

INFLUENCE OF PARENTAL SUPPORT ON ACADEMIC SELF-CONCEPT OF SECONDARY SCHOOL STUDENTS IN UDI EDUCATION ZONE OF ENUGU STATE

Emeasoba Nneka Charity (PhD)

Department of Agricultural and Vocational Education
(Business Education Programme)

Michael Okpara University of Agriculture, Umudike
Abia State – Nigeria (08033429094)

nnekaemeasoba@yahoo.com

Chinwe Sussan Oguejiofor (Ph.D)

Department of Vocational Education

Chukwuemeka Odumegwu Ojukwu University
Igbariam Campus

chysussyogu@gmail.com

Oyelade Zainab

National Open University of Nigeria
Enugu Study Centre, Enugu State

Ohamobi Ifunanya .N (Ph.D)

Department of Educational Foundation

Chukwuemeka Odumegwu Ojukwu University
Igbariam Campus

kechiohamobi@gmail.com

Ekwesianya Amaka Angela (Ph.D)

Department of Vocational Education

Chukwuemeka Odumegwu Ojukwu University
Igbariam Campus

Amakaangela70gmail.com

Osegbue Gloria Chineze (Ph.D)

Department of Educational Foundation
Igbariam Campus
gloriachineze@gmail.com

Anthonia Chinyere OKOYE
Department of Vocational Education
Faculty of Education
Chukwuemeka Odumegwu Ojukwu University
toniachyokoye@yahoo.com

Chinwe Patricia ILOKA
Department of Private and Public Law
Faculty of Law
Chukwuemeka Odumegwu Ojukwu University
Igbariam
Chypat4@gmail.com

Abstract

The study examined the influence of parental support on secondary school students' academic self-concept in Udi Educational zone, Enugu State. The study adopted descriptive survey design. The population of this study comprised 13,030 teachers and students from public secondary schools in Udi Education Zone. The teachers are 1,162 while students are 11,868. A sample size of six hundred and fifty-two (652) were drawn from the population of teachers and students using simple random sampling technique. The instrument for data collection was a 18-item questionnaire titled: Influence of Parental Support on Students Academic Self-Concept (IPSSASQ). The copies of the instrument were validated by three experts, two from Psychology and Counselling and one from Measurement and Evaluation in Michael Okpara University of Agriculture, Umudike. Cronbach Coefficient Alpha statistics was used to determine the internal consistency of the instrument which yielded correlation coefficient of .83. Seven briefed research assistants helped in the administration and collection of the instrument. Descriptive statistics such as mean was used to analyze data for the research questions, standard deviation was used to determine the closeness of the respondents' mean. Inferential statistics of t-test was used to test the null hypotheses at 0.05 level of significance. The findings showed among others that Parental support influences the secondary school students' academic self-concept to a high extent. Based on the findings, it was concluded that parental support influence the secondary school students' academic self-concept to a high extent. Parental financial support, parental motivation support and parental academic support influence the secondary school students' academic self-concept. The study recommended among others that governments and school management should identify and map out financial supports to students from low income parents so as to enhance the self-concept while parents and teachers should devote more time to provide motivational and academic support and guidance to the students in order to enhance their self-concept

Keywords: Parental Support, Self-Concept, Secondary School, Students, Education, Introduction

Education is a tool by which the human minds develop through a wide range of learning at homes, schools and religious institutions like churches and mosques among others. It can also be thought of as a process whereby a person develops attitudes and abilities that are considered to have value and relevance in the society. It is one of the best legacies a nation can give to her citizens. Any nation hoping to have bright future needs to emphasize education because it is one of the ways to accelerate national growth and development. It could be defined as a process by which a person's mind and character are developed through the formal instrument in a school or college where learners/students are found. Education of a child begins from the family and effective learning involves partnership of students, teachers and parents. Students have their first experience of life, normally in the context of the social and physical environment of the home. Oguejiofor and Onyiorah (2023) opined that Family is the most important primary group and the smallest social unit in the society. Family has been described as the smallest, most personal and not intimate of social groups. Okunniyi (2014) stated that family is a primary social group of parents, offspring and possibly other members of the household. The family has the potential to influence a child 's academic achievement. This is because it is the first school of the child. The initial experience that would mould the child's values, aspirations, emotions, interest and attitudes are offered by the parents/family. What the child learns at home and how his family motivates him towards education contributes to the child's overall performance in school. The family is relevant and very significant to the well- being of a child as well as his/her later development in life. According to Adeyemi and Adeyemi (2014) childhood could be liken to letters impressed in the shout of a young tree, which grow, and later enlarge into an integral part of the whole. Sequel to the above, rightful beginning makes the most essential part of every child's upbringing/education. The contribution of the parent to the training of the pupil determines how far he/she will go in life. It is well noted that when the school work together with the family through learning support system, pupils tends to succeed better not just in schools but in life.

