

Parental Engagement As A Predictor Of Achievement Orientation Of Lower Basic School Children In Enugu State, Nigeria

Augustina Obioma Ede¹, Dominic Ugwoke Ngwoke², Patricia Eze Odinaka³, Fidelis Eze Amaeze^{4*}, Henry Dozie Ajuzie⁵ & Emmanuel Anyakamunelechi Obioma⁶

^{1,2,3,4,5,6}Department of Educational Foundations, Faculty of Education, University of Nigeria, Nsukka.

Abstract

The study investigated parental engagement as a predictor of achievement orientation of lower basic school children in Enugu State, Nigeria. The study was guided by seven research questions and seven null hypotheses. The population of the study was 29,973 lower basic primary five pupils with a sample of 1,440 drawn using multi-stage sampling procedure. Two instruments, Parental Engagement Questionnaire (PEQ), and Achievement Orientation Questionnaire (AOQ) were used for data collection. Internal consistency reliability estimate gave the coefficients of 0.70, and 0.89 for PEQ, and AOQ respectively. Simple regression analysis was used to answer the research questions while t-test associated with regression and Fishers' 2 transformation score were used to test the hypotheses at 0.05 level of significance. The researchers found that parental engagement significantly predicted achievement orientation of lower basic children in Enugu State, Nigeria. Parents' education was significant moderator of children's academic achievement orientation. It was recommended among others that parents should always involve their children in educative talk on the importance of dedication and high achievement in their academic pursuit for smooth academic achievement orientation and transition. Furthermore, the school guidance and counselor should assist the parents and the teachers to properly help the children to record high academic achievement orientation through properly structured career orientation practices and services.

Keywords: Parental Engagement, Achievement Orientation Lower Basic School Children

Introduction

Contemporary, parenting has increasingly become more cumbersome and characterized by complexities. This is seen in the way the task of parenting is eluding many parents especially those who have children of schooling age. Parents are central and critical figures in their children's socialization, education and overall development. For children to become responsible and

productive members of the society, the parents have to exhibit some reasonable level of engagement. This is because training begins at home before the school comes in, to continue the education process of the child. Regrettably, it has been observed that many parents are caught in the web of the inability to discharge their parenting roles which include school engagement and maintaining a good home. Managing the demands of competing life roles, many parents have become a common experience for working populations in both developed and developing countries (Joplin, Shaffer, Francesco & Lau, 2003). Economic restructuring and increased competition due to globalization have contributed to a more demanding work life and a work life that includes increased work-related mobility and work hours among parents of children of school age (Wharton & Blair-Loy 2006).

Parental engagement in light may be associated with academic self-efficacy and achievement orientation. In order to realize the enormous task of the optimal development of the Nigerian child, the Nigerian government has given the required attention to basic education. To ensure the full achievement of the goals and objectives of basic education, the government has made efforts in the provision of infrastructures in schools, continuous and sustainable in-service training for teachers and giving prominence to skill acquisition in primary education (Tahir, 2005). The aim is to ensure a 100 percent enrolment rate in primary schools as part of the primary objective in the subscription to the goals of Education for All. The objectives of the Universal Basic Education are clearly stipulated:

“to inculcate permanent literacy and numeracy, and ability to communicate effectively; lay a sound basis for scientific and reflective thinking; give citizenship education as basis for effective participation in and contributions to the life of the society; mould the character and develop sound attitude and morals in the child; develop in the child the ability to adapt to the child’s changing environment; give the opportunity for developing manipulative skills that will enable the child function effectively in the society within the child’s capacity; provide the child with the basic skills/tools for further educational advancement, knowledge and skills”. (FRN, 2014:15-20).

The loftiness of the objectives above suggested that teachers alone may not be able to actualize them without the frantic effort from the parents. Parents’ support to the implementation of UBE programme can be seen from two dimensions such as school-based and home-based support (Fox & Olsen, 2011). An example of parents’ school-based support include: attending parent-teacher conferences; being a member of Parent Teacher Association (PTA), volunteering in school work and making donations to school (Olanrewaju & Folorunso, 2009). In addition, the authors posit that parental home-based support could be seen in the areas such as payment of school fees, adoption of dynamic parenting styles, enforcement of parent-child cordial relationship,

parental engagement in children's school affairs and provision of conducive home learning environment.

