 2024/2025 academic session third term promotion results. This provided the researcher with global information about the pupils' global performance. This implies that all primary school or basic school subjects were used for the determination of academic achievement of the study sample.

The Parental Involvement Questionnaire adapted from Mejia et al. (2009) is a 21-item scale designed to evaluate the degree and nature of parents' active participation in their children's school and home-based academic activities. It utilizes a 4-point Likert response option (e.g., 1 = Strongly Disagree / Never, 2 = Disagree / Seldom, 3 = Agree / Often, 4 = Strongly Agree / Always) across standard sub-dimensions of home and school-based involvement. Sample Structure of the Mejia et al. (2009) Scale is made up of three domains first is the Home-Based Academic Support; with sample items such as "I talk with my child about what he/she does at school every day", "I check my child's assignments and ensure homework is completed on time", and "I assist my child when he/she encounters difficulty with schoolwork". The second domain is Parent-School & Teacher Communication, with sample items: "I regularly attend Parent-Teacher Association (PTA) meetings and school conferences", "I initiate contact with my child's teachers to inquire about academic progress or behavior", and "I attend open houses, school orientations, and academic exhibitions". While the third domain is the Parental Academic Encouragement & Monitoring which has sample items like "I express confidence in my child's ability to succeed in school", "I set clear expectations and rules regarding study hours and leisure time", "I praise my child for effort and achievement in academic tasks" and "I discuss the importance of obtaining a good education with my child". The reliability of the scale was established in the present study at Cronbach alpha .806 coefficient.

The Piers-Harris Children's Self-Concept Scale (often referred to as the way I feel about myself) is one of the most widely used psychometric self-report measures for assessing self-concept and self-esteem in children and adolescents. The scale was developed by Ellen V. Piers and Dale B. Harris but later revised with David S. Herzberg. The year of first publication was in 1969 with an original 80-item scale). Later, Piers-Harris (2002) streamlined to 60 items. More recently Piers-Harris (2018) refined to 58 items for ages 6–22. The Primary Purpose was a comprehensive assessment which was to provide a multi-dimensional picture of how children evaluate their own abilities, behavioral traits, and emotional state. Then was a clinical & school Screening with the aim of Identifying children who may suffer from low self-worth, social isolation, anxiety, or behavioral difficulties, aiding in targeted counseling or early psychological interventions. The inventory uses a dichotomous "Yes / No" response format across six (6) primary domain subscales: Behavioral Adjustment (Evaluates compliance, rule-following, and behavioral issues at home/school), intellectual & school status (assesses self-perception of academic abilities and performance in school tasks), physical appearance & attributes (measures feelings regarding physical traits, body image, and leadership qualities). Freedom from anxiety (highlights emotional distress, worry, fearfulness, and nervousness), social acceptance / popularity (captures feelings of peer inclusion, friendship quality, and popularity), happiness & satisfaction (evaluates general

overall mood, self-acceptance, and satisfaction with life). Sample Items, “I am a happy person” (happiness & satisfaction), “I am smart” (Intellectual & School Status), “my classmates make fun of me” (social acceptance), “I get nervous when the teacher calls on me” (freedom from anxiety), “I am well-behaved in school” (behavioral adjustment), and “my looks bother me” (physical appearance & attributes). The reliability coefficient for the present study was .75 coefficient.

Procedure

The topic of the study was raised by the researcher and approved by the researcher’s supervisor. The researcher requested a recommendation letter from the HOD Psychology Department and was given a letter of recommendation to administer the instruments at the Nnamdi Azikiwe University Primary school pupils in Anambra State. On entering the school premises, the researcher met with the headmistress of the school and identified himself. The researcher was permitted to meet the various class teachers. After the introduction by the teachers, the researcher informed the teachers about the sections of the questionnaires that required the attentions of the parents of the children.

Then two (200) copies of the questionnaires were distributed to pupils who demonstrated interest in the study. Their privacy was assured as there were no identifier of any kind. The pupils were guided on how to respond to the items of the questionnaires within the school period and they were informed to take the other part home for their parents to attend to. The teachers advised the researchers to come back the next day for the collection of filled questionnaires. On collection of the questionnaires, it was discovered that 14 copies were incompletely filled while 20 copies were lost and 166 items were properly filled. The researcher thanked the class teachers and the pupils and went to the headmistress and collected the averages of the students so that the achievement scores may be included in the data analysis.

Design and Statistics

The study adopted predictive design, and data analysis was carried out using Statistical Packages for Social Sciences (SPSS) version 22.0. The data was analyzed using descriptive information, and regression analysis enter method.

RESULTS

Table 1: Zero-order correlation matrix using raw data

	1	2	3
1 Academic achievement	1		
2 Perceived parental involvement	.25**	1	
3 Self-esteem	-.062	.280**	1

**Correlation is significant at the .01 level (2-tailed)

*Correlation is significant at the .05 level (1-tailed)

Table 1 shows the zero-order correlation coefficient of the studied variables. There was a significant positive correlation between perceived parental involvement and academic achievement of Nnamdi Azikiwe University Primary school pupils in Anambra State.

