

Parental Support as Predictor of Secondary School Students' Academic Achievement in Geometry in Kogi State

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Abstract

This study explored parental support as predictor of secondary school students' academic achievement in Geometry in Ankpa Educational Zone of Kogi State, Nigeria. The research design adopted for the study was a correlational research design. The population of the study comprised 2,252 Senior Secondary School II (SS II) students in public secondary schools in Ankpa education zone. A sample of 340 students was drawn using a multistage sampling procedure. The instruments used for data collection were structured questionnaires, namely: Parental Support Questionnaire (PSQ), and Geometry Achievement Test (GAT). The instruments were validated by three experts, from the faculty of education, University of Nigeria, Nsukka. The instruments were trial tested, and the reliability coefficients of .803 was obtained for PSQ using Cronbach's Alpha, while a reliability coefficient of .75 was obtained for the GAT using the Kuder-Richardson (KR-20) formula. These coefficients indicated an acceptable level of internal consistency for the two instruments. Data collected from the respondents were analyzed using regression analysis. Regression analysis was used to answer the research questions, while regression t-test was used to test the null hypotheses at the .05 level of significance. The findings revealed that the predictive power of parental support ($R^2 = 0.048$) on students' academic achievement in Geometry was statistically significant. Thus, it was concluded that parental support is a significant determinant of students' academic achievement in geometry.

Keywords: Academic achievement, Parental support, Geometry

Introduction

Mathematics is universally recognized as one of the most important subjects in formal education because of its contribution to intellectual development and societal advancement. Mathematics broadly plays a foundational role across all scientific disciplines and acts as the bedrock for logical reasoning, analytical thinking, and scientific inquiry (Mutanen, Rissanen, & Saastamoinen, 2025). Yadaz (2019) defined Mathematics as a universal language and a vital tool for problem-solving across disciplines. Fachgesellschaften and Socits (2022 as cited in Uzuegbu et al., 2025) defined Mathematics as a framework for understanding the world and making accurate predictions using models, formulas, and equations. Therefore, Mathematics could also be defined as a subject taught at all educational levels that

involves the study of numbers, quantities, shapes, structures, and logical relationships. Mathematics underlies every technology in existence, making its role in driving social and economic progress impossible to overstate (Olofin & Abdullah, 2021). Mathematics plays a vital role across many areas of life: at school, strong mathematical skills help students achieve academic success, while at the societal level, these same skills prepare them with the competencies needed to thrive beyond the classroom (Fitriani, Zubaidah, Susilo & Al-Muhdhar, 2020). A solid understanding of mathematics is essential for academic success in disciplines such as chemistry, physics, engineering, biology, and pharmacy because mathematics underpins learning and problem-solving across STEM disciplines (Just & Siller, 2022).



Countries regarded as advanced or civilized have often attained such status through the effective teaching and learning of Mathematics. Its precise and logical nature makes it indispensable for interpreting data, managing finances, conducting everyday business, and making rational decisions. Parental support is considered important factor that may shape students' learning outcomes, yet their combined predictive effect on geometry achievement has received limited empirical attention. This study addresses this gap by investigating the extent to which parental support predicts secondary school students' academic achievement in geometry.

