



**PARENTAL INVOLVEMENT AS PREDICTOR OF ACADEMIC ADJUSTMENT
AMONG SECONDARY SCHOOL STUDENTS IN NSUKKA EDUCATION ZONE,
ENUGU STATE**

Onwuasoanya P.N. (Ph.D), Falade T.A. (Ph.D), & Eze B.I.

Department of Counselling and Human Development Studies, Faculty of Education
University of Nigeria, Nsukka.

Correspondence: Falade T.A. (Ph.D) temitope.falade,pg90269@unn.edu.ng

ABSTRACT

This study examined parental involvement and gender as predictors of academic adjustment among secondary school students in Nsukka Education Zone, Enugu State. Two research questions and two null hypotheses guided the study. The study adopted a predictive correlational survey research design. The population comprised 10,229 Senior Secondary School Two (SS2) students in public secondary schools in Nsukka Education Zone during the 2025/2026 academic session. A sample of 404 students was selected using Taro Yamane's formula and multi-stage sampling technique, out of which 392 valid responses were used for analysis. Data were collected using the Parental Involvement Questionnaire (PIQ) and Academic Adjustment Scale (AAS). The instruments were face-validated by experts, while reliability coefficients of 0.73 and 0.80 were obtained respectively using Cronbach's Alpha. Data were analyzed using simple linear regression and Hayes' PROCESS Macro (Model 1). The findings revealed that parental involvement had a significant positive moderate predictive power on academic adjustment ($R = .488$; $R^2 = .238$; $p < .05$), indicating that increased parental involvement enhances students' academic adjustment. The study further revealed that gender, within the predictive model, had a significant moderate predictive power on academic adjustment ($R = .497$; $R^2 = .247$; $F = 42.393$; $p < .05$), indicating that gender significantly predicted academic adjustment among the students. It was concluded that parental involvement remains a critical family factor in promoting students' academic adjustment, while gender also plays a significant role in shaping students' adaptation to academic demands. The study recommended that parents should actively engage in their children's academic activities, while schools should strengthen family-school collaboration and implement gender-sensitive support strategies to enhance students' adjustment to academic demands.

Keywords: Parental involvement, gender, academic adjustment, secondary school students, Nsukka Education Zone.

Introduction

The issue of academic adjustment has emerged as a critical focus in contemporary educational research, as it plays a vital role in how effectively students respond to the academic, emotional, and behavioral challenges presented by schooling. Academic adjustment is defined as the process through which students align their behaviors, emotions, and cognitive efforts with the expectations of their educational environment to achieve their academic objectives. According to Bückner et al. (2018), academic adjustment encompasses students' capacity to adapt to educational demands while preserving their psychological well-being and engagement in academic activities. In a similar vein, Serna and Martínez, (2019) described academic adjustment as the degree to which students successfully manage their academic behaviors, emotional reactions, and motivation in relation to school-related pressures. The significance of academic adjustment cannot be overstated, as it profoundly impacts students' academic performance, emotional health, classroom involvement, and persistence in their educational



journey. For the purposes of this study, academic adjustment is operationally defined as the ability of Senior Secondary School Two (SS2) students to effectively navigate academic demands by maintaining focus, sustaining motivation, regularly completing assignments, managing examination-related anxiety, exhibiting effective study habits, and actively engaging in classroom learning.

On a global scale, challenges related to academic adjustment among adolescents have become increasingly common. Reports from the Organisation for Economic Co-operation and Development (OECD, 2017) reveal that nearly 66% of students in participating countries report experiencing moderate to high levels of stress related to school, with many finding it difficult to manage academic demands and performance expectations.

Adolescence represents a developmental phase characterized by swift physical, emotional, social, and cognitive changes, which complicate academic adaptation. During this period, students are anticipated to cultivate enhanced self-regulation, independence, resilience, and emotional management. Nevertheless, these developmental shifts frequently coincide with escalating academic demands, resulting in a conflict between students' developmental abilities and the expectations of educational institutions. When this equilibrium is inadequately maintained, students may encounter academic stress, emotional instability, diminished motivation, and a decline in academic engagement.