Abdi et (2018) discovered that the socioeconomic position of parents and guardians, and the number of hours per day spent studying all have a substantial impact on students' self-concept and success. Schools are considered as places that provide appropriate learning environment for students, but parents contribute significantly to various components of personality of the students especially and also in improving his/her academic performance. Those parents who spend more time with their children in addition to the arrangement of private tuition at home leads to strengthen the academic achievement of their children (Atta et al., 2014).Likewise, the family environment is the one that provides the first incentives for the child. Gradually the child internalizes them and is encouraged to engage in activities for independent reasons which he sees as important or valuable, interesting and likes engaging fully, obtaining better results (Katz, Madjar, Harari, 2014).

Parental involvement and parental support have an important influence on the children's self-concept. Parental support, according to Pajarianto et al., (2020), is encouragement offered to children by their

parents. The primary responsibility of parents is to give their children with the necessary pleasure by providing a home environment that encourages them to excel in their schoolwork. Attending school functions, assisting with homework, and expressing interest in what is going on at school are all examples of parental support (Silinskas & Kikas, 2019). Parents, foster the urge for accomplishment by giving support and encouragement and parental support may impact kids' academic success because parents who offer more educational options and opportunities to their children generate great motivation to accomplish (Ekinci-Vural, 2021).

Parental support is a component of parenting that has a good and/or bad impact on the students or children's success in their schooling. Parents have a very critical influence in influencing their children's interest in and accomplishment in school. Positive parental support may result in high student accomplishment and interest, whilst poor parental support may result in low secondary school student achievement (Pajarianto et al., 2020). Parental support can be in form of financial support for academic activities, motivational support which gingers the students to performance better, academic support among others. The National Policy on Education, (2013), stressed that one of the national education objectives is the development of appropriate skill, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society. In the light of this, it is viewed that when the economic status of parents is high, the children's individual abilities may be properly harnessed and have adequate supply of reading materials for their studies and that is why parental financial support is very necessary in a child's education.

Parental financial support is also an important aspect of parental involvement. Parental financial support refers to the material support that the children receives from his or her parents in their education (Oguejiofor & Onyiorah,2023). The rising cost of education cause students who do no hold jobs to seek sponsorship for their education (Leonard, 2013). In assisting students, parents pay for school supplies, food, accommodation, transportation, or fees for sports. Parents who were always involved by their child's education is likely to have higher self-concept (Gith, 2017). Receiving support and involvement from parents can create a higher self-concept (Ruholt, Gore, & Dukes, 2015). Parents taking control the homework of their students have better communication with their child (Fernandez-Alonso, 2017). In contrast, a student with potential at school suffers from their parents who lack parental involvement with their students. Parents support their children academic successes through grooming them in skills, attitude, competencies, knowledge and behaviors towards educational activities and school.

Motivation and learning process have a strong connection. Motivation is the core for human being's aspirations and performances. Thus, motivation is crucial to succeed in educational matters and without the fighting spirit nothing is possible not only in education but also in real life. The learning process is an endless life long process. In order to continuously achieve a high motivation is crucial. Motivation is the force that encourages students to face all the tough and challenged circumstances. Motivation itself is a huge scope to cater for students' self-concept and academic achievement (Sivrikaya, 2019). Motivation is defined as the driving force that influences goals and actions (Trevino & Defrietas, 2014). Motivation is an integral component of learning, and several factors play a role in building students' motivation to learn. Predictors of motivation include students' growth-mindset, cognitive abilities, the quality of teaching instruction,

intrapersonal relationships between the students and teachers, learning supports (Liu & Yi-Lin 2019). According to Razak et al., (2021), a learner's attitude to education, on the other hand, may affect how far he or she will go in education.