In support of the enormous effort by the government towards enhancing the school children's learning outcomes, parents also play a very critical and important role in upbringing of children at the early years of schooling. Though, these roles by the parents are tasking and demanding. However, parents continue to give all round support such as social, emotional, physical and academic support towards the betterment of their children's educational pursuit. This responsibility carried out by the parents could be seen as parental engagement. Parental engagement is the social, academic, emotional and physical support given by parents to their children. Parental engagement is defined by Joep and Eddie (2007) as parents' behaviours related to the child's well-being that can be observed in their commitment to their child's education and behaviour. This means that a parent, who shows commitment to a large extent, could be regarded as having higher parental engagement than a parent who shows commitment in a lesser degree. In the same vein, Hog-Bund, Jones, Brown, and Abler (2014) defined parental engagement as the participation of parents in the education of their children at home, such as helping in homework, communicating with their teachers and giving the children support in school. It means that parental engagement involves partnership between families and schools to promote children's academic wellbeing.

The importance of high parental engagement has been revealed by notable studies. For example, Bryan (2005) found that children are more likely to have higher academic achievement levels and improved behaviour when parents are engaged in their education. Therefore, the level of parents' engagement could also be a key factor in children's over all development. The children may have the ability to succeed and cope effectively with other people's emotion when they enjoy the engagement of their parents. Also, the report from Walter (2018) revealed that children with engaging parents are more likely to develop the required interest and attitude towards school as well as lifelong love for learning. It is mainly through the efforts and abilities of parents' productive engagement that children are socialized to become productive children. In addition, Adewunmi, Mabosanyinje and Oyekan (2015) found a very strong positive significant relationship between parental engagement and students' academic performance. In the context of this study, parental engagement is seen as the overall support by parents towards their children's academic achievement and accomplishment in life.

Furthermore, parental engagement can be categorized as high or low. This is authenticated in the categorization of parental engagement as high or low by Jimerson, Oakland, and Farrell, (2006). According to the authors parents who are highly engaged in their children's welfare are more likely to be involved in their children's school activities. Such parents are most likely to attend parent-teacher meetings, volunteer at school, help with homework, and provide opportunities for children to gain more achievement; improve school attendance and increase cooperative behaviour among other children (Jimerson, Oakland, & Farrell, 2006). Through high parental engagement, children maybe made to understand the essentials of academic activities and desirable school behaviour. More so Ahmad (2013) suggested that lower basic school children

whose parents are highly engaged in their schools may have high opportunity to participate and excel in educational activities than those whose parents have low levels of engagement in their schools. From the foregoing, it could mean that children who have low parental engagement may find it difficult to do well in their academic endeavour.

However, parents with low parental engagement may manifest incompetence and nonchalant attitude towards the needs of children in school and at home. There is a controversy from the reports of the previous research on the extent parental engagement could predict achievement orientation. Hence, this established the predictive power of parental engagement on children's achievement orientation. For the sake of this study, the emphasis is on low parental engagement. Consequently, parents with low parental engagement seem to be uninvolved in their children's school activities (Bryan, 2005) and it has been observed that some parents exhibit low parental engagement (Wharton & Blair-Loy 2006). This is explained further by the fact that most of these parents do not complement the effort of the school in providing learning opportunities at home to align with what children learn at school. In line with this, Obanya (2004) reported that parents as key players in lower basic education have not done enough in giving the government the required support in ensuring that every Nigerian child is dedicated and committed in school activities. These types of parent seem not to believe in the efficacy of hard work and will not as well encourage their children/wards towards developing such believe. Casual observation has shown that these attitudes exhibited by some parents may suggest to the children that hard work and personal efforts are not important and thus, send out negative signals that tend to lower the children's achievement orientation.

Children seem to have several views about achievement based on their level of exposure. Their understanding and orientation about achievement ultimately determines how they appraise and shape their thoughts and predispositions. Achievement orientation involves the basic attitude, beliefs, behaviour and feelings one has towards pursuing academic set objective (Ngwoke & Ede, 2015). It could be seen as the drive and passion to accomplish a set goal as well as to excel in every human endeavour. Shaffer (2005) sees achievement orientation as the value or worth an individual places on success or failure, positive or negative outcomes regarding his or her effort to succeed in life. This is to say that achievement orientation deals with the attitudes and behaviours of the individual towards achievement.