Secondary education holds a crucial and essential role within the educational framework as it acts as a bridge between primary and tertiary education. In Nigeria, secondary education is designed to furnish students with the knowledge, skills, and values essential for pursuing higher education and for contributing positively to society (Federal Republic of Nigeria [FRN], 2014). This educational stage is particularly significant as it influences students' readiness for future academic and career prospects. At the senior secondary level, particularly in Senior Secondary School Two (SS2), academic tasks become increasingly intricate due to heightened subject specialization and the necessity of preparing for external assessments such as WAEC and NECO. Students are expected to exhibit effective academic behaviors, including disciplined time management, consistent study habits, focus, and resilience in the face of pressure. However, research indicates that a considerable number of students find these expectations challenging. Studies reveal that approximately one in five adolescents faces school adjustment issues severe enough to impact their academic performance and emotional health (Yao et al., 2025). In Sub-Saharan Africa, high rates of academic stress and emotional challenges affecting adjustment have also been documented among school-aged adolescents (Jörns-Presentati et al., 2021). In Enugu State, particularly within the Nsukka Education Zone, these challenges are evident through students' lack of focus during lessons, irregular completion of assignments, anxiety during exams, low persistence, and minimal participation in class. Agodo and Vita-Agundu (2025) discovered that academic workload and stress are significant predictors of poor academic performance among adolescents in the Nsukka Local Government Area. Likewise, Ncheke et al. (2023) found that both academic and environmental stressors had a considerable impact on students' academic achievements in the region. These results suggest that students in this area may be facing significant adjustment challenges.

While various factors such as school environment, peer influence, and personal motivation can affect academic adjustment, family-related factors are particularly crucial, as the family serves as the primary context in which children initially cultivate discipline, emotional regulation, behavioral control, and academic orientation. According to Bronfenbrenner's Ecological



Systems Theory, the family represents the most immediate microsystem that influences children's development, thereby making family experiences pivotal to educational outcomes. Among the family-related factors, parental involvement has consistently emerged as a key predictor of students' academic performance. Parental involvement encompasses the extent to which parents actively participate in their children's educational experiences through academic oversight, emotional encouragement, and engagement in school-related activities. Abodunrin and Adelabu (2025) defined parental involvement as the engagement of parents in school-related activities and their communication with educators, which is intended to foster students' educational advancement. In this study, parental involvement operationally pertains to the degree to which parents of Senior Secondary School Two (SS2) students actively engage in their children's academic endeavors by overseeing homework, discussing academic progress, attending school events, establishing educational expectations, and supplying learning materials.

Substantial empirical evidence underscores the significance of parental involvement. A meta-analysis conducted by Jeynes (2007) encompassing 52 studies revealed that parental involvement exerted a considerable positive influence on students' educational outcomes within secondary schools. More recently, Barger et al. (2019) performed a meta-analysis that included 448 independent studies, which indicated positive effect sizes ranging from $r = .13$ to $.23$ concerning the relationship between parental involvement and academic adjustment outcomes. Likewise, Hill and Tyson (2009) discovered that home-based parental involvement had a more pronounced predictive impact on academic outcomes compared to school-based involvement. Another variable examined in this study is gender. Gender is defined as the roles, behaviors, and expectations that are socially and culturally constructed in relation to being male or female. Hyde (2014) characterized gender as the social and psychological characteristics linked to biological sex that influence behavioral tendencies and experiences throughout developmental stages. In a similar context, Voyer and Voyer (2014) observed that gender differences frequently emerge in academic motivation, learning behaviors, and academic performance. In this study, gender operationally refers to the biological classification of Senior Secondary School Two (SS2) students as either male or female, as reported by the respondents. The significance of gender lies in the varying responses of male and female students to parental involvement, their coping mechanisms regarding academic pressure, and their adaptation to school requirements. Research indicates that female students typically exhibit greater academic discipline and a propensity for seeking help, while male students tend to show more independence but may struggle with academic persistence (Voyer & Voyer, 2014). These distinctions imply that gender could substantially influence students' academic adjustment.