Self-concept can be defined as the totality of a complex, organized, and yet dynamic system of learned attitudes, beliefs, and evaluative judgments that people hold about themselves. Self-concept is concerned with all that an individual thinks he is, what he thinks he can do and how best he can do those things. According to Gbore (2019), it is a sort of self-perception, which can be high (positive) or low (negative). Also, Akinboye (2020) viewed self-concept as self-esteem, an identity, self-perception and self-worth, self-efficacy and self-acceptance while Adeyanju (2016) described self-concept as consisting of beliefs, hypotheses and assumptions that an individual has about himself. Academic self-concept refers to an individual's knowledge and perceptions about themselves in academic achievement situation while non-academic self-concept is about perception of oneself in non-academic activities which include their physical self and their relation with parents, friends and community (Catherine, 2013). Also, Usoro (2017) asserts that a positive academic self-concept is beneficial, especially for motivating students to improve their academic performance at secondary school level. According to social identity theory, self-concept is composed of two key parts: personal identity and social identity. Personal identity includes such things as personality traits and other characteristics that make each person unique. Social identity includes the groups we belong to such as our community, religion, college and other groups.

It is important that one's career choice align with their true self because self-concept may influence what one may consider him or herself qualified for or capable of. Self-concept may determine to a great extent one's career choice, what we endeavour, attempt or strive at. A poor/wrong self-concept may inhibit an individual from reaching their full potential.

According to Argyle in Onyeaku and Alike (2019) there are four major factors that influence self-concept, the reaction of others, comparison with others, social role and identification. According to Hatie in Lukmon (2017) self-concept is an individual's internal representation of who he/she is. It is a product of an individual's self-belief and self-evaluation. It is the universal understanding a sentiment being has of oneself. Self-concept has been emphasized as a key to indicator of an individual's attitude, behaviour and coping abilities. A positive self-concept is equated with positive evaluation, while negative self-concept is associated with negative evaluation. Furthermore, Olatoye (2015) found that individual with poor self-concept tend to blame failure on external causes and take full credit for successes. self-concept now holds a multidimensional, multifaceted, and dynamic structure that controls and guides how people process self-relevant information in all aspects of their lives. In the same vein, Wehrle and Fasbende (2018) averred that self-concepts develop through people's unique experiences, yet are also constantly partially formed by existent social expectations and power structures in the environment, mediating the link between social contexts and individual behavior.

Self-concept is our personal knowledge of who we are, encompassing all of our thoughts and feelings about ourselves physically, personally and socially. Self-concept also includes our knowledge of how we behave, our capabilities, and our individual characteristics. Our self-concept develops most rapidly during

early childhood and adolescence, but self-concept continues to form and change over time as we learn more about ourselves. Self-concept is who we think we are, the picture we have of ourselves, plus the picture we think others have of us. Self-concept plays an important part in our overall wellness. It affects the ways we look at our body, how we express ourselves and interact with our friends, and it even influences how we make decisions. Self-concept indicates that a student needs a good academic self-concept in order to be successful academically (Fletcher & Alhassan, 2016).

Self-concept is defined as the intellectual attitude of personality. It is commonly referred to the complex, planned and self-motivated system of opinions, outlooks, and thoughts that each human comprehends to be accurate practically regarding his survival. Self-concept and academic achievement are collaborative and mutual. Each one is equally emphasizing to the degree that any change whether positive or negative in one enables the appropriate variation in the other. Academic performance has a strong relationship with scholastic self-concept rather than general self-concept (Kumari & Chamundeswari, 2013). Self-concept is the knowledge and approach person has about himself. It is the insight that the individual has about himself and the way he describes his abilities and potentials.

According to Machargo in Laryea, Saani and Dawson-Brew (2014) self-concept may be understood as a perception every human has of himself or herself. It is a component of personality development and indicates who we are and how we fit into the world. It is a set of perceptions or reference points that the subject has about himself, a set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the individual knows to be descriptive of himself and which he perceives as data concerning his identity. This definition embraces issues including the set of knowledge and attitudes that we have about ourselves; the perceptions that the individual assigns to himself or herself and characteristics or attributes that we use to describe ourselves.

