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Self-Concept, Self-Efficacy and Parental Involvement as Predictors of Academic Achievement of Junior Secondary School Students in Delta South Senatorial District

Umanah F. I.[1]; Oyibo R. U.[2]; Rita C. N.[3]; Bashir M. A.[4]; Ibebuike U. O.[5]; & Obruche E. K.[6]

[1]Department of Science Education, Akwa Ibom State University, Mkpat Enin.
[2]Department of Physical and Health Education, College of Education, Warri.
[3]Department of Health and Safety Education, Ignatius Ajuru University, Port Harcourt.
[4]Department of Science and Technology Education, South West University, Chongqing, China. [5]Department of Curriculum and Technology, Education, Alvan ikoku University of Education, Owerri. [6]Department of Chemistry, Delta State College of Education, Mosogar

Corresponding Author: kenkennedy767@gmail.com

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Abstract

This research focuses on self-concept, self-efficacy, and parental involvement as factors predicting the academic success of junior secondary school students in the Delta South Senatorial District. Four research questions and two hypotheses were created and examined. A correlational ex-post facto research design was used for this study. The study's population includes 9,524 J.S.S. III students from all public secondary schools in the Delta South Senatorial District of Delta State during the 204/2025 academic year. The sample comprises 368 JSS III students chosen from 23 secondary schools in the Delta South Senatorial District of Delta State. A multi-stage sampling method, including simple random sampling, was utilized to select the sample for this research. Data was collected using a questionnaire named "Self-concept, Self-efficacy, Parental Involvement Questionnaire (SCSEPIQ)." The face, content, and construct validity of the instruments were assessed. The reliability of the instruments was also evaluated, and the internal consistency reliability coefficients for the Self-concept Scale, Self-efficacy Scale, and Parent Involvement Scales were found to be 0.76, 0.78, and 0.87, respectively. The collected data were analyzed using basic correlation and regression at a significance level of 0.05. The study's findings indicated a significant relationship between self-concept and

the academic achievement of junior secondary school students in the Delta South Senatorial District. Additionally, there was a significant relationship between self-efficacy and academic achievement in the Delta Central South District. Furthermore, a significant relationship was found between parental involvement and academic achievement among junior secondary school students in the Delta South Senatorial District. There was also a significant relationship among self-concept, self-efficacy, parental involvement, and academic achievement in this district. Based on these findings, it is recommended that school administrators allocate more resources to help students improve their self-efficacy and self-concept, and that parents provide encouragement and appropriate learning resources for their low-achieving children at home.

Keywords: Students, Parents, Academic Performance**,** Delta South Senatorial Districts**,** Self-Concept, Self-Efficacy

Introduction

Every parent and educator wish for better academic success. Academic achievement refers to the knowledge a student gains in pursuit of their educational goals, whether short-term or long-term (Umar & Bello, 2023). It is measured by standardized tests and reflected in grades. Good (2009) described academic achievement as the knowledge students acquire in school subjects, typically assessed through test scores or grades given by teachers. The significance of improved academic achievement cannot be overstated. It is crucial for the positive development of young individuals in society. Students who excel academically are more prepared to transition into adulthood and achieve career and financial success (Regier, 2011; Suleman et al., 2022). Acknowledging the importance of academic achievement for students and society, the government has implemented various policies aimed at improving teaching and learning in secondary schools. However, it is widely recognized that despite these efforts by the Delta State Government to enhance education, there remains a concerning level of academic underachievement among secondary school students in both internal and external exams. This issue is highlighted by the high number of junior secondary school students who must re-sit exams and the low percentage of students passing the Basic Education Certificate Examination (BECE) over the last three years (2017 to 2019) in Delta State. Records indicate that out of 76,112 registered candidates in 2017; 77,295 in 2018; and 77,544 in 2019, 47,190; 48,373; and 49,200 respectively had to re-sit (Delta State Ministry of Basic and Secondary Education, 2019). This troubling situation has led to numerous research efforts over the years aimed at identifying the factors that contribute to ongoing low academic achievement and the measures needed to improve it. Adesehinwa and Aremu (2010) stated that various factors interact to affect students' academic success. These factors