Although there is robust evidence connecting parental involvement and gender to students' academic performance, there is a scarcity of studies that have specifically explored their predictive roles in academic adjustment as a comprehensive construct, especially within the context of Nigerian secondary schools. Furthermore, there is a notable absence of research focusing on these dynamics among secondary school students in the Nsukka Education Zone of Enugu State. This contextual and empirical void underscores the necessity to examine the predictive influence of parental involvement and gender on academic adjustment among secondary school students in this region.



Purpose of the Study

The main purpose of this study is to examine parental involvement as predictor of academic adjustment among secondary school students in Nsukka Education Zone, Enugu State. Specifically, the study seeks to determine the:

1. predictive power of parental involvement on academic adjustment among secondary school students in Nsukka Education Zone, Enugu State.
2. predictive power of gender on academic adjustment among secondary school students in Nsukka Education Zone, Enugu State.

Research Questions

The following research questions will guide the study:

1. What is the predictive power of parental involvement on academic adjustment among secondary school students in Nsukka Education Zone, Enugu State?
2. What is the predictive power of gender on academic adjustment among secondary school students in Nsukka Education Zone, Enugu State?

Hypotheses

The following null hypotheses will be tested at 0.05 level of significance:

- H0₁:** Parental involvement does not significantly predict academic adjustment among secondary school students in Nsukka Education Zone, Enugu State.
- H0₂:** Gender does not significantly predict academic adjustment among secondary school students in Nsukka Education Zone, Enugu State.

Reviewed Literature

The literature reviewed consistently identifies parental involvement as a significant predictor of adolescents' academic adjustment and associated educational outcomes. A recurring observation across various studies is that students whose parents actively participate in their academic endeavors exhibit enhanced academic adaptation, increased engagement, and improved functioning within the school environment. Abodunrin and Adelabu (2025) discovered that parental involvement notably enhanced academic adjustment among visually impaired students, while Chen and Mok (2023) indicated that such involvement fostered academic buoyancy and adaptability through the establishment of stronger achievement-oriented goals. In a similar vein, Cheung (2019) found that parental engagement facilitated school adjustment by improving teacher-student relationships, thereby suggesting that parental involvement aids students' adjustment in both direct and indirect manners. Furthermore, the literature indicates that parental involvement acts as a protective factor against maladjustment by bolstering motivation, discipline, and emotional support. Adimora et al. (2019) established that parental involvement was a significant predictor of academic self-efficacy among secondary school students in the Nsukka Education Zone, while Serna and Martínez (2019) reported improvements in school satisfaction, integration, and prosocial adjustment due to parental involvement. Collectively, these findings imply that parental involvement enhances students' ability to navigate academic challenges by strengthening both their internal adjustment capabilities and external support systems.

Nevertheless, despite the consistent evidence supporting the beneficial impact of parental involvement, the reviewed studies predominantly neglected to consider gender as a predictive or moderating factor. Most research focused on parental involvement in isolation or in conjunction with variables such as peer influence, teacher relationships, or goal orientations. Emerging evidence indicates that gender may influence both the patterns of parental



involvement and the resulting academic outcomes. For example, Hancorn (2024) discovered that while the predictive effect of parental involvement did not significantly vary between boys and girls, gender had an independent impact on academic performance trends. Nevertheless, there is a scarcity of context-specific evidence that investigates the interplay between parental involvement and gender as predictors of academic adjustment among mainstream secondary school students in the Nsukka Education Zone of Enugu State. The majority of existing research has either concentrated on related constructs such as self-efficacy, buoyancy, or general school adjustment, or has been carried out outside the Nigerian context. This situation creates a conceptual and contextual void that the current study aims to address.