Self-concept has great significance and it contributed a lot in building personality of an individual. The self-concept is a schema that contains knowledge about us. It is primarily made up of physical characteristics, group memberships, and traits. Because the self-concept is so complex, it has extraordinary influence on our thoughts, feelings, academic performance and behavior, and we can remember information that is related to it well. Learning here refers to changes in a person's behavioural repertoire rather than just a change in behavior. Ayo (2016) argued that since academic performance is a measure of student's success in an educational system, it should be the goal of parents, teachers and school administrators to foster performance. Academic performance should be seen as both a process and a result. It should be seen as a continual process until the student's or children's interest in schoolwork and achievement as a result in the topic has improved. Usoro (2017) also noted that students' academic performance also depend on the student self-concept which consists of his perception to academic works.

Secondary school in Nigeria is made up of Upper Basic Education and Post Basic Education. The upper basic education is also known as junior secondary school. According to the National Policy on Education (2013), upper basic education is the education a child receives immediately after primary school. It is the first three years of secondary education which qualifies the student to proceed to the Senior Secondary School (SSS) level where he/she will be trained for additional three years. This stage is the student is exposed to

general, technical, vocational subjects among others where the parental support and involvement is highly needed for career development.

Parental involvement helps in the academic performance and self-concept of their children, it helps to make learning for children and encourages them to work more (Gith, 2017). Parents and schools may have partnership programs that can develop, implement, evaluate, and improve plans and practices encouraging (Durisic&Bunijevac, 2017). Having parental involvement can be a support strategy for improving secondary student's academic performance (Takwate et al 2019). Over the past several decades, scholars are concerned with the poor academic performance of students. Researchers and educators have focused a lot of attention on the variables that affect pupils' ability to achieve academically. These researchers discovered that a number of factors help pupils' academic performance to improve. Hence, the study intends to know the influence of parental support on self-concept of secondary school students in Udi Educational Zone of Enugu State.

Statement of the Problem

Parental support has an important influence on the students' academic self-concept. Parental support in a child's education along with environmental and economic factors may affect child development in areas such as cognition, language, and social skills. The relationship between parental support and student's self-concept and academic performance has been of immense interest to educators because one cannot ignore them in academic performance of students in the school. It has been assumed that academic performance of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in academic self-concept of their children. The problem of this study is that students perform poorly and don't succeed academically in Udi Education Zone, which may be as a result of lack of adequate parental involvement and support, high levels of exam anxiety, low self-concept, antisocial behaviour, and lack of academic motivation. If essential measures are not put in place, this academic developmental experience, when consistent, could act as a barrier in challenged students' ability to overcome their issues. This necessitated this study on the influence of parental support on academic self-concept and performance of secondary school students in Udi Education Zone of Enugu State.

Purpose of the Study

The purpose of the study is to ascertain the influence of parental support on self-concept of secondary school students in Udi Education Zone of Enugu State.

Specifically, the study seeks to determine:

1. the extent parental financial support influence on self-concept of secondary school students.
2. the extent parental motivational support influence on self-concept of secondary school students.
3. the extent parental academic support influence on self-concept of secondary school students.

Research Questions

The following research questions guided this study.

1. To what extent does parental financial support influence secondary school students' self-concept?
2. To what extent does parental motivational support influence secondary school students' self-concept?
3. To what extent does parental academic support influence secondary school students' self-concept?

Hypotheses

The following null hypotheses was formulated and tested at 0.05 level of significance

- Ho₁: There is no significant difference between the mean rating scores of teachers and students on the extent parental financial support influence secondary school students’ self-concept.
- Ho₂: There is no significant difference between the mean rating scores of teachers and students on the extent parental motivational support influence secondary school students’ self-concept.
- Ho₃: There is no significant difference between the mean rating scores of teachers and students on the extent parental academic support influence secondary school students’ self-concept.