include, but are not limited to, socio-economic status, school environment, ineffective teaching methods, and gender. Nevertheless, the researcher believes that psychological factors such as self-concept, self-efficacy, and parental involvement may also predict academic success (Frey & Determan, 2024). This belief stems from the researcher's personal observations of students struggling to engage with teachers and peers both in and out of the classroom. Additionally, the researcher has noticed that while some parents dedicate time to support their children, many others do not recognize the importance of doing so. These experiences, along with the general consensus among educators, have prompted this study to explore whether self-concept, self-efficacy, and parental involvement affect students' academic performance in the Delta South senatorial district.

In psychology, the term "self-concept" refers to how a student perceives their own abilities in an academic setting. Marsh and Rhonda (2012) described self-concept as an individual's assessment of their capability to complete a specific task. Essentially, self-concept involves recognizing oneself as a distinct or exceptional person, along with the beliefs and opinions shaped by an understanding of one's strengths and weaknesses. It can also pertain to the views and opinions an individual holds regarding their educational capabilities and achievements (Locke & Latham, 2022). Self-concept involves a situation where students assess their educational skills and attitudes in comparison to their classmates.

Self-efficacy is another important factor in this research. The term "self-efficacy" refers to how one perceives their ability to perform a specific task. It is a personal evaluation of one's capability to plan and execute a series of actions to achieve a desired learning outcome (Zimmerman, 2015; Leflot et al., 2024). According to Bandura et al. (2016), self-efficacy can enhance academic success by increasing educational aspirations and fostering group interactions. Self-efficacy reflects the beliefs that an individual develops about their academic abilities. A person who is confident and self-assured, with clear goals, is considered to have high or positive self-efficacy. Conversely, someone lacking self-efficacy often feels unfulfilled, dissatisfied, and may easily fall into feelings of depression and anxiety. Those with low self-efficacy are often influenced by the feedback from friends, peers, parents, teachers, or anyone they interact with.

Parental involvement refers to the emotional support that parents provide to their children. This involvement helps ensure that children participate actively in school and learning activities, leading to improved academic performance (Katz et al., 2014; Locke & Latham, 2022). Hornby and Lafaele (2011) noted that parental involvement includes various activities such as: listening to children read; setting aside special time for discussions about non-school topics; helping with homework; asking questions about the child's school activities; talking with the child's teachers about academic progress; and the frequency with which parents show interest in learning about their child.

Other elements that can also affect students' academic performance are gender and the educational level of their parents. Gender is often mentioned as a significant factor impacting students' academic success. Udousoro (2011) argues that gender refers to the biological

distinction between females and males. Gender plays a crucial role in shaping students' career choices and subject interests. According to Okeke (2008), boys (males) are typically viewed as brave, aggressive, and reserved, while girls (females) are often seen as fearful, anxious, calm, dull, obedient, and talkative. As a result, challenging roles are usually assigned to males, while females are often perceived as more nurturing in typical situations. Consequently, in an academic environment, male students are generally encouraged to take on science and mathematics subjects, while female students are often guided towards careers that align with marriage and motherhood (Okeke, 2008; Leflot et al., 2024). This division of roles has led to the establishment of gender stereotypes and inequalities, pushing women to the sidelines. Gender-specific roles are also reinforced in illustrations found in textbooks and educational materials, which often portray careers like engineering, law, and medicine as male territories, while roles such as cooking, nursing, and home management are seen as female territories. Additionally, sex discrimination can sometimes be perpetuated by teachers, who may show favoritism towards male or female students in the classroom.

Statement of the Problem

The teaching and learning processes in junior secondary schools within the Delta Senatorial District face various challenges that may obstruct the achievement of their goals. One significant issue is the ongoing decline in students' academic performance in the subject.