Methods

This research utilized a predictive correlational survey research design. As noted by Nworgu (2015), a correlational survey design aims to identify the nature and extent of relationships among variables without any manipulation. This design was deemed suitable for the study as it allowed the researcher to investigate the predictive relationship between parental involvement and academic adjustment, along with the moderating effect of gender among secondary school students.

The study's population comprised 10,229 Senior Secondary School Two (SS2) students enrolled in public secondary schools within the Nsukka Education Zone during the 2025/2026 academic year. SS2 students were deemed appropriate for this study due to their relatively stable academic standing within the senior secondary school framework and their adequate exposure to academic challenges, which allows for the observation of discernible patterns of academic adjustment. A sample of 404 students was chosen utilizing Taro Yamane's (1967) formula at a precision level of 0.05, with an additional 5% included to mitigate potential attrition. A multi-stage sampling technique was implemented. Initially, two Local Government Areas (Nsukka and Igbo-Etiti) were selected from the education zone. Subsequently, 14 public secondary schools were randomly chosen from these two LGAs. The sample was proportionately allocated across the selected schools, followed by the application of simple random sampling through balloting without replacement to identify the respondents. Data collection was conducted using two instruments: the Parental Involvement Questionnaire (PIQ) and the Academic Adjustment Scale (AAS). The PIQ consisted of 12 items adapted from the Parental Involvement Scale created by Hoover-Dempsey and Sandler (2005). It evaluated aspects such as home-based academic support, homework supervision, communication regarding school issues, and encouragement of academic efforts. The lowest possible score was 12, while the highest was 48, with elevated scores reflecting increased parental involvement. The Academic Adjustment Scale was adapted from the Academic Adjustment subscale of the Student Adaptation to College Questionnaire (SACQ) developed by Baker and Siryk (1984). The study comprised 15 items designed to assess students' capacity to handle academic challenges, regulate their study habits, maintain academic motivation, and manage academic stress. Scores varied from 15 to 60, with higher scores reflecting improved academic adjustment. Gender data were collected via the demographic section of the questionnaire and categorized as male and female for the purpose of moderation analysis.

To ensure the validity of the instruments, they underwent face validation by three experts from the Faculty of Education at the University of Nigeria, Nsukka. Two validators were affiliated with the Department of Counselling and Human Development Studies, while the third was from the Measurement and Evaluation Unit within the Department of Science Education. Their feedback informed the refinement of the instruments to enhance clarity, relevance, and

adequacy. The reliability of the instruments was assessed through a pilot study involving 20 SS2 students from a public secondary school located outside the study area but within Enugu State. Internal consistency was evaluated using Cronbach's Alpha. The Parental Involvement Questionnaire achieved a reliability coefficient of 0.73, whereas the Academic Adjustment Scale recorded a coefficient of 0.80, indicating satisfactory reliability.

For data collection, the researcher employed a direct administration and retrieval approach. A total of 404 questionnaires were distributed to participants, with 392 completed and returned, resulting in a return rate of 97.0%. The valid responses were utilized for data analysis. The data were analyzed using the Statistical Package for the Social Sciences (SPSS), version 27, in conjunction with Hayes' PROCESS Macro (Model 1). Simple linear regression analysis addressed the first research question regarding the predictive influence of parental involvement on academic adjustment, while moderation analysis via the PROCESS Macro examined whether gender influenced the relationship between parental involvement and academic adjustment. The relevant null hypotheses were evaluated at a significance level of 0.05, with decisions made according to the resulting probability values.

Results

Research Question One

What is the predictive power of parental involvement on academic adjustment among secondary school students in Nsukka Education Zone, Enugu State?