Method

The study adopted descriptive survey research. This method involves the researchers going into the field to administer structured questionnaire to the respondents. The population of the study comprised 13,030 teachers and students from public secondary schools in Udi Education Zone. The teachers are 1,162 while students are 11,868. A sample size of six hundred and fifty-two (652) were drawn from 13,030 population of teachers and students. Simple random sampling technique was used to draw the sample to ensure that all the teachers and students have equal right of being selected in the sample of the study. A four-scale point questionnaire with 18 items were used for data collection. The instrument was validated by three experts from Micheal Okpara University of Agriculture, Umudike. It was subjected to a reliability test using Cronbach Alpha, which gave a coefficient of 0.82. Mean was used for analyzing the research questions, standard deviation was used in finding the closeness and homogeneity of the response items while t-test was used to test the hypotheses at 0.05 level of significance. Mean values of 2.50 and above were regarded as high extent while those below 2.50 were regarded as low extent. . In testing the hypothesis of no significant difference using t-test, the decision rule for the hypotheses will be that any hypothesis with a t-calculated value less than the t-critical value is considered accepted whereas if the t-calculated value is more than the t-critical value it is considered rejected.

Results

Research Question 1

To what extent does parental financial support influence secondary school students’ self-concept?

Table 1: Mean responses of teachers and students on the extent parental financial support influence secondary school students’ self-concept.

S/N	Items on parental financial support on students self-concept	X ₁	SD ₁	Decision	X ₂	SD ₂	Decision
1.	Parental financial support makes students to be happy with themselves.	3.15	1.04	HE	3.22	1.08	HE
2.	Parental financial support makes students to have positive perception about themselves.	2.77	1.11	HE	2.86	1.07	HE

3.	Students that are supported financially by their parents' value relationships	2.82	1.28	HE	3.43	1.03	HE
4.	Parental financial support enables students to have emotional stability which leads to quality educational inputs.	3.27	1.06	HE	2.56	1.43	HE
5.	Parents financial support helps students to buy complete requirements in schools for studying which makes them to be stable academically.	3.30	0.55	HE	2.66	0.87	HE
Cluster mean		3.06	1.01	HE	2.95	1.10	HE

Source: Field Survey 2023

The result in Table 1 shows that the mean ratings of teachers and students in secondary schools in all the items ranged between 2.56 – 3.43 which fall within the real limit of number range of 3.50 and above indicating high extent mean ratings. The cluster means of 3.06 and 2.95 for teachers and students respectively which also fall within the real limits of numbers range of 3.50 and above indicating very high extent mean ratings affirmed that the respondents agreed that parental financial support influence students' self-concept to a high extent. The cluster standard deviation of 1.01 and 1.10 for teachers and students in secondary schools respective showed that their mean responses were not far from the mean and from each other.

Research Question 2

To what extent does parental motivational support influence secondary school students' self-concept?

Table 2: Mean responses of teachers and students on the extent parental motivational support influence secondary school students' self-concept.

S/N	Items on parental motivational support on students self-concept	X ₁	SD ₁	Decision	X ₂	SD ₂	Decision
1.	Parents motivational support to their children boosts their morale to learn.	3.53	1.32	HE	3.67	1.48	HE
2.	Parents' motivational support helps them in their development of healthy self-concepts.	3.20	1.05	HE	3.32	1.02	HE

3.	Parental motivational support makes students to achieve high self-concept about themselves.	3.20	1.28	HE	2.60	1.03	HE
4.	Parental motivational support makes students to perceive themselves positively and achieve academic success	3.23	1.06	HE	3.32	1.43	HE
5.	Parental motivational supports make students to have self-confidence	3.20	1.45	HE	3.40	1.31	HE
6.	Parents motivational support help students to seek opportunities to excel	2.54	1.30	HE	2.77	1.11	HE
7.	Parents motivational support help students to keep focused to their goals.	2.72	0.88	HE	3.07	0.99	HE
	Cluster mean	3.09	1.19	HE	3.16	1.20	HE

Source: Field Survey, 2023

The result in Table 2 shows that the mean ratings of teachers and students in secondary schools in all the items ranged between 2.60 – 3.67 which fall within the real limit of number range of 3.00 and above indicating high extent mean ratings. The cluster means of 3.09 and 3.16 for teachers and students respectively which also fall within the real limits of numbers range of 3.00 and above indicating high extent mean ratings affirmed that the respondents agreed that parental motivational support influence students’ self-concept to a high extent. The cluster standard deviation of 1.19 and 1.20 for teachers and students in secondary schools respective showed that their mean responses were not far from the mean and from each other.