Thus, academic achievement orientation of children could be seen as their belief, values, knowledge, attitude and practice towards the accomplishment of academic tasks. Achievement orientation is what motivates an individual to set academic goals and work hard in order to achieve the goals. Achievement orientation of individual learners also determines the standards they use to evaluate the progress towards the set goals. In line with this, Akaneme and Ngwoke (2010) reported that achievement orientation of people is influenced by the beliefs, values, knowledge, and attitudes and practices prevalent in the contemporary society. Operationally, achievement orientation is the value or worth school children place on academic achievement.

This goes on to establish the fact that achievement orientation could be narrowed into high or low. High achievement orientation is characterized by the right information on the processes

and techniques to achieve greatness in academic pursuits. It is the required mentoring and directions towards the accomplishment of academic tasks. Achievement orientation is high when the children tend to place premium on their competence, value roles, movement towards success, and frontally confront academic threatening jinx (Usán, Salavera, & Teruel, 2019). This explains that children with high achievement orientation may possess the required behaviour, attitude and social dispositions to actualize their set-goals. Children with high achievement orientation display a lot of commitments in their academic activities (Uzochukwu, 2019). It is embedded with the exposure to the right study habits, materials and learning techniques of children. Therefore, it is suggestive that one has developed high achievement orientation if there is high mastery goals orientation and performance-approach goals orientation.

On the other hand, low achievement orientation is the lack or insufficient information on the best possible ways to achieve academic excellence. Low achievement orientation is synonymous with mastery-avoidance and performance-avoidance goal orientations. Low achievement orientation seems to be a serious of concern to the school and educational stakeholders. Low achievement orientation has been found to be a global issue mostly among school children (Usán, Salavera, & Teruel, 2019). The global trend of lack of achievement orientation of children is assuming an alarming rate (Gherasim, Mairean, Butnaru, 2012). It is also expedient to mention that this scenario is also particular with school children in Nigeria as well as across its regions.

Generally, achievement orientation of school children has been largely associated with many factors such as family, school and personal factors. Many Basic School children in Enugu State, Nigeria seem to be confronted with challenges of achievement orientation, suggested to have a link with parenting styles, teacher factors and children's emotional dispositions (Adewunmi, Mabosanyinje & Oyekan, 2015). All these aforementioned factors may lower or even increase children's self-efficacy and also may contribute to children's lower high achievement orientation in school. A study carried out by Ossai, Ezurike and Idoko (2018) suggested that parental demographic variables (academic self-efficacy and achievement orientation) have significant influence on children's academic achievement. In achievement orientation, parents have a great role to play. For parents to be able to play these roles effectively, certain factors shape the dynamics. These factors are parental education and occupation. The choice of parental education and occupation is because they play prominent roles in the family. These two variables are very indispensable in the smooth running of the families. Therefore, it is imperative for the present study to x-ray the moderating influence of parents' education achievement orientation.

Education is the inculcation of what is worthwhile to those who are committed to it (FRN, 2014). Furthermore, FRN classified forms of education as formal education, informal education and non-formal education. Contextually, the study hinges on formal and non-formal parental education. Parental formal education is education acquired in the formal school settings with the award of certificates such as First School Leaving Certificate (FSLC), Senior School Certificate (SSC), National Certificate in Education (NCE) and Bachelors of Science or Arts (B.Sc.) or (B.A.) in Education, among others. These qualifications are obtained from primary, secondary, colleges

of education and universities, respectively. Parents with first degree and above are those parents who had their educational attainment from universities. In this study, formal education is operationally seen as education got in formal classroom settings with an organized structure such as curriculum, professional facilitators, and uniform code of dressing and award of degrees or certificates on graduation. Parental education may be in different levels.

Parents' educational level is important in the determination of the level of exposure and confidence their children can display in order to achieve the required academic orientation and success. Expectedly, parents with higher educational status are believed to be more disposed in understanding the educational needs and aptitudes of their children than those with low educational status (Ogunshola & Adewale, 2012). There is the likelihood that some educated parents may not have the time and other prerequisite of child rearing. This scenario may not in any way be of help to the children. Therefore, parental educational status without the commensurable level of commitment may not play a significant role in the academic exposure, orientation and achievement of their wards. The need to support or supervise the children's home and class work may not be fully carried out when educational skills are not properly appropriated, hence may lower their children's academic self-efficacy and achievement orientation towards school work (Aremu & Sokan, 2003).

