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# PARENTAL MONITORING AS CORRELATION OF PUBLIC SCHOOL PUPILS MOTIVATION FOR LEARNING IN ILORIN METROPOLIS, NIGERIA

Muhammed Shuaib Abolakale

**ABSTRACT**

Parental monitoring of children's activities cannot be overemphasized in the students' attitude towards learning and their drive for learning. The study examined the relationship between parental monitoring and motivation for learning among public primary school pupils in the Ilorin metropolis, Kwara State. It also surveyed the gender variances in the parental monitoring and motivation for learning among the respondents. The descriptive survey was adopted using a multi-stage sampling technique to select 363 respondents for the study. A questionnaire tagged "Parental Monitoring and Motivation for Learning Questionnaire (PMMLQ)" was used to amass data with a reliability coefficient of 0.79. Percentage, Pearson (r) and independent t-test statistics were used to test to analyze data gathered. It was discovered that public primary school pupils in the Ilorin metropolis experienced a moderate level of parental monitoring as well as an average level of motivation for learning. A significant positive relationship was noted between parental monitoring and motivation for learning among public primary school pupils in the Ilorin metropolis. The study recommended the need for counsellors to sensitize parents on the components of parental monitoring and equip them with appropriate skills (such as human relations and communication skills) they can employ to help the pupils be motivated towards learning.

***Keywords:*** *Parental Monitoring, Gender, Motivation, Learning, Pupils, Public Primary Schools*


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**Department of Counsellor Education,**
**Faculty of Education,**
**University of Ilorin,**
**Nigeria**

**Corresponding Author:**
*muhammed.sa@unilorin.edu.ng*

**INTRODUCTION**

Parents are the primary socializing agent that surrounds the child. They are liable for the overall upbringing of children through their daily interaction, provisions for his or her basic needs, and guidance towards the proper path. This means that parental involvement within the lifetime of the child cannot be exaggerated because it goes a long way in determining the social, emotional, psychological, and academic adjustment of the youngsters. Children adjustment to the aforementioned aspects of life cannot be achieved except through effective parental monitoring. Parental monitoring thus may be referred to as a subset of nurturing behaviours that parents engage in to gather information about their children's activities, whereabouts, and friendships (Stattin & Kerr, 2000).

Parental monitoring encompasses the expectations parents have for his or her children's behaviour; the actions parents take to observe their children, and consequently the ways parents respond when their children break the principles and regulations they or the school have put in place. Effective parental monitoring structures the child's environment and actively tracks the child's activities; while coercive or poor monitoring includes yelling, criticism, and private attacks. The findings of Walton, Yahaya and Nasir-Zakaria (2014) revealed that parents take almost full responsibility for their children as they participate in determining eighty-seven percent of the children's lifestyle hours, while school takes only thirteen percent. Therefore, parental monitoring exerts enormous effect on motivation for learning among school pupils. Pape (2009) stated that involved parents have an ethical effect on the child's motivation to learn. It also enhances the standard of learning which will last a lifetime. This finding is consistent with Appleton, Christenson, Kim & Reschly (2006) which agreed that motivation is an antecedent for achievement. One must be motivated to be actively and efficiently engaged during a task.

Motivation is thus a necessary factor for sufficient engagement during a given task. Motivation is often intrinsic or extrinsic in nature. An individual who is intrinsically motivated undertakes an activity "for its own sake", because the activity itself is rewarding. In contrast to intrinsic is extrinsic motivation, during which the individual engages in an activity to get a gift, or to avoid a punishment. Thus, the individual is not really curious about the activity for its own sake, but rather for what it will gain them.

Motivation to learn might be mentioned as students' enthusiasm to participate during a learning episode. Stipek (2001) defined motivation to learn as internal or external forces that stimulates and sustains the behaviour and actions of an individual learner towards working to achieve a specific academic goal or objective. This suggests that motivation to learn produces an energy change, which involves an arousal and anticipation that goals are going to be reached if certain actions are taken. Thus, the motivational level of a student will decide the extent to which he/she will respond to school learning.

Learning motivation in this perspective is seen as a fuel, which provides energy and spurs readiness for learning. Hence, students' motivation to learn determines the precise goals towards which students strive to attain academic success.

In relating parental monitoring to child's motivation to learn, parents' intervention during a child's early education has been consistently found to be positively related to the child's academic achievement (Hill & Craft, 2003). As an example, mothers' interaction with their children on school

issues showed that mothers' active monitoring of children's home-work processes improves the children's learning motivation. On the opposite hand, fathers' active management of learning environment may be a positive prediction of students' academic competence.