Table 1: Linear regression analysis of the predictive power of parental involvement on academic adjustment among secondary school students in Nsukka Education Zone, Enugu State

Variables	R	R ²	Adjusted R Square	Std. Error of the Estimate
Parental Involvement and Academic Adjustment	.488a	.238	.237	7.310

- a. Predictors: (Constant), Parental Involvement
- b. Dependent Variable: Academic Adjustment (R^2 = Coefficient of Determination)

The result in Table 1 shows that the correlation coefficient (R) between parental involvement and academic adjustment among secondary school students in Nsukka Education Zone was .488. Based on the benchmark proposed by Nwana (1979) in Nworgu (2015), this indicates a moderate positive relationship between parental involvement and academic adjustment. The result further shows that the coefficient of determination (R^2) associated with the correlation coefficient of .488 was .238. This implies that parental involvement accounts for 23.8% of the variation in academic adjustment among secondary school students, while the remaining 76.2% is attributed to other variables not included in the model.

Hypothesis One

Parental involvement does not significantly predict academic adjustment among secondary school students in Nsukka Education Zone, Enugu State.

Table 2: Regression analysis of the predictive power of parental involvement on academic adjustment among secondary school students in Nsukka Education Zone, Enugu State

Model	B	Std. Error	Beta	t	Sig.
(Constant)	13.374	1.583	–	8.449	.000
Parental Involvement	.737	.067	.488	11.052	.000

a. Dependent Variable: Academic Adjustment

The result in Table 2 shows that the t-value of 11.052 with an associated probability value of .000 was obtained. When compared with the 0.05 level of significance, the result was found to be statistically significant since .000 is less than 0.05. Hence, the null hypothesis which stated that parental involvement does not significantly predict academic adjustment among secondary school students in Nsukka Education Zone, Enugu State was rejected. The researcher therefore concludes that parental involvement has a significant positive predictive power on academic adjustment among secondary school students in Nsukka Education Zone, Enugu State.

Table 2: Regression Analysis on the Predictive Power of Gender on Academic Adjustment among Secondary School Students

Variable	R	R ²	MSE	F	df1	df2	p	Decision
Gender	.4969	.2469	53.1289	42.3926	3.0000	388.0000	.0000	Significant

Dependent Variable: Academic Adjustment

Research Question Two

The result in Table 2 showed that the model had a multiple correlation coefficient of $R = .4969$, indicating a moderate predictive relationship between the variables and academic adjustment among secondary school students. The coefficient of determination ($R^2 = .2469$) showed that about 24.69% of the variance in academic adjustment was explained by the model, while the remaining 75.31% was due to other variables not included in the study. The mean square error ($MSE = 53.1289$) reflects the average unexplained variation in academic adjustment. This indicates that gender, within the model, had a moderate predictive power on academic adjustment.

Hypothesis Two

The result in Table 2 further showed that the overall model was statistically significant, $F(3, 388) = 42.3926$, $p < .05$. Therefore, the null hypothesis which stated that gender does not significantly predict academic adjustment among secondary school students was rejected.

Discussion

The results of the current study indicate that parental involvement exerts a significant positive moderate predictive influence on academic adjustment among secondary school students in the Nsukka Education Zone, Enugu State ($R = .488$; $R^2 = .238$). This suggests that students whose parents are actively engaged in their educational pursuits are more inclined to exhibit effective behavioral, emotional, and cognitive adaptation to the demands of school. The moderate strength of this relationship implies that parental involvement is a crucial factor in determining how students manage academic challenges, remain engaged with school activities, and uphold positive attitudes towards their education. Furthermore, hypothesis testing revealed that the probability value associated with the t-statistic was below the 0.05 significance threshold,



resulting in the rejection of the null hypothesis. This finding substantiates the assertion that parental involvement is a significant predictor of academic adjustment among secondary school students. The implications of this study suggest that structured parental engagement—such as overseeing homework, participating in school meetings, offering encouragement, and maintaining communication regarding academic progress—positively influences students' adjustment within the academic setting.

