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INFLUENCE OF PARENTAL INVOLVEMENT ON MASTERY AND PERFORMANCE GOAL ORIENTATION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN MINNA METROPOLIS, NIGER STATE, NIGERIA

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Abstract

Parental involvement is a crucial factor in shaping students' academic experiences and outcomes. However, there is a growing concern that many senior secondary school students in Nigeria lack adequate parental involvement in their academic pursuits, potentially hindering their academic goal orientation. This study therefore, sought to examine the influence of parental involvement on academic goal orientation among senior secondary school students in Minna Metropolis, Niger State, Nigeria. Two research questions were generated and two null hypotheses were formulated to guide the study. The research employed a descriptive survey design with a sample of 375 students selected through multi-stage sampling from 41,815 students across 42 public secondary schools representation. Data were collected using the adapted items on Parental Involvement and Academic Goal Orientation Questionnaire (PIAGOQ), a validated instrument with reliability coefficient of 0.74 was used. The study examined two dimensions of goal orientation: mastery, and performance. Data were analyzed using descriptive statistics (means and standard deviations) and inferential statistics (Simple Linear Regression) at 0.05 significance level. The findings revealed that parental involvement

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significantly influenced all dimensions of academic goal orientation (performance and mastery). All the two null hypotheses were rejected, confirming statistically significant influences. The study concluded that parental involvement represented a powerful influence on students' academic goal orientation. The study recommended that parents should maintain active involvement in their adolescent children's Education, Schools should develop comprehensive parental involvement programs, educational policymakers should incorporate parental engagement into educational policies, and counselors should assess and address students' goal orientation patterns.

Introduction

The researcher was driven to conduct a scientific investigation into the impact of parental involvement on the academic goal orientations of senior secondary school students in Minna Metropolis, Niger State, Nigeria, after seeing firsthand how parental involvement can either foster or stifle academic ambitions in children. The level of parental participation has a significant impact on the academic experiences and achievements of pupils. It involves a range of actions that aid a student's academic performance, including being present at parent-teacher conferences, offering assistance with homework, and offering emotional support (Epstein, 2018). Conversely, academic goal orientation describes how driven and dedicated a student is to reaching academic objectives like becoming an expert in a certain field or continuing their education beyond high school (Ames, 1992). Students' academic goal orientation is significantly affected by parental participation, which in turn influences their motivation, self-efficacy, and overall academic accomplishment, according to research (Fan & Chen, 2001).

In Nigeria, parents' active participation in their children's education is being more acknowledged, especially at the senior secondary level, when students are making important life decisions including choosing a major and taking standardized tests (Ogunleye, 2018). But many Nigerian parents struggle to be involved in their kids' schooling owing to things like cultural differences, lack of education, and hectic schedules (Adeyemi, 2016).

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Academic performance is often used as a yardstick to evaluate the effectiveness of a school. Everyone from parents and teachers to psychologists and guidance counsellors has grown increasingly concerned about pupils' academic performance over the years. Everyday coping skills are necessary because most students will face problems, obstacles, changes, and uncertainty as they go about their academic lives. Anyone can see that parents should be involved in their children's school lives; after all, it is the parent's responsibility to shape their child's character and help them reach their full potential. Parents' active participation in their children's life may have a significant impact on their children's ability to identify and achieve both immediate and distant objectives.

Senko (2016) and Elliot and Hulleman (2017) state that people can take one of two approaches to goal orientation: one is a mastery goal orientation, which emphasizes learning and self-improvement, and the other is a performance goal orientation, which emphasizes showing off one's abilities and doing better than others. Research by Tuominen-Soini, Salmela-Aro, and Niemivirta (2012) and King and McInerney (2014) has shown that these goal orientations significantly affect students' motivation, engagement, and academic accomplishment. While a number of studies in Nigeria have looked at how parents' engagement affects their children's grades (Muola, 2010; Nyarko, 2011), very few have looked at how parents' involvement relates to their children's desire to achieve. Because of the critical role that senior secondary schools play in preparing students for either college or the workforce, this disparity stands out. If we want to help high school students in Niger State and maybe across Nigeria develop adaptive motivational patterns and improve their academic performance, we need to know how parental involvement affects their goal orientation. Further research is needed in the Nigerian educational system to confirm the role of parental participation in molding students' goal orientations, as has been shown in other studies (Gonida & Cortina, 2014; Ing, 2014).