On the other hand, non-formal education is education got outside the normal school setting. Non-formal education is education that mostly leads to acquisition of qualifications that are not recognized as formal qualifications by approved National Education Authorities (United Nations Educational, Scientific and Cultural Organization, 2011). Furthermore, this form of education is apt in the coverage of adult and youth literacy education programme for out of schools. Non-formal education is also essential in the actualization of life skills, work skills, social skills or competence as well as cultural internalization. These acquisitions of learning cut across literacy, numeracy and community based development. Non-formal education can serve as remedial education, continuous professional development education, lifelong education or second chance education that can bring about self development as well as home based learning support for the children (Kaptur, 2018). This form of education enables one to develop different skills ranging from public speaking, researching, learning new language, taking a self-interest course online, computer programming, sewing and cooking. Operationally, non-formal education has to do with lifelong learning, experiential learning and community-based learning that are acquired in an informal setting. The acquisition of these skills is envisaged to be of great relevance to parents in providing learning-based support to their children. The need to support or supervise the children's home and class work may not be fully carried out when these skills are not properly appropriated, hence may lower their children's academic self-efficacy and achievement orientation towards school work as stated earlier by Aremu and Sokan (2003).

Parents' level of education in part seems to determine their level of income while their financial standing emanates from their sources of income such as their occupation. Thus, Memons, Muhammad and Muhammad (2010) stated that educational status of the parents can determine the level of income of the family. Given this opportunity, it is most likely that such children may

develop high achievement orientation as well as high self-efficacy towards learning than their counterpart from lower parental educational background. Based on this backdrop, this study investigated parental engagement as a predictor of achievement orientation of lower basic school children in Enugu State with the moderation of parents' educational level.

Purpose of the Study

The general purpose of this study was to investigate the relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria.

Specifically, the study sought to determine the:

1. relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria.
2. relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria as moderated by parental education.

Research Questions

The following research questions guided the study:

1. What is the relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria?
2. What is the relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria as moderated by parental education?

Hypotheses

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

- H₀₁ There is no significant relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria.
- H₀₂ There is no significant relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria as moderated by parental education.

Method

Design of the Study

The study adopted a correlation research design. Nworgu (2015) defined correlation study as the type that seeks to establish the relationship that exists between two or more variables. Such study usually indicates the direction and magnitude of the relationship between the variables. This is relevant to the present study because it seeks to investigate if parental engagement predicts academic self-efficacy and achievement orientation of lower basic school children. In similar studies, Okenyi et al. (2019), Achagh et al. (2020), Eya et al. (2020), Ezema et al. (2019), Gana et al. (2019), Ugwuanyi and Okeke (2020), Ugwuanyi, Okeke et al. (2020), Ugwuanyi, Okeke and

Njeze (2020), Ugwuanyi, Okeke and Ageda (2020), Ugwuanyi, Okeke and Asomugha (2020), Ugochukwu et al. (2022) have adopted this design.

Population of the Study

The population for the study was 29,973 lower basic education school children consisting 15,341 males and 14,632 females of lower basic primary five pupils during 2019/2020 academic session (Source: Enugu State Universal Basic Education Board, 2020). The reason for the choice of the primary five pupils was because, it has been observed that children within the age range of six (6) to ten (10) years, who are supposed to be closer to their parents to acquire skills and behaviour, seem to be distanced from their parents because of the parents' occupational engagement. This stage has been identified as a critical developmental stage. Most children seem to have developed low academic self-efficacy and low achievement orientation. More so, lower basic school children are still under the control of their parents unlike the adolescents who have achieved a considerable level of independence. The researcher also chose this class because many of them could be handled easily. Another reason why the researcher chose primary five was because the children were not in exam class.

Sample and Sampling Technique

The sample of this study was made up of 1,440 lower basic primary five school pupils drawn from 24 selected schools through multi-stage sampling procedure. There are six education zones in Enugu State (See Appendix D page 116). The following procedure was followed to arrive at the sample size: From the six education zone, simple random sampling technique was used to draw two local governments from each zone making it a total of 12 local government areas. Then from each local government, the researcher, through simple random sampling technique drew two schools totalling 24 schools. From the schools, the researcher through purposive sampling technique drew two arms of primary five pupils. This gave a total of 48 classes with 30 pupils in each class.