The issue of low academic performance is shown by the high number of students who need to re-take the Basic Education Certificate Examination each year. For example, records from the Ministry of Basic and Secondary Education Examinations Department (2019) reveal that out of approximately 1,440 registered candidates in 2018, and 1,950 in 2019, 300 and 271 respectively had to re-sit either Mathematics or English in the Delta South Senatorial District. This situation, along with the common belief among educators, has led to this study aimed at exploring whether self-concept, self-efficacy, and parental involvement affect students' academic success in the Delta South Senatorial District. The main question of the study is: what is the relationship between self-concept, self-efficacy, parental involvement, and the academic performance of junior secondary school students in Delta South Senatorial District?

Purpose of the Study

The aim of this study was to examine self-concept, self-efficacy, and parental involvement as predictors of academic success for junior secondary school students in Delta South Senatorial District. Specifically, the study was designed to:

1. assess the relationship between self-concept and academic achievement of junior secondary school students in Delta South Senatorial District.
2. ascertain the relationship between self-efficacy and academic achievement of junior secondary school students in Delta South Senatorial District.
3. determine the relationship parent involvement and academic achievement of junior secondary school students in Delta South Senatorial District.

4. find out the moderating influence of sex on the relationship among self-concept, self-efficacy, parent involvement and academic achievement of junior secondary school students in Delta South Senatorial District.

Research Questions

The study was guided by these research questions:

1. What is the relationship between self-concept and academic achievement of junior secondary school students in Delta South Senatorial District?
2. What is the relationship between self-efficacy and academic achievement of junior secondary school students in delta central south district?
3. What is the relationship between parent involvement and academic achievement of junior secondary school students in Delta South Senatorial District?
4. What is the moderating influence of sex on the relationship among self-concept, self-efficacy, parent involvement and academic achievement of junior secondary school students in Delta South Senatorial District?

Hypotheses

The study was founded on these null hypotheses.

1. There is no significant relationship between self-concept and academic achievement of junior secondary school students in Delta South Senatorial District.
2. There is no significant relationship between self-efficacy and academic achievement of junior secondary school students in delta central south district.

Theoretical Framework

The research is grounded in social cognitive theory, proposed by Albert Bandura in 1986. This theory, known as social cognitive theory (SCT), suggests that when individuals observe a mentor (model) or peer performing an activity and its outcome, they remember the sequence of actions and use this information to guide their future behavior. Simply observing a model can lead a person to replicate behaviors they have previously learned. This indicates that individuals do not learn new behaviors solely through direct experience of success or failure; rather, their ongoing existence is based on imitating the actions of others. The advocate of social cognitive theory asserts that perception and abilities shape individual behavior. According to Bandura (1986), a person's perception and capabilities allow them to reflect on their experiences and consider their thought processes.