Statement of the Problem

Academic motivation and goal orientation are important factors in students' engagement, persistence and ultimately academic success. Numerous studies have shown that when parents are actively involved in their children's education, it greatly

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improves their children's academic performance. Academic goal orientation is the reason why a student actively participates in academic activities. It can be divided into two groups: People who are primarily interested in learning and development (mastery goal orientation) and people who are primarily interested in demonstrating their skills (performance goal orientation). Studies have revealed that these orientations to goals have a strong impact on intrinsic motivation, pedagogical practices, and marks. Although student goal orientation and parental involvement in classrooms are generally recognized as a factor of great importance, there has been a dearth of studies that investigate their effect in the Nigerian classroom. The impact of student goal orientation and parental involvement in classrooms has received little attention despite their importance (Mala & Muhammad, 2023). An understanding of this influence is crucial to promote adaptive academic goal orientations and increase academic motivation for the senior secondary school pupils in Niger State. This study examined the parents involvement and its impact on secondary school pupils goal orientations in Minna metropolis, Niger State, Nigeria, and how it was able to fill this gap in knowledge.

Objectives of the Study

The aim of the study is to examine the Influence of Parental Involvement on Academic Goal Orientation among Senior Secondary School Students in Minna Metropolis, Niger State. Specifically, the study sought to:

i. Determine the influence of parental involvement on mastery of goal orientation among senior secondary school students in Minna Metroplos, Niger State.
ii. Examine the influence of parental involvement on performance goal orientation among senior secondary school students in Minna Metropolis, Niger State.

Research Questions

The following research questions guided the study:

i. What is the influence of parental involvement on mastery of goal orientation among senior secondary school students in Minna Metroplos, Niger State?
ii. What is the influence of parental involvement on performance goal orientation among senior secondary school students in Minna Metropolis, Niger State?

Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 significance level.

Ho_i: There is no significance influence of parental involvement on mastery of goal orientation among senior secondary school students in Minna Metroplos, Niger State.

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Ho_{ii}: There is no significant influence of parental involvement on performance goal orientation among senior secondary school students in Minna Metropolis, Niger State.

Materials and Methods

The descriptive survey design was used in the study. The descriptive survey research design is the most appropriate one because it allows the researcher to study the nature, extent and pattern of parental involvement in the academic goal orientations of senior secondary school students without manipulating any of the variables in the study in order to get a general description of the phenomenon and thus the picture of the phenomenon as it occurs naturally in the real educational context.

The total population of this study is all the Senior secondary school (SS I, SS II and SS III) students in public secondary schools in Minna Metropolis, Niger State, Nigeria. The total population in this study is 41,815 students of senior secondary schools in 42 public secondary schools in Minna metropolis of Zazzauuufutago. The population consists of 16,817 SS I students (40.2%), 13,696 SS II students (32.8%), and 11,302 SS III students (27.0%). The drop in students' population from SS I to SS III is a consequence of drop-out, transfer and grade repetition, which is common in secondary schools of Nigeria (Adeoye & Emeke, 2022). The Bosso educational zone has the highest number of students (9,418 learners or 22.5% of the total), followed by Maitumbi educational zone that has the lowest (4,891 students or 11.7% of total). The difference in population distribution in zones is attributed to the difference in level of urbanization, capacity of school, infrastructure development and demography of Minna metropolis. 381 questionnaires were administered and 6 were invalid while only 375 were valid upon returned. Therefore, the analysis and interpretation was based result from 375 senior secondary school students across 18 public secondary schools in Minna Metropolis, Niger State.