Gender differences had also been reported on the extent of parental monitoring received by girls and boys. Kerr and Stattin (2000) demonstrated small but significant differences between the mean levels of parental monitoring for both girls and boys. Similar finding was reported by Veal and Ross (2006) where higher parental monitoring in girls than in boys was found. This means that the girls might receive more relatively parental monitoring than boys. Rusillo and Arias (2004) on the opposite hand, revealed gender difference in cognitive-motivational function among the scholars, with the female having low levels of extrinsic motivation and high intrinsic motivation compared to their male counterpart with high levels of extrinsic motivation and low intrinsic motivation for learning. This study therefore investigated parental monitoring and motivation for learning among public school pupils in Ilorin metropolis.

In Africa, little level of attention has been paid to research on parental monitoring compared to developed countries (Springer, Sharma, de Guardado, Nava & Kelder, 2006; Fasoranti & Olusola, 2012). Many children are hindered from reaching their optimum level in academic pursuit due to some negative factors that have arisen from home. These include lack of parental encouragement, lack of conducive home environment, poor finance and housing, poor feeding and ill-health. The effect of these on students' motivations is prominent considering the extent of some pupils' lateness and absenteeism to school, truancy and a general lack of enthusiasm for studies.

Based on the personal observation of the researcher, parents are finding it difficult to watch their children school progress owing to the very fact that they spent more hours at work trying to satisfy work and family financial demands. Parents now scout for schools which will keep the children busy and provide parental roles thus neglecting parental responsibilities of supporting, monitoring, and involving in the children's educational pursuit. These are consequently demotivating pupils towards learning and successively causing poor academic performance and eroded values of diligence and academic integrity among children. Some related studies had been conducted to verify the relative influence of parental monitoring on pupils' motivation for learning.

As an example, Jayaswal (2003) examined the role of parental support on motivation for learning among students in Kogi State. The findings of the study showed that parents of high-achievers exerted significantly more in their children's studies than the parents of low-achievers, the parents of high achievers had higher aspiration for their children educational success and high prestigious occupation with attractive financial return, but the parents of low-achievers were not strongly ambitious of their children's upward mobility.

Abid and Liaquat (2015) studied the effectiveness of parental monitoring as a determinant of conduct disorder among children. Findings revealed that a significant negative correlation exists between parental monitoring and conducts disorder. The socioeconomic status showed that children with high and low socioeconomic status have significant differences in the level of parental monitoring and conduct disorder. This shows that studies are scarce on the relationship between parental monitoring and motivation for learning among pupils in the Ilorin metropolis. This study thus aimed at filling the existing gap in the previous studies by investigating parental monitoring and motivation for learning among public primary school pupils in the Ilorin metropolis.

***Research Questions***

The following questions were raised to guide the conduct of this study:

1. What is the level of parental monitoring received by public primary school pupils in the Ilorin metropolis?
2. What is the level of motivation for learning among public primary school pupils in Ilorin metropolis?

***Research Hypotheses***

The hypotheses formulated for testing in this study were as follows:

1. There is no significant relationship between parental monitoring and motivation for learning among public primary school pupils in Ilorin metropolis.
2. There is no significant relationship between parental monitoring and intrinsic motivation for learning among public primary school pupils in Ilorin metropolis.
3. There is no significant relationship between parental monitoring and extrinsic motivation for learning among public primary school pupils in Ilorin metropolis.

***Methods***

The research design adopted for this study was the descriptive survey research method. The population for this study comprises all primary school pupils in Ilorin metropolis with an estimate of 12,103 (SUBEB Kwara State, 2006). Based on this population, the sample size for this study was 354 (Research Advisor, 2006), however, the researcher added 30 to cater for attrition; thus, 384 respondents participated in the study but 363 instruments were correctly filled and analysed. A multi-stage sampling technique (which comprises random, purposive and stratified sampling methods) was used to select the respondents. At stage 1, the random sampling technique was used to select 12 primary schools in the Ilorin metropolis, that is, 4 each from Ilorin South, East and North respectively. At stage 2, a random sampling technique was used to select the 32 pupils from each of the selected primary schools. At stage 3, the stratified sampling technique was used to classify the respondents based on the interesting demographic variables, such as gender, age, family type and religion.