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Conceptual Model

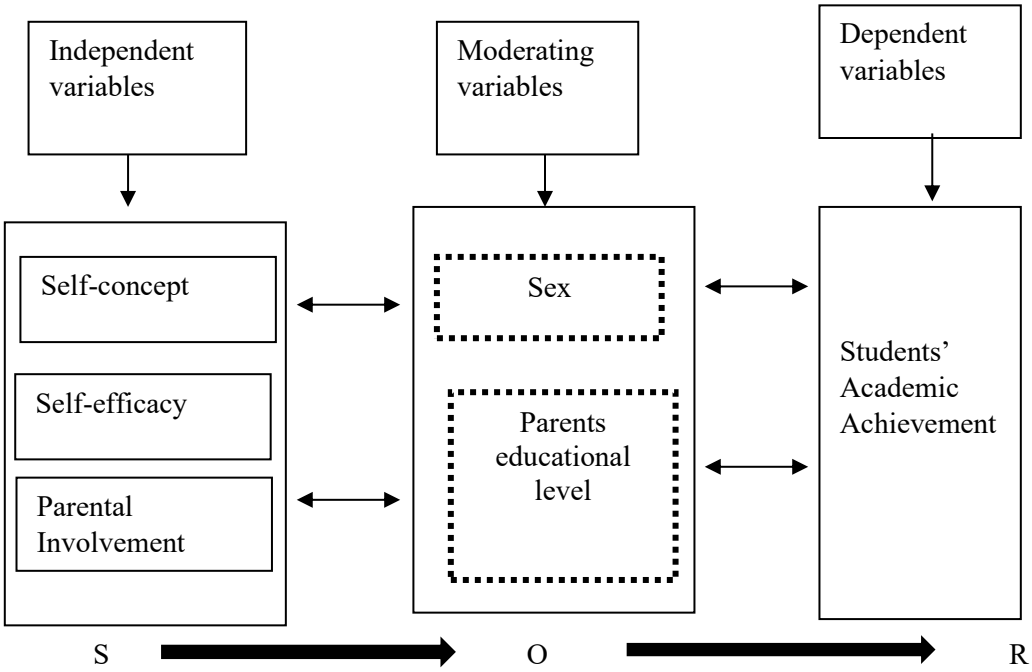


Figure 1. Conceptual frame work of the study (Source: researcher, 2019)

S------Stimuli (Independent variables; self-concept, self-efficacy and Parental involvement)
O------Organism (Moderating variables; Sex and parent educational level)
R-------Response (Dependent variable; students' academic achievement).
The model illustrated in figure 1 shows a conceptual framework of the variables in this research. The independent variables in the model are the stimuli (S), while the organism's reaction (O) to these stimuli is the response (R). In this framework, self-concept, self-efficacy, and parental involvement serve as independent variables that act as stimuli (S) capable of triggering a response (R), which is academic achievement. The model posits that self-concept, the first independent variable in the study, is a significant factor that can either positively or negatively affect a student's academic achievement level.

Methodology

This section outlines the methodology that will be employed in the study. It covers research design, the population of the study, the sample and sampling technique, the research instrument, the validity of the instrument, the reliability of the instrument, the method of data collection, and the method of data analysis.

Research Design

The study uses a correlational ex-post facto research design. In this type of design, the researcher does not have control over the variables and cannot manipulate them (Madu & Akobi, 2014).

Population of the Study

The study's population includes 9,524 J.S.S. III students from all public secondary schools in the Delta South senatorial district of Delta State for the 2024/2025 academic year (Ministry of Basic and Secondary Education, Delta State, 2024). This population comprises 5,185 boys and 4,339 girls from 115 public secondary schools, as reported by the Ministry of Basic and Secondary Education, Delta State.

Sample and Sampling Technique

The sample for this study includes 368 JSS III students selected from the total population using the statistical table by Korir et al. (2017). According to Korir et al. (2017), a sample size of 368 is sufficient for a population of around 9,000 at a 95% confidence level. The statistical table was utilized to ensure a manageable sample size was achieved. A multi-stage sampling method was used to select the sample. Initially, 20% of the total public secondary schools in each local government area of the Delta South Senatorial District were chosen, resulting in 23 selected secondary schools. In the second stage, a simple random sampling technique using the ballot method was applied to select sixteen (16) J.S.S. III students from each of the chosen secondary schools, totaling 368 students (184 males and 184 females).

Research Instrument

The tool used for gathering data was a questionnaire and checklist. The questionnaire was named "Self-concept, Self-efficacy, Parental Involvement Questionnaire (SCSEPIQ)". It consists of two parts: Section A and Section B.

Validity of the Instrument

The validity of the instrument was evaluated by three experts from the Guidance and Counselling Department. They reviewed the instrument for its relevance and appropriateness for the study. Their recommendation to change the five-point response scale used by the author to a four-point scale, eliminating the undecided option, was accepted. The undecided option was seen as a source of confusion for respondents, so it was removed for clarity.

Reliability of the Research Instrument

The reliability of the instrument was tested on 50 Upper Basic students in the Delta Central Senatorial District. The results from this test were used to calculate the reliability of the instrument. The Cronbach Alpha method was used to determine the reliability coefficient, resulting in a general reliability coefficient of 0.88 for the entire SCSEPIQ. The coefficient

values were 0.76 for the Self-concept Scale, 0.78 for the Self-efficacy Scale, and 0.87 for the Parental Involvement Scale (PIS), indicating that the instrument was quite reliable for the study.