Geometry was chosen for this study because literature evidence showed that most students find it difficult to understand. Ghimire (2022) reported that 60% of secondary-level students experienced difficulties in learning geometry, indicating that a substantial proportion of students struggle with geometric concepts. Similarly, Odo, Ugwuanyi, and Otubeje (2024) found that secondary school students experienced difficulties in performing geometric tasks, indicating that Geometry remains a challenging area of Mathematics for many students. This finding justifies the choice of geometry as the focus of the present study because persistent difficulties in understanding geometry may negatively affect students' academic achievement. Heilbron (2020) defined geometry as a branch of mathematics concerned with the shape of individual objects, spatial relationships, and the properties of surrounding space, while Jablonski and Ludwig (2023) describe it as a core part of mathematics that has evolved into a formal discipline within mathematics education. Geometry aids the development of an analytical mind and coherent communication (Tajudeenalani, Lawal, Wahab & Otuekong, 2024), strengthens spatial reasoning (Awofala & Lawani, 2020), and is essential for success in mathematics (Education Review Office, 2020), yet many students struggle with the subject (de Oliveira & Carneiro, 2022; Jumadi et al., 2022; Segerby, 2023). Okereke (2022 as cited in Uzuegbu et al., 2025) found that 41% of WASSCE Mathematics marks stem from geometry-related questions. According to WAEC Chief Examiners' Reports from 2019 to 2024, students consistently perform poorly in geometry-related topics, particularly circle theorems, mensuration, and angle of elevation and depression, with the 2020 and 2021 reports noting limited understanding of circle geometry and the 2023 and 2024 reports emphasizing persistent weaknesses in

geometry and mensuration. This underscores a critical gap in students' spatial reasoning and suggests a systemic issue in how geometry is taught within the secondary school curriculum. Since achievement in geometry contributes to students' overall achievement in mathematics, persistent difficulties in these areas may adversely affect their academic achievement.

Academic achievement is a crucial determinant of students' future career outcomes and a key indicator of cognitive ability (Fandos-Herrera, Jimenez-Martinez, Perez-Rueda, and Pina, 2023). Nzeadibe, Egara, Eseadi, and Chukwuorji (2024) defined it as students' ability to perform well in assessments, while Ibrahim (2024) defined it as the extent to which a learner attains the educational goals set in an instructional context. Operation ally, academic achievement refers to the level of educational objectives attained by students in Geometry as measured through assessment.

Records from the Kogi State Senior Secondary Education Board (KGSSEB), Ankpa Zonal Office (2026), show that credit passes in Mathematics at SSCE have remained persistently low over the past five years. In Ankpa LGA, credit passes were 54%, 40%, 38%, 43%, and 48% from 2019-2020 to 2023-2024; in Olamaboro, 41%, 36%, 33%, 28%, and 29%; and in Omala, 38%, 32%, 31%, 28%, and 25%, showing a steady decline in the latter two areas. Varaidzaimkondo and Makondo (2020) attributed poor achievement in Mathematics to ineffective teaching methods and negative attitudes towards the subject. Similarly, Adebayo- Shittabey et.al (2025) identified several factors associated with students' achievement in Mathematics, including teachers' attitudes, students' attitudes, teaching methods, facilities, parental support, and peer influence. However, limited attention has been given to the predictive power of parental support on students' academic achievement in Geometry. Hence, examining the predictive power of parental support on student learning outcome is of paramount importance to this study.

Parental support has been conceptualized in various ways. Purnomo, Yanah and Merisanti (2024), defined parental support as the comfort, attention, recognition of accomplishments, and assistance perceived by students from those around them, particularly their parents. Hernández-Padilla, Bazán-Ramírez, Bazán-Ramírez, and Solano-Gutiérrez (2023) defined parental support as family support for the educational process of their children, with or

without the need for the school to invite parents to support the students. Peng, Sun and He (2022) define parental support as the emotional, academic, and practical assistance that parents provide to their children to facilitate learning, enhance motivation, and promote positive educational outcomes. Operationally, parental support refers to the intentional efforts made by parents or guardians to assist, guide, and encourage their children's educational development, including emotional encouragement, monitoring of academic progress, engagement in school-related activities, provision of a conducive home environment for learning, and promotion of positive attitudes toward education.

Empirical evidence on parental support as a predictor of students' academic achievement remains inconsistent. Studies have reported that parental support significantly predicts students' academic achievement by enhancing their motivation, self-regulated learning, and overall academic performance (Peng et al., 2022; Lee & Bong, 2020). Others have found the relationship to be weak, non-significant, or indirect, suggesting that the influence of parental support may depend on contextual and learner-related factors (Yahya et al. 2024; Khasanah, Sapti, & Pangestika, 2021; Nwune et al., 2026; Olatoye & Agbatogun, 2020). These inconsistent findings warrant further investigation. More importantly, a closer examination of the existing literature indicates that most studies have examined parental support independently or in relation to general academic achievement or mathematics as a broad subject area. But, limited empirical attention has been given to its specific predictive role in explaining students' achievement in geometry. Consequently, the extent to which parental support predicts students' achievement in geometry remains insufficiently established, thereby providing the rationale for the present study.