The instruments used for data collection from the respondents have adapted questionnaires on "Parental Monitoring and Motivation for Learning". The parental monitoring scale was adapted from Capaldi and Patterson (1989) with Cronbach Alpha reliability of 0.70; while the motivation for learning scale was adapted from Britt and Gorill (2016) with Cronbach Alpha reliability of 0.85 respectively. The instruments are structured questionnaire consisting of three main sections. Section 'A' deals with demographic data of the respondents, while Section 'B and C' elicit information on parental monitoring and motivation for learning respectively. The section on parental monitoring have items such as: my parents: "want to know exactly where I am", "find out how I spent my day in school" "always monitor my grade in class" check whether I do my assignment correctly" etc. the items on learning motivation scales in Section C are structured thus: (Intrinsic) I am motivated to learn because "I experience satisfaction while learning new things"; "I really like going to school"; "of the personal satisfaction I experience when I do well with my studies". (Extrinsic) "I think that

learning well will make me better prepare to become great in future", "I want to show myself that I can succeed in my studies", "my parents want me to be educated"

The psychometric properties of the instrument are based on the validity and reliability measures. The scoring of the instrument was based on four Point Likert-type rating scale formats. This is considered appropriate for the instrument because it gives respondents the opportunity to respond more freely to each of the items of the instrument. In sections B and C the response to each item is arranged in the following order: Always = 4; Often = 3; Sometimes = 2; and Never = 1; while in section C, Strongly Agree = 4; Agree = 3; Disagree = 2; and Strongly Disagree = 1. However, in order to answer the research questions for the study, the assigned four-point Likert Type scoring is modelled on average percentage.

For example, the score range is determined as follows; there were 10 items on the questionnaire with four-point Likert responses which ranged from 4 (always), 3 (often), 2 (sometimes) and 1 (never) respectively. Thus, 4 points x 10 items = 40 which is the highest on the scale; followed by 3 points x 10 = 30; 2 points x 10 = 20; and 1 point x 10 = 10. Therefore, scores between 1-29 were lower region on the parental monitoring scale; 21-29 indicate moderate level on the scales; while between 30-40 were on the high region on the scale. On the other hand, score ranges of 1-36, 37-53 and 54-72 indicate, in respective order, lower, moderate and high levels of pupils' motivation for learning on the scale. The data obtained were analysed using Pearson (r) statistics to test the relationship that exists between/among parental monitoring and the sub-variables under motivation for learning.

**Results**

Demographic Profiles of Respondents
Using frequency and percentage, the respondents' demographic profiles are presented as follows:

Table 1
*Distributions of Respondents' Demographic Characteristics*

| N | Variables | | Frequency | Percentage % |
|---|---|---|---|---|
| 1. | Gender | Male | 115 | 31.7 |
| | | Female | 248 | 68.3 |
| | | **Total** | **363** | **100.0** |
| 2. | Family Type | Monogamy | 301 | 82.9 |
| | | Polygamy | 62 | 17.1 |
| | | **Total** | **363** | **100.0** |
| 3. | Parental Work Status | Civil servant | 317 | 87.3 |
| | | Self-employed | 36 | 9.9 |
| | | Unemployed | 10 | 2.8 |
| | | **Total** | **363** | **100.0** |

Table 1 presents the respondents' demographic profiles. The table shows that out of the 363 respondents who took part in the study, 115 (31.7%) were males; while 248 (68.3%) were female. This suggests that the female students were more represented in this study. With respect to family type, 301 (82.9%) of the respondents were from monogamous families; while 62 (17.1%) were from polygamous homes. Hence, the majority of the respondents were from a monogamous type of family. On the basis of parental work status, 317 (87.3%) of the respondents indicated that their parents were civil servants; 36 (9.9%) were indicated that their parents were self-employed; while 10 (2.8%)

revealed that their parents were unemployed. This means that majority of the students' parents were civil servants.

Research Question 1: *What is the level of parental monitoring received by public primary school pupils in Ilorin metropolis?*

Table 2
*Percentage Distribution of Level of Parental Monitoring Experienced by the Pupils*

| Score Range on PM Scale | Freq | Percentage | Remark |
|---|---|---|---|
| 1-20 | 9 | 2.5 | Low |
| 21-29 | 280 | 77.1 | Moderate |
| 30-40 | 74 | 20.4 | High |

Table 2 shows that 9 (2.5%) of the respondents had between 1-20 on the parental monitoring scale; 280 (77.1%) had between 21-29 score range; while 74 (20.4%) of the respondents had between 30-40 on the same scale. Since the majority of the respondents fall within the middle region of the score range, it is deduced that public primary school pupils in Ilorin metropolis received or experienced a moderate level of parental monitoring.