Method of Data Collection

The questionnaire was given directly to students in the selected secondary schools with the assistance of two research aides. These aides were graduates with prior experience in research and administering questionnaires. The researcher and his assistants collected the completed questionnaires from the students immediately to prevent any loss of the instruments at the end of the process. A total of 368 copies of the questionnaire were distributed, and all were collected on the same day after they were filled out.

Methods of Data Analysis

Research questions were addressed using Pearson Product Moment Correlation, while hypotheses were tested using linear and multiple regression. All hypotheses were evaluated at a significance level of 0.05. This statistical approach was deemed appropriate as it allowed the researcher to statistically assess the relationship between the variables: self-concept, self-efficacy, parental involvement, and academic achievement.

Results

This section focuses on presenting and discussing the results of the data analysis conducted for the study. The statistical analysis was based on the research questions and hypotheses that were developed to guide the study. The findings from the data analysis for each research question and hypothesis are shown in Tables 1-6, with interpretations provided below each table.

Research Question One

What is the relationship between self-concept and the academic achievement of junior secondary school students in the Delta South Senatorial District?

To address research question one, a simple correlation analysis was performed. The results of this analysis are shown in Table 1.

Table 1. Correlation Analysis of the Relationship between Self-concept and Academic Achievement

Variables	N	r	r^2	Adjusted r^2	Remark
Self-concept	368				
		.576	.331	.329	Positive relationship
Academic Achievement	368				

Table 1 provides a summary of the simple correlation analysis regarding the link between self-concept and academic achievement among junior secondary school students in the Delta South Senatorial District. The correlation results (r= 0.576) show a positive correlation between self-concept and academic achievement for these students. Therefore, it can be concluded that there is a positive relationship between self-concept and academic achievement in this group. The adjusted r^2 value of .329 represents 32.9% of the variance explained by academic achievement.

Research Question Two

What is the relationship between self-efficacy and academic achievement of junior secondary school students in Delta South Senatorial District?

To address research question one, a simple correlation analysis was conducted. The results of this analysis are shown in Table 2.

Table 2. Correlation Analysis of the Relationship between Self-efficacy and Academic Achievement

Variables	N	r	r^2	Adjusted r^2	Remark
Self-efficacy	368				
		.562	.316	.314	Positive relationship
Academic Achievement	368				

Table 2 provides a summary of the simple correlation analysis regarding the link between self-efficacy and academic success among junior secondary school students in the Delta South Senatorial District. The correlation results (r= 0.562) show a positive relationship between self-efficacy and academic achievement for these students. The adjusted r^2 value of .314 indicates that 31.4% of the variance in academic achievement can be explained by self-efficacy. Therefore, it can be concluded that there is a positive connection between self-efficacy and academic success among junior secondary school students in the Delta South Senatorial District.

Research Question Three

What is the connection between parental involvement and academic success of junior secondary school students in the Delta South Senatorial District?

To address the first research question, a simple correlation analysis was conducted. The results of this analysis are shown in Table 3.

Table 3. Correlation Analysis of the Relationship Between Parental Involvement and Academic Achievement

Variables	N	r	r^2	Adjusted r^2	Remark
Parental involvement	368				
		.573	.328	.326	Positive relationship
Academic Achievement	368				

Table 3 provides a summary of the simple correlation analysis regarding the link between parental involvement and the academic success of junior secondary school students in the Delta South Senatorial District. The correlation results (r= 0.573) show a positive relationship between parental involvement and the academic performance of these students. The adjusted r^2 value of .326 indicates that 32.6% of the variance in academic achievement is explained by parental involvement. Therefore, it can be concluded that there is a positive connection between parental involvement and the academic success of junior secondary school students in the Delta South Senatorial District.

Research Question Four

What is the moderating effect of sex on the relationship between self-concept, self-efficacy, parental involvement, and academic achievement of junior secondary school students in the Delta South Senatorial District?