Instrument for Data Collection

Two instruments were used for data collection; Parental Engagement Questionnaire (PEQ) and Achievement Orientation Questionnaire (AOQ). Parental Engagement Questionnaire (PEQ) was constructed by the researcher from review of literature. Parental Engagement Questionnaire (PEQ) elicited information on Parental Engagement in the children's academic activities. The PEQ is made up of 22 items. The children were required to rate their parental engagement on a four-point scale of Always-4; Sometimes-3, Rarely-2 and Never-1. The instrument is made up of both positively and negatively skewed items. The negative skewed items were scored in the order of Always-1; Sometimes-2; Rarely-3 and Never-4. The minimum score for each instrument was 22 points and the maximum score was 88 points respectively.

Achievement Orientation Questionnaire (AOQ) was also constructed by the researcher from the review of literature. Achievement Orientation Questionnaire (AOQ) elicited information on lower basic school children's achievement orientation. The instrument was in four clusters:

mastery-approach goal orientation, mastery-avoidance goal orientation, performance-approach goal orientation and performance-avoidance goal orientation. The instrument was made up of 22 items, six items on mastery-approach, six on mastery-avoidance, five items on performance-approach, and five items on performance-avoidance items respectively. The children were required to rate their achievement orientation on a scale of strongly agree-4; agree-3, disagree-2 and strongly disagree-1. The instrument was made up of both positively and negatively skewed items. The negatively skewed items were scored in the order of strongly agree-1; agree-2; disagree-3 and strongly disagree-4. A four point rating scale was provided for the respondents to indicate the strengths of their responses as follow: Strongly Agree (SA)-4, Agree (A)-3, Disagree (D)-2 and Strongly Disagree (SD)-1. The respondents ticked the accurate points as they applied to them. The minimum score for each instrument was 22 points and the maximum score was 88 points respectively.

Validation of the Instrument

The instruments were validated using confirmatory factor analysis. This was achieved through the use of Eigen value. The PEQ had Eigen values that ranged from 3.01 to 3.05 while the AOQ had Eigen values that ranged from 3.00 to 3.09 respectively. Three items from the two measures did not survive because they had Eigen values that ranged from 1.10 to 1.02 below 3.00.

Reliability of the Instruments

A trial testing study was done using 30 primary fivepupils in Community Primary School, Nise, Awka South Local Government Area, and Awka Education Zone. The researcher chose the school because the school was entirely outside the area of the study. The data generated through trial testing of the instrument was analyzed using Cronbach Alpha method to determine the internal consistency of the instruments. An internal consistency reliability estimate of 0.70 was obtained for the Parental Engagement Questionnaire scale and 0.89 was obtained for the Achievement Orientation Questionnaire. The various reliability coefficients are high and justified the use of the instruments for the study.

Method of Data Analysis

Regression analysis was used to answer all the research questions while F-ratio Fishers' 2 transformation score were used for hypotheses testing. The decision levels on the categorization of the relationship between variables according to Nworgu (2015) are: (1) 0.00-0.20 very low level, (2) 0.20-0.40 low, (3) 0.40-0.60 moderate, (4) 0.60-0.80 high, and (5) 0.80-and above, very high.

Results

Research Question 1

What is the relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria?

Table 1: Linear regression analysis of the relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria

Variables	R	R ²	Adjusted R Square	Std. Error of the Estimate
Parental Engagement and Achievement Orientation	.318	.101	.101	6.776

(R²) = Coefficient of Determination

The data in Table 1 show that the correlation coefficient between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria was 0.318. This indicates that there exist a positive but low relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria. The data also revealed that the coefficient of determination (R²) associated with the correlation coefficient of 0.318 was 0.101. The coefficient of determination (R²) of 0.101 implies that parental engagement accounts for 10% of achievement orientation of lower basic school children in Enugu State, Nigeria. This is an indication that 90% of the variation in achievement orientation of lower basic school children in Enugu State is attributed to other factors other than parental engagement.