The reviewed studies largely treat academic achievement generally, without isolating geometry as a distinct area of focus. It is against this backdrop of limited empirical evidence that the present study seeks to investigate parental support as a predictor of students' academic achievement in geometry, with a view to informing parents, teachers, and policymakers on the most effective means of improving achievement in this critical area of mathematics.

Research Question

1. What is the predictive power of parental support on students' academic achievement in Geometry?

Hypothesis

Alone null hypothesis was tested at 5% probability level for the study.

H0: The predictive power of parental support on secondary school students' academic achievement in geometry is not significant

Method

Research Design

The study adopted a correlational research design. A sample of 340 SS2 students was used for the study. The sample size was determined using the Taro Yamane formula. A multistage sampling procedure was adopted to draw the sample. According to Bhandari (2023), Multistage sampling involves selecting a sample in stages using smaller and smaller groups each stage. The population consisted of 2,252 Senior Secondary II students enrolled in 51 public secondary schools in the Ankpa Education Zone. The zone comprises Ankpa, Olamaboro, and Omala Local Government Areas.

In the first stage, simple random sampling techniques by balloting without replacement was used to draw two (2) Local Government Areas out of the three (3) Local Government Areas in the Education Zone. This is to make sure that every Local Government Area had equal chance of being selected, this helped to reduce selection bias and ensured fairness in the selection process.

In the second stage, disproportional stratified sampling was used to draw three (3) schools from the two (2) Local Government Areas that emerged. This gave a total of six (6) schools. Disproportionate stratified sampling using equal allocation was employed to select three schools from each of the two selected Local Government Areas irrespective of the number of schools in each Local Government Area. This ensured equal representation of the selected Local Government Areas in the study and facilitated comparison between them.

In the final stage, proportionate stratified random sampling was used to select SS2 students from the six sampled schools. Since the number of SS2 students varied across the schools, the number of students selected from each school was determined in

proportion to the school's SS2 student population relative to the total SS2 population of the six sampled schools.

Research Instrument

PSQ consist of 20 items and was designed by the researcher through a review of related literature. The PSQ was used to assess parental support for students. PSQ had two sections: A and B. Section A sought students' personal data, such as students' identification number, while section B sought information on parental support and was ticked by the students to express their level of agreement or disagreement with the statements. The responses of the students were scored on a 4-likert point scale options, namely; strongly agree (SA) = 4, agree (A) = 3, disagree (D) = 2 and strongly disagree (SD) = 1. The minimum obtainable score on the instrument is 20, while the maximum obtainable score is 80.

The Geometry Achievement Test was designed by the researcher using table of specification, contained 40 multiple-choice items covering chord

properties, chord theorems, circle theorems, and mensuration. Each correct response was awarded two marks and converted to a percentage score. Experts in Educational Measurement and Evaluation, Mathematics Education, and Psychology validated the instruments. The achievement test questions were generated using a table of specifications to ensure content coverage. A trial test with 30 Senior Secondary II students was used to estimate reliability. the reliability coefficients of .803 was obtained for PSQ using Cronbach's Alpha method. The internal-consistency coefficients were acceptable for the questionnaire, while the Geometry Achievement Test produced a KR-20 reliability coefficient of .75.

Data Analysis

The data was collected and analyzed using Simple linear regression to estimate the independent predictive power of parental support. Statistical decisions were made at the .05 significance level using regression t-test.