To address research question five, a multiple correlation analysis was conducted. The results of this analysis are shown in Table 4.

Table 4. Multiple Correlation Analysis of the Moderating Influence of Sex on the Relationship among Self-Concept, Self-Efficacy, Parental Involvement and Academic Achievement

Variables	N	R	R^2	Adjusted R^2	Remark
Sex	368				
Self-concept	368			.386	
Self-efficacy	368	.626	.392		Positive relationship
Parental involvement	368				
Academic Achievement	368				

Table 4 provided a summary of the multiple correlation regarding the moderating effect of sex on the relationship between self-concept, self-efficacy, parental involvement, and academic achievement among junior secondary school students in Delta South Senatorial District. The correlation results (r= 0.626) showed a positive moderating effect of sex on the relationship between self-concept, self-efficacy, parental involvement, and academic achievement of junior secondary school students in Delta South Senatorial District. Therefore, it was concluded that sex positively moderates the relationship among self-concept, self-efficacy, parental involvement, and academic achievement of junior secondary school students in Delta

South Senatorial District. The adjusted r^2 value of .386 represents 38.6% of the variance in academic achievement explained by sex, self-concept, self-efficacy, and parental involvement.
Hypothesis One: There is no significant relationship between self-concept and academic achievement of junior secondary school students in Delta South Senatorial District
To evaluate hypothesis one, linear regression analysis was performed, and the results are summarized in Table 5.

Table 5. Summary of Linear Regression Analysis of the Relationship Between Self-Concept and Academic Achievement of Junior Secondary School Students.

Model	**R**	**R Square**	**Adjusted R Square**		**Std. Error of the Estimate**		
1	.576[a]	.331	.329		.75845		
ANOVA[a]							
Model		Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	104.263	1	104.263	181.251	.000[b]	
	Residual	210.538	366	.575			
	Total	314.802	367				
Coefficients[a]							
Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	(Constant)		-.747	.268		-2.789	.006
	self-concept		1.271	.094	.576	13.463	.000

$\alpha = 0.05$

a. Dependent Variable: Academic achievement

b. Predictors: (Constant), self-concept

Table 5 presents a linear regression analysis examining the link between self-concept and academic success among junior secondary school students in the Delta South Senatorial District. The computed F value is 181.251, with degrees of freedom (1, 366) and a p-value of 0.000. Since the p-value is below the 0.05 significance level, the null hypothesis, which claims there is no significant relationship between self-concept and academic achievement for these students, is rejected. This suggests a significant relationship exists between self-concept and academic success in this group. The r-square value of .331 indicates that self-concept explains 33.1% of the variance in academic achievement among junior secondary school students. The unstandardized coefficient (B) for predicting academic achievement based on self-concept is 1.271, while the standardized coefficient (β) is 0.576, with t=13.463, confirming that self-concept is significant at the alpha level of 0.05. Therefore, it is concluded that there is a positive significant relationship between self-concept and academic achievement of junior secondary school students in the Delta South Senatorial District.

Hypothesis Two: There is no significant relationship between self-efficacy and academic achievement of junior secondary school students in Delta South Senatorial District

To evaluate hypothesis one, a linear regression analysis was performed, and the results are summarized in Table 6.

Table 6. Summary of Linear Regression Analysis of the Relationship Between Self-Efficacy and Academic Achievement of Junior Secondary School Students.

Model	**R**	**R Square**	**Adjusted R Square**		**Std. Error of the Estimate**		
1	.562[a]	.316	.314		.76727		
ANOVA[a]							
Model		Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	99.338	1	99.338	168.742	.000[b]	
	Residual	215.463	366	.589			
	Total	314.802	367				
Coefficients[a]							
Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	(Constant)		.138	.210		.656	.512
	self-efficacy		.903	.070	.562	12.990	.000