This finding is consistent with existing empirical research that demonstrates the enhancement of students' adaptive functioning in school environments through parental involvement. Abodunrin and Adelabu (2025) noted that parental involvement significantly and positively predicted academic adjustment among secondary school students. In a similar vein, Chen and Mok (2023) discovered that perceived parental involvement was positively correlated with students' academic buoyancy and adaptability, which are closely linked to academic adjustment. Cheung (2019) also found that increased parental involvement was associated with improved school adjustment over time. Additionally, Adimora et al. (2019) identified a positive and moderate correlation between parental involvement and academic self-efficacy among SSII students in Nsukka Education. Given that academic self-efficacy bolsters students' confidence in managing academic responsibilities, it plays a crucial role in facilitating effective academic adjustment. Additionally, Serna and Martínez (2019) illustrated that parental involvement serves as a protective factor for adolescents' adaptation to school. Together, these studies underscore the notion that parental engagement positively influences students' adaptive academic performance.

The study's results further indicated that gender exhibited a moderate predictive capacity regarding academic adjustment among secondary school students ($R = .497$; $R^2 = .247$), suggesting that the gender-inclusive model accounted for 24.7% of the variance in academic adjustment. The corresponding F-ratio was statistically significant ($F = 42.393$, $p < .05$), leading to the dismissal of the null hypothesis. This finding implies that gender plays a significant role in students' academic adjustment. It suggests that gender differences may influence how students respond to academic pressures, manage their emotions, and maintain engagement with school-related tasks.

This outcome aligns with prior empirical research that has identified gender disparities in students' academic performance and adjustment. Voyer and Voyer (2014), in their meta-analysis, reported notable gender differences in academic achievement, with female students typically exhibiting superior academic results compared to their male peers. Likewise, Hyde (2014) noted that gender-based socialization affects behavioral tendencies, emotional regulation, and coping mechanisms, which may impact students' adaptation to academic demands. Furthermore, Souza-Lima et al. (2025) discovered that female students experienced higher levels of school-related stress and lower academic satisfaction than their male counterparts, indicating that gender influences the ways in which students encounter and manage academic challenges. These results reinforce the current findings by demonstrating that gender is a significant factor in comprehending students' academic adjustment, as male and female students may exhibit distinct patterns of adaptation, emotional reactions, and levels of academic engagement.

The alignment of these results highlights the joint significance of parental involvement and gender in influencing students' academic adjustment. While parental involvement offers the essential emotional and academic support required for successful adaptation to school



challenges, gender differences may affect how students respond to this support and manage academic stress. Collectively, these factors provide valuable insights into the academic adjustment process among secondary school students in the Nsukka Education Zone of Enugu State.

Conclusion

The study's findings indicate that parental involvement serves as a significant predictor of academic adjustment for secondary school students in the Nsukka Education Zone of Enugu State. It was determined that heightened parental engagement markedly improves students' behavioral, emotional, and cognitive adaptation to the demands of their academic environment. This implies that students whose parents are actively involved in their educational pursuits are more adept at managing school-related challenges, sustaining their motivation, and fostering positive interactions with learning activities. Furthermore, the research revealed that when gender was integrated into the predictive framework, it added to the comprehensive understanding of academic adjustment, suggesting that variations in academic adjustment may arise from students' gender-specific experiences and coping strategies. In conclusion, the study affirms that parental involvement is a vital familial factor in facilitating students' successful academic adjustment.

Recommendations

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

1. Parents should be encouraged to become more actively involved in their children's academic activities through regular homework supervision, monitoring of academic progress, and participation in school-related programmes.
2. Teachers and school administrators should strengthen communication channels between schools and parents to facilitate collaborative support for students' academic and emotional needs.
3. Counsellors and educators should adopt gender-sensitive support strategies that recognise possible differences in how male and female students respond to academic demands and parental support.
4. Educational policymakers should develop programmes and policies that promote family-school partnerships as a means of improving students' academic adjustment and overall school functioning.