Research Question 3

To what extent does parental academic support influence secondary school students’ self-concept?

Table 3: Mean responses of teachers and students on the extent parental academic support influence secondary school students’ self-concept.

S/N	Items on parental academic support on students self-concept	X ₁	SD ₁	Decision	X ₂	SD ₂	Decision
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1.	Parental academic support makes students to develop positive mindset about education.	3.25	1.08	HE	3.10	1.08	HE
2.	Parental academic support enables students to imbibe good attitudes in his or her environment.	2.77	1.11	HE	2.86	1.07	HE
3.	It enables student to have good attributions of behavior	2.82	1.28	HE	3.43	1.03	HE
4.	Parental academic support enables students to have good values about themselves and excel in their studies	3.27	1.06	HE	2.56	1.43	HE
5.	Parental academic support leads to proper evaluation of self by students.	3.21	0.55	HE	2.60	1.04	HE
	Cluster mean	3.06	1.02	HE	2.91	1.13	HE

Source: Field Survey, 2023

The result in Table 3 shows that the mean ratings of teachers and students in secondary schools in all the items ranged between 2.56 – 3.43 which fall within the real limit of number range of 3.00 and above indicating high extent mean ratings. The cluster means of 3.06 and 2.19 for teachers and students respectively which also fall within the real limits of numbers range of 3.00 and above indicating high extent mean ratings affirmed that the respondents agreed that parental academic support influence students’ self-concept to a high extent. The cluster standard deviation of 1.02 and 1.13 for teachers and students in secondary schools respective showed that their mean responses were not far from the mean and from each other.

Testing of Hypotheses

Hypothesis 1

There is no significant difference between the mean ratings of teachers and students on the extent parental financial support influence secondary school students’ self-concept.

Table 4: t-test Analysis of mean ratings of teachers and students on the extent parental financial

support influence secondary school students' self-concept in Udi Education Zone

Qualification	N	X	S	t-cal	Level of Sig.	df	t-crit	Remark
Teachers	62	3.06	1.01	1.11	0.05	650	1.96	Not significant
Students	590	2.95	1.10					

Source: Field Survey, 2023

Data in Table 4 shows that the probability associated with the calculated value of t-cal is 1.11 which is not greater than 1.96 or less than -1.96. The null hypothesis is not rejected meaning that there was no significant difference between the mean responses of teachers and students on the extent parental financial support influence the secondary school students' self-concept in Udi Education Zone.

Hypothesis 2

There is no significant difference between the mean ratings of teachers and students on the extent parental motivational support influence secondary school students' self-concept.

Table 5: t-test Analysis of mean ratings of teachers and students on the extent parental motivational support influence the secondary school students' self-concept in Udi Education Zone

Qualification	N	X	S	t-cal	Level of Sig.	df	t-crit	Remark
Teachers	62	3.09	1.19	0.67	0.05	650	1.96	Not significant
Students	590	3.16	1.20					

Source: Field Survey, 2023

Data in Table 5 shows that the probability associated with the calculated value of t-cal is 0.67 which is not greater than 1.96 or less than -1.96. The null hypothesis is not rejected meaning that there was no significant difference between the mean responses of teachers and students on the extent parental motivational support influence the secondary school students' self-concept in Udi Education Zone.

Hypothesis 3

There is no significant difference between the mean ratings of teachers and students on the extent parental academic support influence secondary school students' self-concept.

Table 6: t-test Analysis of mean ratings of teachers and students on the extent parental academic support influence the secondary school students, self-concept in Udi Education Zone

Qualification	N	X	S	t-cal	Level of Sig.	df	t-crit	Remark
Teachers	62	3.06	1.02	1.22	0.05	650	1.96	Not significant
Students	590	2.91	1.13					

Source: Field Survey, 2023

Data in Table 6 shows that the probability associated with the calculated value of t-cal is 1.22 which is not greater than 1.96 or less than -1.96. The null hypothesis is not rejected meaning that there was no significant difference between the mean responses of teachers and students on the extent parental academic support influence the secondary school students' self-concept in Udi Education Zone.