Hypothesis 1

There is no significant relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria

Table 2: Regression analysis of the relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6967.723	1	6967.723	151.757	.000 ^a
	Residual	61799.881	1346	45.914		
	Total	68767.605	1347			

The data in Table 2 show that an F-ratio of 151.757 with associated probability value of 0.00 was obtained. The probability value of 0.00 was found to be significant because 0.00 is less than 0.05. Hence, the null hypothesis of no significant relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria was rejected. This means that there is a significant relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria.

Research Question 2

What is the relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria as moderated by parental education?

Table 3: Regression analysis on the relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria as moderated by parental education

Model	Parents' Education	N	R	R ²	Adjusted R Square	Std. Error of the Estimate
1	Formal Education	1020	.367	.135	.134	6.578
2	Non Formal Education	328	.184	.034	.031	7.215

The data in Table 3 revealed that the correlation coefficient (r) of .367 and .184 with associated coefficients of determinant (R^2) of .135 and .034 were obtained for parents with formal and non formal education respectively between parental engagement and achievement orientation. The obtained coefficient of determinant (R^2) of .135 and .034 indicate that 14% and 3.4% variation in achievement orientation of lower basic school children in Enugu State is attributed to parents with formal and non formal education respectively. The difference in the variation of parents with formal and non formal education as predicted by parental engagement is 10.6% in favour of parents with formal education. Hence, parents' education moderates 10.6% of the variation in achievement orientation of lower basic school children in Enugu State in favour of parents with formal education.

Hypothesis 2

There is no significant relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria as moderated by parental education

Table 4: Fisher's z transformation of significant relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria as moderated by parental education

Model	Parents' Education	N	R	R ²	Fisher's z score	Sig
1	Formal Education	1020	.367	.135	3.120	.002
2	Non Formal Education	328	.184	.034		

Data in Table 4 show that Fisher's z transformation score of 3.120 with probability value of 0.002 was obtained. Thus, the null hypothesis of no significant relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria as moderated by parental education was rejected. This is because the probability value of 0.002 was less than the level of significance set at 0.05. Therefore, there is a significant relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria as moderated by parental education.

Discussion of Findings

The result of this study revealed that there is a significant positive but low relationship between parental engagement and achievement orientation of lower basic school children in Enugu State, Nigeria. The findings of this study is supported by Waqas, Fatima, Malik, Muhammad and Khan (2013) who reported that parental involvement led to better academic achievement of their children. Similarly, the study of Heral (2012) lent credence to the present study that the children whose parents prove to be supportive courageously face challenges and as a result, tend to exhibit high achievement orientation. Furthermore, the findings of Udoje (2009) showed that parents' level of socio-economic status affect the achievement orientation of the children. On the other hand, the findings of Fareo and Musa (2018) that children struggle with low achievement did not agree with this study. Parental level of commitment therefore appears to be a reflection of children's level of academic achievement. This goes on to elucidate the fact that positive parental engagement leads to a corresponding high achievement orientation.

The finding of this study revealed that formal education had a significant positive but low moderation effect on children's achievement orientation while non-formal education had a very low but significant moderating influence. The finding of the study is in line with Ezenibe (2016) whose findings revealed that there is a positive relationship between parents' educational background and educational support given to children. Ezenibe further found that educated parents would guide and counsel their children towards excelling in academics. In the same vein, Matejevic, Jovanovic, and Jovanovic (2014) reported that there is a positive relationship between parenting style and academic orientation. This is also in line with Ezeobi (2015) who reported that parents' education was necessary to impact positively the required academic awareness needed for academic excellence. It would appear that educated parents make use of their enlightened mind and educational experience to get their children properly oriented in the demands of educational career development. This implies that engagement by educated parents will produce a very rewarding result on attainment of positive achievement orientation of their children.

Conclusion

Based on the findings of the study, it is concluded that the depth of parental engagement with their children is an important predictor variable for achievement orientation of lower basic education children in Enugu State, Nigeria. It is further concluded that parents' educational attainment is a significant moderating variable of achievement orientation of lower basic education children in Enugu State, Nigeria.

Recommendations

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

1. Parents should always involve their children in educative talk on the importance of dedication and high achievement in their academic pursuit for smooth academic achievement orientation and transition.
2. Since education proved to be a significant moderator of children's achievement orientation, parents who cannot because of their educational level properly engage their children should

make alternative plan of home lesson in order to provide the home support in their children's academic activities.

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