REFERENCES

- Abodunrin, S. A., & Adelabu, O. C. (2025). Parental involvement and peer influence as correlates of academic adjustment of students with visual impairment in Osun State, Nigeria. *Journal of Family Business and Management Studies*, 17(1), 117-136.
- Adimora, D. E., Onyishi, C. N., & Helen, N. I. (2019). Parental involvement as predictor of academic self-efficacy among secondary school students in Nsukka Education Zone. *Journal of Educational Psychology and Counselling*, 11(2), 77–89.
- Agodo, P. O., & Vita-Agundu, U. C. (2025). Academic workload and stress as predictors of academic functioning among secondary school adolescents in Nsukka Local Government Area. *Journal of Educational Research and Development*, 14(2), 112–126.
- Baker, R. W., & Siryk, B. (1984). Measuring adjustment to college. *Journal of Counseling Psychology*, 31(2), 179–189.
- Barger, M. M., Kim, E. M., Kuncel, N. R., & Pomerantz, E. M. (2019). The relation between parents' involvement in children's schooling and children's adjustment: A meta-analysis. *Psychological Bulletin*, 145(9), 855–890.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Bücker, S., Nuraydin, S., Simonsmeier, B. A., Schneider, M., & Luhmann, M. (2018). Subjective well-being and academic achievement: A meta-analysis. *Journal of Research in Personality*, 74, 83–94.
- Chen, X., & Mok, M. M. C. (2023). Parental involvement, academic buoyancy, and adaptability among adolescents: The mediating role of achievement goals. *Learning and Individual Differences*, 102, 102245.
- Cheung, C. S. S., & Pomerantz, E. M. (2019). Parents' involvement in children's learning in the United States and China: Implications for children's academic and emotional adjustment. *Child Development*, 90(3), 1005–1022.
- Federal Republic of Nigeria. (2014). *National policy on education* (6th ed.). Nigerian Educational Research and Development Council.
- Hancorn, D. (2024). Gender differences in parental involvement and academic performance among adolescents. *International Journal of Educational Development*, 98, 102735.
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740–763.
- Hoover-Dempsey, K. V., & Sandler, H. M. (2005). Final performance report for OERI Grant #R305T010673: *The social context of parental involvement: A path to enhanced achievement*. Vanderbilt University.
- Hyde, J. S. (2014). Gender similarities and differences. *Annual Review of Psychology*, 65, 373–398.
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42(1), 82–110.
- Jörns-Presentati, A., Napp, A.-K., Dessauvagie, A. S., Stein, D. J., Jonker, D., Breet, E., & Kagee, A. (2021). The prevalence of mental health problems in sub-Saharan adolescents: A systematic review. *PLoS ONE*, 16(5), e0251689.
- Ncheke, D. C., Eze, J. E., & Ugwu, M. C. (2023). Academic and environmental stressors as correlates of academic achievement among secondary school students in Nsukka Education Zone. *Nigerian Journal of Educational Psychology*, 18(1), 65–79.
- Nworgu, B. G. (2015). *Educational research: Basic issues and methodology* (3rd ed.). University Trust Publishers.



- Organisation for Economic Co-operation and Development. (2017). *PISA 2015 results (Volume III): Students' well-being*. OECD Publishing.
- Serna, C., & Martínez, I. (2019). Parental involvement as a protective factor in adolescents' school adjustment. *Journal of Adolescence*, 72, 1–12.
- Souza-Lima, T., Fernandes, R., & Costa, M. (2025). Gender differences in school stress and academic satisfaction among adolescents. *Journal of Adolescence and Youth*, 30(2), 145–161.
- Voyer, D., & Voyer, S. D. (2014). Gender differences in scholastic achievement: A meta-analysis. *Psychological Bulletin*, 140(4), 1174–1204.
- Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.
- Yao, Y., Liao, B., Cheng, Y., Deng, X., Sun, M., Song, J., ... & Zhang, W. (2025). School adjustment and mental health among adolescents: a network analysis. *BMC pediatrics*, 25(1), 892.