. at $r=.251^{**}$, $p<.01$. Similarly, the correlation between self-esteem and academic achievement was positive and significant at $r=-.012$, $p>.001$. Again, the correlation between parental involvement and self-esteem was positive and significant at $r=.280^{**}$, $p<.001$.

Table 2: Standardized coefficient results for independent effects of perceived parental involvement and self-esteem on academic achievement.

Predictor variables	Adjusted R2	Df1(df2)	F	β	Sig
Model 1	.071	2(163)	7.293		.001
Perceived parental involvement				.423	.001
Self esteem				-.152	.067

**p< .01, *p<.05, *

Model 1 in Table 2 was analyzed independently using the multiple regression analysis enter-method. Hypothesis one showed that when enter method was applied to academic achievement for the two independent variables, (predictor), adjusted $R^2 = .071$. This means that the model contributed 7.1% in understanding academic achievement among pupils in primary school. The ANOVA summary shows that the adjusted R^2 value was significant at $f(2,163) = 7.293, p < .001$. Specifically, the unstandardized beta values for each of the predictor factors were for perceived parental involvement $\beta = .291^{**}, p < .001$. For self-esteem, $\beta = -.144, p > .05$. The regression standardized predicted values show no evidence that the assumption of homogeneity of variance was violated.

DISCUSSION

The objective of the research was to investigate the correlation between perceived parental engagement and self-esteem as predictors of academic success among primary school students at Nnamdi Azikiwe University primary school. Two propositions were formulated to direct the research. The outcome of the first hypothesis was confirmed in the current research. Prior research has corroborated the results of the current study (Ayimba et al 2023; Sujarwo & Herwin 2023; Zhanj et al 2023; Kwanteg et al 2022; Daniel & Solomon, 2021; Naite, 2021; Fernandez – Alonso, et al 2017). These investigations have independently substantiated the notion of parental engagement in a child's educational experience. Based on empirical evidence from individual, collective, and meta-analytical research, the correlation between parental engagement in a child's education remains unchanged. As per Siyan, Xie 2023, parental involvement in a child's education was categorised as an external influence. Consequently, when a youngster senses encouragement from their parents, it stimulates a response in the child that fosters academic achievement. It is possible that this is the reason Nick (2023) indicated in his research that parental unemployment directly correlates with diminished academic achievement. Based on the aforementioned, it seems that unemployed parents lack the socioeconomic resources necessary for their child's foundational academic success. One can contend that the youngster within the household comprehends the influence of socio-economic variables on his/her educational development. Ayimba et al. (2022) corroborated the previous statement by indicating that poverty, insufficient educational attainment, single parenthood, parental workload, adverse perceptions between teachers and parents, and extensive family size hinder parental engagement in academic success. Educators also acknowledge children hailing from economically

disadvantaged backgrounds. This acknowledgement could lead to the perils highlighted by Rosenthal and Jacobson (1968) in their work , *Pygmalion in the Classroom*. Consequently, educators could inadvertently become entangled in what social psychologists describe as a self-fulfilling prophesy.

Moreover, research has consistently demonstrated that a parent's socio-economic condition is a direct predictor of a child's educational success. This empirical stance has not been substantially contested at this moment. One of the most compelling justifications for the argument is grounded on the reality that the primary evaluators of the status are the kid and the instructor inside the educational setting. Consequently, as the child navigates cognitive challenges stemming from a lack of essential foods, space, and other requirements for a typical childhood, the teacher can be directly assessing the child's economic circumstances at home. This likely encourages the educator to focus less on the student from lower socioeconomic backgrounds and more on the student from higher socioeconomic backgrounds. This method restricts the previous youngster to an educational boundary that will shape his future development.

These empirical studies might be elucidated using the theoretical framework proposed by Walberg (1981). Thus, additional or reinforcing elements encompass the social psychological atmosphere of the classroom, the intellectually enriching environment at home, peer associations, and exposure to mass media. All assumptions must be present at a satisfactory minimal threshold for academic success to be realised. It was explicitly articulated that the additional or auxiliary roles necessary for the learning child are fundamentally social-psychological in essence. In this context, Walberg recognised that the primary element in education or scholarly endeavours was the child. Nonetheless, successful and productive learning cannot be realised without the involvement of parents. These duties were recognised as unattainable without the socio-economic capabilities of the parents. Particularly, the challenges related to the intellectually enriching atmosphere of the child's residence are fundamentally determined by the parents. This function is influenced by various elements including the educational attainment of the parents, their profession, the type of residence, and geographical location, along with the degree of parental involvement in assisting the child with homework. Additional elements, like as access to mass media, are also encompassed within the attributes of parental influence. Consequently, a parent with a diminished socioeconomic standing may not adequately fulfill their responsibilities, which could hinder academic achievement. In a similar vein, the nature of the classroom atmosphere will also be influenced by the financial resources of the parents. Walberg (1981) asserts that the nine elements influence classroom outcomes, and each must reach an adequate threshold for their impact to be observed in a child's academic performance. The outcome of hypothesis two was not validated in the current research. Recent research consistently indicates a favourable correlation between self-esteem and academic success (Tahir et al 2023; Sharma & Sharma 2023; Acosta-Gonzaga, 2023; Gebresilase & Zhao, 2023; Nne & Ekenme, 2023; Gegelso & Kolawolen, 2023; Nwangi et al 2023; Mordi & Onoyase, 2023; Adamu et al 2023; Zhao et al 2023). Notwithstanding the empirical data confirming the beneficial correlation between self-esteem and academic success. Conflicting research suggests a substantial, negligible, and adverse correlation between self-esteem and academic performance (Anyanwu et al; Gopolang 2014; Antony 2023 Gegeleso; Olutola, et al 2023; Maropaniabi, 2014; Kasyoka, 2023 Maina, et al 2021). Nevertheless, it was discovered that the subjects in the aforementioned studies were sourced from secondary and tertiary educational demographics.