$\alpha = 0.05$

a. Dependent Variable: Academic achievement

b. Predictors: (Constant), self-efficacy

Table 6 presents a linear regression analysis examining the link between self-efficacy and academic success among junior secondary school students in the Delta South Senatorial District. The computed F value is 168.742, with degrees of freedom (1, 366) and a p-value of 0.000. Since the p-value is below the 0.05 significance level, the null hypothesis, which claims there is no significant relationship between self-efficacy and academic success of junior secondary school students in the Delta South Senatorial District, is rejected. This suggests a significant relationship exists between self-efficacy and academic success for these students. The r-square value of 0.314 indicates that self-efficacy explains 31.4% of the variance in academic success among junior secondary school students. The unstandardized coefficient (B) for predicting academic success from self-concept was 0.903, while the standardized coefficient (β) was 0.562, with t=12.990, confirming that self-efficacy is significant at an alpha level of 0.05. Therefore, it is concluded that there is a positive significant relationship between self-efficacy and academic success of junior secondary school students in the Delta South Senatorial District.

Discussion of Findings

Research question one and hypothesis one explored the connection between self-concept and academic success among junior secondary school students in the Delta South Senatorial District. The analysis of these questions revealed a significant positive relationship between self-concept and academic success for junior secondary school students in the Delta South Senatorial District. This finding may stem from the idea that how a student perceives and evaluates their academic abilities can influence their school performance. Another possible reason for this finding is that self-concept has a direct impact on learning processes. This aligns with the work of Jaiswal and Choudhuri (2017), who demonstrated a positive link between academic self-concept and students' academic success.

Research question two and hypothesis two explored the connection between self-efficacy and the academic performance of junior secondary school students in the Delta South Senatorial District. The analysis of these questions revealed a significant positive relationship between self-efficacy and academic achievement among these students. This finding may be attributed to the fact that individuals with self-efficacy are generally confident in their abilities and tend to steer clear of situations that could result in failure or poor academic performance. Additionally, students with high self-efficacy are often motivated to engage in the behaviors necessary to meet specific performance goals, leading to improved academic outcomes. This finding is consistent with Goulão (2014), who found a significant relationship between self-efficacy and academic achievement.

Research question three and hypothesis three examined the relationship between parental involvement and the academic success of junior secondary school students in the Delta South Senatorial District. The analysis of these questions indicated a significant positive relationship between parental involvement and academic achievement among these students. The reason for this finding might be that secondary school students whose parents engage in their education are more likely to enhance their reading skills and complete their homework consistently. Another explanation could be that parents who take an active role in their children's academic activities tend to have students who are more likely to succeed in their studies, thanks to the extra support at home. This finding supports the work of Amuda and Ali (2016), who stated that parental involvement significantly positively impacts student achievement.

Research question four explored how sex moderates the relationship between self-concept, self-efficacy, parental involvement, and academic achievement among junior secondary school students in the Delta South Senatorial District. The analysis of this question revealed a notable moderating effect of sex on the relationship between self-concept, self-efficacy, parental involvement, and academic achievement for these students. This finding is consistent with Ekwale (2019), which indicated no significant difference in the overall academic performance of male and female students.

Conclusion

Based on the findings of this study, it can be concluded that self-concept is a predictor of academic achievement for junior secondary school students in the Delta South Senatorial District, self-efficacy also predicts academic achievement for students in the Delta Central South District, and parental involvement is a predictor of academic achievement for junior secondary school students in the Delta South Senatorial District. It was concluded that there is a positive relationship between self-concept, self-efficacy, parental involvement, and the academic achievement of junior secondary school students in the Delta South Senatorial District. The relationship among self-concept, self-efficacy, parental involvement, and academic achievement is moderated by sex and the educational level of parents.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Since it was confirmed that self-concept and self-efficacy positively influence the academic achievement of secondary school students, school administrators should allocate more resources to help students enhance their self-efficacy and self-concept.
2. Since it was confirmed that parental involvement positively influences the academic achievement of secondary school students, parents should provide encouragement and appropriate learning resources to their low-achieving children at home.
3. School authorities should frequently organize parent-teacher meetings and guide parents on how to provide proper support to their children.

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