Research Question 2: What is the level of motivation for learning among public primary school pupils in the Ilorin metropolis?

Table 3
*Percentage Distribution of Level of Motivation for Learning Among the Pupils*

| Score Range on ML Scale | Freq | Percentage | Remark |
|---|---|---|---|
| 1-36 | 0 | 0.0 | Low |
| 37-53 | 266 | 73.3 | Moderate |
| 54-72 | 97 | 26.7 | High |

Table 3 shows that none (0.0%) of the respondents had a score of 1-36 on the motivation for learning scale; 266 (73.3%) had between 37-53 score range on the scale; while 97 (26.7%) of the respondents had between 54-72 on the same scale. Since the majority of the respondents fall within the middle region of the score range, it is deduced that the majority of public primary school pupils in Ilorin metropolis have a moderate or average level of motivation for learning.

*Hypotheses Testing*

Three null hypotheses were formulated in the study and tested using Pearson (r) statistics; at a 0.05 level of significance. The results of the hypotheses tested were as follows:
Hypothesis One:

*There is no significant relationship between parental monitoring and motivation for learning among public primary school pupils in Ilorin metropolis.*

Table 4
*Pearson (r) Statistics Showing Relationship between Parental Monitoring and*

| Variables | N | Mean | SD | Df | Cal. r | Crit. r | p-value |
|---|---|---|---|---|---|---|---|
| Parental Monitoring | 363 | 26.71 | 3.51 | 361 | 0.58* | 0.09 | 0.000 |
| Motivation for Learning | 363 | 50.74 | 5.15 | | | | |

* Sig. at p < 0.05

Table 4 shows that for a degree of freedom (df) of 361, the calculated r-value of 0.58 is greater than the critical r-value of 0.09 (p = 0.000 < 0.05). This indicates that there is a significant positive relationship between parental monitoring and motivation among public primary school pupils in Ilorin metropolis; hence, the hypothesis was rejected. Thus, the higher the level of parental monitoring, the higher the level of motivation for learning and vice-versa.
Hypothesis Two:

*There is no significant relationship between parental monitoring and intrinsic motivation for learning among public primary school pupils in Ilorin metropolis.*

Table 5
*Pearson (r) Statistics Showing Relationship between Parental Monitoring and Intrinsic Motivation for Learning among the Respondents*

| Variables | N | Mean | SD | df | Cal. r | Crit. R | p-value |
|---|---|---|---|---|---|---|---|
| Parental Monitoring | 363 | 26.71 | 3.51 | 361 | 0.27* | 0.09 | 0.000 |
| Extrinsic Motivation | 363 | 19.67 | 1.84 | | | | |

* Sig. at p < 0.05

Table 5 shows that for a degree of freedom (df) of 361, the calculated r-value of 0.27 is greater than the critical r-value of 0.09 (p = 0.000 < 0.05). This indicates that there is a significant positive relationship between parental monitoring and intrinsic motivation among public primary school pupils in Ilorin metropolis; hence, the hypothesis was rejected. Thus, the higher the level of parental monitoring, the higher the level of intrinsic motivation for learning and vice-versa.
Hypothesis Three:

*There is no significant relationship between parental monitoring and extrinsic motivation for learning among public primary school pupils in Ilorin metropolis.*

Table 6
*Pearson (r) Statistics Showing Relationship between Parental Monitoring and Extrinsic Motivation for Learning among the Respondents*

| Variables | N | Mean | SD | df | Cal. r | Crit. R | p-value |
|---|---|---|---|---|---|---|---|
| Parental Monitoring | 363 | 26.71 | 3.51 | 361 | 0.37* | 0.09 | 0.000 |
| Extrinsic Motivation | 363 | 18.91 | 2.21 | | | | |

* Sig. at p < 0.05

Table 6 shows that for a degree of freedom (df) of 361, the calculated r-value of 0.37 is greater than the critical r-value of 0.09 ($p = 0.000 < 0.05$). This indicates that there is a significant positive relationship between parental monitoring and extrinsic motivation among public primary school pupils in Ilorin metropolis; hence, the hypothesis was rejected. Thus, the higher the level of parental monitoring, the higher the level of extrinsic motivation for learning and vice-versa.