Conversely, this current research differed in participant samples however yielded a comparable finding of an insignificant negative correlation between self-esteem and academic success. The rationale for the current result may be grounded in Walberg's idea. Walberg's theory posits that nine characteristics are prerequisites for academic success. In this context, several elements correspond with the student's self-worth. These factors encompass motivation, previous accomplishments, familial support, and the student's capability. It is crucial to recognise that these elements evolve simultaneously with the components of self-esteem inside the household. It can be inferred that the students were not cultivated in a manner conducive to self-motivation. Self-motivation arises when guardians or parents affirm and incentivise their offspring upon task completion. This facilitates their ability to capitalise on previous accomplishments. When past accomplishments are documented, the youngster develops the conviction that she/he may thrive in scholarly endeavours. All elements in Walberg's academic achievement hypothesis indicate an improvement in self-esteem.

If this reasoning holds, it suggests that one could highlight the significance of culture in the formation of self-esteem. Under the current conditions, the local culture might not be particularly inclined to nurture the youngsters in a way that fosters a constructive self-identity. Cultural factors shape the dynamics of relationships present inside the household. It is possible that this was the reason Walberg highlighted the significance of the social psychological context. The social psychological milieu encompasses factors such as self-esteem, interpersonal connections, the domestic and educational settings, teacher-student dynamics, peer interactions, and media exposure. Essentially, social relationships can be understood as the engagement the student encounters with influential individuals in their social milieu. This encompasses contributions from parents, educators at school, and classmates. These elements typically enhance an individual's self-esteem. For example, a student with a strong rapport with parents and educators but an adverse relationship with peers may not cultivate a favourable self-image. From this viewpoint, it may become apparent that the endeavours of parents and educators to cultivate self-esteem provide no significant results. Consequently, it can be posited that an adverse peer relationship might underlie the findings of this study among its participants. In this context, it is essential to involve the child in comprehending the kind of peer relationships they can encounter at school.

Conclusion

Perceived parental involvement has been found to relate positively and significantly with academic achievement among Ebonyi State University primary school pupils in Ezza North L.G.A. This result has been supported by scholars, parents, teachers, and policymakers. This position was embraced because of numerous positive outcomes, such as benefits in the present stage of life as well as in the prediction of success in later life events. Other researchers lay support to the aspect of parental involvement (home base parental involvement) similarly, meta-analytical research has continued to support the association between perceived parental involvement and academic achievement. On the contrary, the study did confirm a negative association between self-esteem and academic achievement among the study sample. It was concluded that this position may have been influenced by the type of outcome of the social interaction existing among children and their peer relationships.

Implication of the Study

The implications of the present study include the following:

- i. Perceived parental involvement is a positive and significant predictor of academic achievement among Nnamdi Azikiwe University Primary school pupils in Anambra State. Parents of these children are perceived as highly involved in academic work both at school and at home as a result lead to higher academic performance (achievement). This has placed the burden of support or expectation on parents and not just on teachers and the pupils alone.
- ii. Self-esteem was found to be negatively related to academic performance. The danger here is that contrary to popular empirical position, this result seems worrisome. The implication of the outcome is that there may be another factor such as peer association that may be interfering with the combined efforts of both the parents and school teachers to build self-esteem as proposed by Walberg's (1982) theory.

Limitations of the Study

- i. The sample size of the study was limited compared to the population of the Nnamdi Azikiwe University Primary school pupils in Anambra State. Thus, the choice of selecting pupils in primary (Basic) 5.0 and 6 was a limitation.
- ii. Information about parental was indirectly accessed through the perception of the pupils on how they perceive relationship from their parents.

Suggestions for Further Studies

It was suggested that more work should be carried out among large samples as well as among public schools in Anambra state. This may strengthen the result of the present study. Such future studies may seek to understand why self-esteem is negatively related to academic achievement. Similarly, the role of peer relationships or peer pressures may be examined to provide a clearer understanding of possible factors that may undermine the association between parental involvement and teacher-pupil on academic achievement among pupils.

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