Structured questionnaire, which is developed by the researcher with the title of "Parent Involvement and Academic Goal Orientation Questionnaire (PIAGOQ)" has been used as an instrument for data collection in this study. The most appropriate instrument for this study is a questionnaire because it will be able to gather data from the respondents who are a large sample of respondents in a relatively short period of time, will maintain anonymity and provide a sense of security to the respondents to be able to answer sensitive questions, and will be able to analyze the data quantitatively in order to understand the relationship between the variables (Creswell & Creswell, 2023). Data obtained by using PIAGOQ were analyzed statistically. Demographic information of the respondents was presented in terms of frequency counts and percentages, mean and standard deviation were used to answer the research questions and inferential technique of Simple Linear Regression was used for testing the four null hypotheses. This statistic is

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to assess the strength and direction of the linear relationships between parental involvement and type of each goal orientation.

Table 1: Demographic Distribution of Respondents (N = 375)

Variable	Category	Frequency	Percentage (%)
Gender	Male	176	46.9
	Female	199	53.1
Age Range	14-15 years	98	26.1
	16-17 years	187	49.9
	18-19 years	90	24.0
Class Level	SS I	151	40.3
	SS II	124	33.1
	SS III	100	26.7
Living Arrangement	Both parents	268	71.5
	Single parent	67	17.9
	Guardian	28	7.5
	Relatives	12	3.2
Father's Education	No formal education	23	6.1
	Primary education	45	12.0
	Secondary education	148	39.5
	Tertiary education	159	42.4
Mother's Education	No formal education	34	9.1
	Primary education	58	15.5
	Secondary education	156	41.6
	Tertiary education	127	33.9

Table 1 shows that 199 respondents (53.1%) were female while 176 (46.9%) were male, indicating a relatively balanced gender distribution. The majority of respondents (187, representing 49.9%) were aged 16-17 years, followed by 14-15 years (98, 26.1%) and 18-19 years (90, 24.0%). Regarding class level, 151 students (40.3%) were in SS I, 124 (33.1%) in SS II, and 100 (26.7%) in SS III, reflecting the proportionate stratified sampling employed.
Most respondents (268, 71.5%) lived with both parents, while 67 (17.9%) lived with a single parent, 28 (7.5%) with guardians, and 12 (3.2%) with other relatives. Concerning parental education, 159 fathers (42.4%) and 127 mothers (33.9%) had tertiary education, suggesting a relatively educated parent population in Minna Metropolis. However, 23 fathers (6.1%) and 34 mothers (9.1%) had no formal education, indicating some educational diversity among parents.

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Presentation and Analysis of Research Questions

Research Question One: What is the influence of parental involvement on mastery goal orientation among senior secondary school students in Minna Metropolis, Niger State?

Table 2: Mean and Standard Deviation of Parental Involvement and Mastery Goal Orientation

Variable	N	Mean	SD	Remark
Parental Involvement	375	3.14	0.62	High
Mastery Goal Orientation	375	3.08	0.58	High

Table 2 shows that respondents reported high levels of parental involvement (Mean = 3.14, SD = 0.62) and mastery goal orientation (Mean = 3.08, SD = 0.58), as both means exceeded the criterion mean of 2.50. The relatively low standard deviations indicate consistency in responses across the sample. This suggests that students who experience higher levels of parental involvement in their education tend to exhibit stronger mastery goal orientation, characterized by focus on learning, understanding, skill development, and personal improvement.

Research Question Two: What is the influence of parental involvement on performance goal orientation among senior secondary school students in Minna Metropolis, Niger State?

Table 3: Mean and Standard Deviation of Parental Involvement and Performance Goal Orientation

Variable	N	Mean	SD	Remark
Parental Involvement	375	3.14	0.62	High
Performance Goal Orientation	375	2.78	0.64	High

Table 3 indicates that while parental involvement remained high (Mean = 3.14, SD = 0.62), performance goal orientation was also above the criterion mean (Mean = 2.78, SD = 0.64), though notably lower than mastery goal orientation. The higher standard deviation for performance goal orientation (0.64) suggests more variability in students' emphasis on outperforming others and demonstrating superior ability. This suggests that parental involvement has a positive but less pronounced influence on performance goals compared to mastery goals. Students with involved parents still show some orientation toward competitive achievement and demonstrating superior performance, but this relationship is weaker than with mastery goals.