Results

Table 1

Regression analysis on the predictive power of parental support on students' academic achievement in Geometry

n=340

<i>Model</i>	R	R Square	Adjusted R Square	Std. Error of the Estimate	Beta
1	.219 ^a	.048	.045	18.70783	.219

Predictor: (Constant), Parental Support

The result in Table 1 showed that the correlation coefficient (R) obtained between parental support and students' academic achievement in Geometry was 0.22. This indicates that there is a low positive relationship between parental support and students' academic achievement in Geometry. The coefficient of determination (R^2) of 0.05 indicates that

parental support accounts for 5% of the variation in students' academic achievement in Geometry, while the remaining 95% is attributable to other factors not included in the study. The Adjusted R^2 value of 0.05 further indicates that parental support contributes 5% to the variation in students' academic achievement in Geometry.

Hypothesis 1: The predictive power of parental support on students' academic achievement in Geometry is not significant.

Table 2

Regression t-test analysis of the Predictive Power of Parental Support on Students' Academic Achievement in Geometry

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.951	8.895		1.681	.094
	PARENTAL SUPPORT	.612	.148	.219	4.129	.000

a. Dependent Variable: Academic Achievement in Geometry

Table 2 reveals that predictive power of parental support on students' academic achievement in Geometry is significant, $t = 4.129$, $p = .000$. Since the probability value of .000 is less than the 0.05 level of significance, the null hypothesis was rejected. Therefore, the inference drawn is that parental support predicts students' academic achievement in Geometry.

Discussion

The findings of the study revealed that the predictive power of parental support on students' academic achievement in geometry is statistically significant. This implies that an increase in parental support is associated with a corresponding increase in students' academic achievement in geometry, although the strength of this relationship is weak. The finding also suggests that a larger proportion (95%) of the variation in students' academic achievement in geometry is explained by other factors not captured under parental support. This implies that students' academic achievement in geometry is influenced by multiple interacting factors, and not parental support alone.

The weak predictive power of parental support on students' academic achievement in geometry may be attributed to the largely indirect nature of parental support's influence on academic outcomes. Parental support tends to shape a student's motivation, confidence, and study discipline, which are important but distal contributors to performance, whereas achievement in geometry is more directly determined by classroom instruction, teaching quality, and the student's own cognitive engagement with the subject matter. Because indirect effects are typically weaker than direct ones in a simple regression model, this may account for the modest predictive power observed.

The result of this study is consistent with Werang et al. (2024) who found that parental support had a significant positive effect on student academic achievement in Indonesia. Similarly, Kausar, Yaqoob, and Akhtar (2022) who reported that all forms of parental support emotional, social, and financial had significant positive effects on students' academic achievement in Pakistan. Ugwuanyi, Okeke, and Njeze (2020) investigated parenting style and parental support and found that parental support significantly influenced learners' academic performance in Physics in Enugu State Nigeria.

However, this finding contrasts with Toyin and James (2023), who reported that parental support did not significantly predict the academic achievement of public secondary school students in Ughelli North Local Government Area of Delta State, Nigeria. Additionally, Ainurrohman and Handayani (2020), found that a negative relationship between parental support and academic achievement in a specific English course context, suggesting that the nature and quality of parental support may matter more than mere presence of support.

Conclusion

Based on the findings of the study, it was concluded that parental support significantly predicted students' academic achievement in Geometry among senior secondary school students in Ankpa Education Zone of Kogi State. Although the magnitude of its predictive power was low. Implying that, students' achievement in Geometry is associated not only with classroom learning but also with important factors such as parental support.

Recommendations

Based on the findings it was recommended that

1. Parents should provide adequate academic guidance, learning materials, and a conducive home environment to support their children's learning in Geometry, as parental support was found to predict students' academic achievement in Geometry.
2. Schools should organize periodic parent-teacher engagement programs (e.g., workshops, seminars, or PTA sessions) focused specifically on Geometry instruction, so that parents are equipped with the basic knowledge and strategies needed to meaningfully support their children's learning at home, since parental support alone is most effective when it is informed and well-directed rather than general encouragement.

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