**DISCUSSION**

The findings of this study revealed that public school pupils in Ilorin metropolis experienced moderate level of parental monitoring. This suggests that to some extent they are being monitored by their parents in terms of monitoring their grades and school progress, the kind of friends they keep and showing interest in what they are doing. Moderate level of parental monitoring can sometimes act as a buffer to children engagement in learning, giving them room to improve their views and encouragement towards learning. This result could be due to the very fact that parents in Nigeria could also sometimes be unavailable to cater to the psychological and emotional needs of their children while fending for the basic needs of the family.

It was also discovered that majority of public school pupils in Ilorin metropolis have moderate or average level of motivation for learning. This is similar to the study of Georgiou & Tourva (2007) who posited that parents of elementary and high school students are likelihood to get entangled during a child's schooling to dependent solely on internal factors, like believing their involvement is beneficial for fulfilment. The probability that a parent becomes involved to watch child's schooling depends on parents' thinking that they need to assist their child achieve.

The first hypothesis tested revealed that there was a big positive relationship between parental monitoring and motivation for learning among public school pupils in Ilorin metropolis. This suggests that the upper the extent of parental monitoring, the upper the extent of motivation for learning and vice-versa among the pupils. The finding of this study corresponds with the findings of Li, Fang, Stanton, Su and Wu (2003) and Shukla, Tombari, Toland and Danner (2015) which indicated that there was significant positive relationship between parental monitoring and motivation for learning. This means that when parental monitoring is consistent on child's activities, the pupils are likely to become highly motivated. On the opposite hand, when parents lack in their monitoring process, it's going to slow down pupils' motivation for learning because the youngsters could have perceived that their parents do not any interest in education; thus, they do not provide necessary monitoring of their academic activities.

Furthermore, during this study, a big positive relationship between parental monitoring and intrinsic motivation among public school pupils was found. This suggests that parental monitoring has a positive association with pupil's intrinsic motivation for learning. The finding is in harmony with the results of other studies that found that parental monitoring and involvement have positive relationship with intrinsic motivation for learning among students of Bouy, (2013); Ubae, Abdurrahman and Abdullah (2015); Gaetana, Dario & Concetta, (2017). The researcher's findings provide evidence that supportive parents providing adequate monitoring can foster high academic motivation in students. Therefore, adequate monitoring by the parents will go an extended way in arousing the innermost interest of pupils towards learning.

A noticeable positive relationship also exists between parental monitoring and extrinsic motivation among respondents. This suggests that parental monitoring is strongly related to pupil's extrinsic

motivation for learning. This finding is in line with the results of Bouy, (2013) and Niu, (2016) who found that similar positive association between parental monitoring and extrinsic motivation for learning among students. It is possible that the pupils who are adequately monitored by their parents could feel that their parents would be displeased with them should they lag behind in their studies; hence, they are going to be motivated to learn so as to abide by their parents' wishes and to become like those that have succeeded in life through learning.

**CONCLUSION**

It was concluded based on the the findings of the study that public primary schools' pupils in Ilorin metropolis required a comprehensive level of parental monitoring which will translate into high level of motivation for learning to assist the pupils reach the height of their educational and overall goals in life. This can be done through parenting training programmes and meeting the pupils' basic needs.

**RECOMMENDATIONS**

It was recommended, based on the findings of this study, that:

1. School counsellors need advocate for parent's involvement within the monitoring and supervision of their children school outcomes to facilitate children motivation for learning.
2. Counsellors should organize capacity training for children through different school programmes and parent forums on how improve on their parental involvement and monitoring skills to enrich student learning efforts thereby, making adequate provision in meeting their children educational needs and consequently, enhancing the level of their motivation towards learning.
3. Parents should help pupils to recognize the advantages of education and help them see the reasons why they ought to learn for living positive lifestyles. This may encourage the pupils to be intrinsically motivated towards learning; thus, succeeding in their general life pursuits.
4. Counsellors should educate parents on what constitute parental monitoring and equip them with appropriate skills (such as human relation and communication skills) they can employ to assist the pupils to be motivated towards learning.
5. Counsellors, parents, and other school staff should set appropriate rules and regulations as well as reinforcement to stop pupils from involving in any activities which will discourage them from learning and promote the one which will enhance their motivation for learning; thus, achieving their overall goals in life.

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