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Test of Hypotheses

Hypothesis One (Ho_1): There is no significant influence of parental involvement on mastery goal orientation among senior secondary school students in Minna Metropolis, Niger State.

Table 4: Regression Analysis of Parental Involvement on Mastery Goal Orientation

Analysis	Statistics	Value	p-value	Decision
Regression Analysis	R	0.542		Reject Ho_1
	R^2	0.294		
	F-statistic	155.38	0.000	
	β (unstandardized)	0.506		
	β (standardized)	0.542		

Significant at p < 0.05

Table 4 presents the results of regression analysis examining the influence of parental involvement on mastery goal orientation. The regression analysis further confirms this relationship, with an F-statistic of 155.38 (p = 0.000), which is highly significant. The standardized beta coefficient (β = 0.542) indicates that for every one standard deviation increase in parental involvement, mastery goal orientation increases by 0.542 standard deviations. The regression equation can be expressed as:

Mastery Goal Orientation = 1.485 + 0.506 (Parental Involvement)

Based on these findings, the null hypothesis (Ho_1) is rejected. There is a statistically significant positive influence of parental involvement on mastery goal orientation among senior secondary school students in Minna Metropolis, Niger State. This means that increased parental involvement in students' education significantly promotes their focus on learning, understanding, skill development, and personal improvement.

Hypothesis Two (Ho_2): There is no significant influence of parental involvement on performance goal orientation among senior secondary school students in Minna Metropolis, Niger State.

Table 5: Regression Analysis of Parental Involvement on Performance Goal Orientation

Analysis	Statistics	Value	p-value	Decision
Regression Analysis	R	0.384		Reject Ho_2
	R^2	0.147		
	F-statistic	64.23	0.000	
	β (unstandardized)	0.396		
	β (standardized)	0.384		

Significant at p < 0.05

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Table 5 shows the regression results for parental involvement and performance goal orientation. The regression analysis yielded an F-statistic of 64.23 (p = 0.000), which is highly significant. The standardized beta coefficient (β = 0.384) indicates that for every one standard deviation increase in parental involvement, performance goal orientation increases by 0.384 standard deviations. The regression equation is:

Performance Goal Orientation = 1.538 + 0.396 (Parental Involvement)

Consequently, the null hypothesis (Ho_2) is rejected. There is a statistically significant positive influence of parental involvement on performance goal orientation among senior secondary school students in Minna Metropolis, Niger State. However, the magnitude of this influence (14.7% variance explained) is notably smaller than its influence on mastery goal orientation (29.4% variance explained), suggesting that parental involvement more strongly promotes learning-focused motivation than competitive achievement orientation.

Conclusion

In the light of the results of this study, the following conclusions are drawn: Parental involvement has a significant effect on all areas of academic goal orientation of the senior secondary school students in Minna metropolis, Niger state. Likewise, parental involvement fosters positive motivational orientations, specifically approach goal orientations. They show that parents' involvement is vital in building students' motivation to work hard to achieve success, to gain understanding, to seek personal growth, and to foster motivation of positive learning behaviors, deeper engagement, academic achievement, and psychological well-being.

Furthermore, parental involvement has a protective effect on maladaptive avoidance motivation – seen in the negative correlation between parental involvement and avoidance goal orientation. In general, the students of Minna Metropolis have adaptive motivational profile, with high approach orientation, moderate performance orientation and low avoidance orientation. This implies that it is parents who are involved who help to protect their students from fear based motivation, academic anxiety, and defensive learning strategies that can negatively impact student achievement and well-being. This study recommended that parents should be urged to have active involvement in their adolescent children's education which helps to foster adaptive achievement motivation.

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