Discussions of Findings

The findings of this study were discussed according to the research questions answered and hypotheses that guided the study.

The result in Table 1 revealed that Parental financial support influence the secondary school students' self-concept to a high extent. The results specifically showed among others that parental financial support makes students to be happy with themselves, make students to have positive perception about themselves, value relationships, have emotional stability which leads to quality education inputs, buy complete requirements in schools for studying which makes them to be stable academically. The result further showed that, there was no significant difference between the mean ratings of teachers and students on extent parental financial support of secondary school students influence the students' self-concept. In other words, both teachers and students agreed that that parental financial support influence students' self-concept. This implies that when students are being supported financial it makes them to have positive perception about themselves. The result agreed with Fletcher and Alhassan (2016) who opined that there is a relationship between parental financial and intrinsic motivation and self-concept. The study identified a strong positive correlation between pre-service teachers' self-concept and their intrinsic motivation, a moderate positive correlation between self-concept and academic achievement, and a moderate positive correlation between intrinsic motivation and academic achievement. The study of Moneva, Pestano and Vertulfa (2020) also agreed with the present study which noted that the parental financial support encouraged students' motivation in learning. The capacity of the parents to provide financially the needs of the students in their studies is referred to as parental financial support. While motivation is the personal drive or will of a person to do a task without the influence of other people. It implies that students are more motivated when they are financially supported by their parents when it comes to educational purposes.

The result in Table 2 revealed that parental motivational support influence the secondary school students' self-concept to a high extent. The results specifically showed among others that parents motivational support to their children boosts their morale to learn, helps them in their development of healthy self-concepts,

makes students to achieve high self-concept about themselves, makes students to perceive themselves positively and achieve academic success, makes students to have self-confidence, help students to seek opportunities to excel, help students to keep focused to their goals. The result further showed that, there was no significant difference between the mean ratings of teachers and students on extent parental motivational support of secondary school students influence the students' self-concept. In other words, both teachers and students agreed that that parental motivational support influence students' self-concept. This implies that when students are being motivated, it makes them to have self-confidence and positive perception about themselves. The result agreed with Moneva, Pestano and Vertulfa (2020) studies which revealed that students were more motivated when they are financially supported by their parents when it comes to educational purposes. Therefore, it shows that there is a significant association between parental financial support and students' motivation in learning.

The result in Table 3 revealed that parental academic support influence the secondary school students' self-concept to a high extent. The results specifically showed among others that parental academic support makes students to develop positive mindset about education, imbibe good attitudes in his or her environment, have good attributions of behavior, have good values about themselves and excel in their studies, leads to proper evaluation of self by students. The result aligned with the study Mohammad and Miriam (2018) who maintained that there is a relationship between academic self-concept and academic achievement of students. The result further showed that, there was no significant difference between the mean ratings of teachers and students on extent parental academic support of secondary school students influence the students' self-concept. In other words, both teachers and students agreed that that parental academic support influence students' self-concept. This implies that when students are being supported academically, they have good attributions of behavior, have good values about themselves and excel in their studies. The study is in agreement with the work of Laryea, Saani and Dawson-Brew (2014) who believed that student's self-concept influence on their academic performance. It was found out that students' self-concept is perceived positively by students; however, this self-concept does not directly predict students' academic performance. It does so only when students are able to exert some level of effort in learning what they have been taught during their private studies. If students' effort in learning goes paripassu with their physical, social, esteem, religion, economic and educational orientation self-concepts, then students will perform better academically which will in turn increase their general academic performance significantly.

Conclusion

The study examined the extent of influence of parental support on secondary school students' self-concept in Udi Education Zone of Enugu State. Based on the analysis carried out and the results of the study, it could be concluded that Parental support influence the secondary school students' self-concept to a high extent. Parental financial support, parental motivation support and parental academic support influence the secondary school students' self-concept.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

1. Governments and school management should identify and map out financial supports to students from low income parents so as to enhance the self-concept.
2. Parents should devote more time to provide motivational and academic support and guidance to their children in order to enhance their self-concept.
3. Teachers should try as much as possible to orient student on how to build up positive self-concept in order to excel in life endeavours.

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