

INFLUENCE OF PARENTAL ROLE AND ACADEMIC ATTAINMENT OF THE GIRL CHILD IN YALA LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA

¹Dr Emmanuel U. Omini (CLN), ²Florence Emmanuel U.

¹Teachers Continuous Training Institute, Biase, Cross River State, Nigeria

E-mail: mcyoke@yahoo.com

²Teachers Continuous Training Institute, Biase, Cross River State, Nigeria.

ABSTRACT

This study investigated the influence of parental role and academic attainments of the girl child in Yala local government area of Cross River State. In executing the purpose of this study, three hypotheses were formulated to guide the study. Relevant and related literature of different authors and researchers were reviewed. Survey research design was employed as the appropriate research design for this study. The study population consist of 10,699 female students in Yala LGA of Cross River State, Nigeria. A Sample of 1,068 female students representing 10 percent from each of the 22 local government areas under study. Stratified and simple random sampling procedure was used for the study. To acquire relevant data for the study, a structured instrument was involved namely: “Parental Role and Academic Attainment of the Girl Child Questionnaire (PRAAGCQ)” was designed and validated. Two experts in research and statistic validated the instrument. Split-half reliability test of internal consistency was obtained step up the coefficient obtained with Pearson Product Moment Correlation. The respondent administered questionnaire and the data was appropriately analyzed using Simple Linear Regression. Each of these hypotheses was tested at 0.05 level of significance. The result of the statistical analysis revealed that there is a significant influence of parental advice on academic attainment of girl child and parental commitment significantly influenced academic attainment of girl child. Therefore, recommends among others that educating parents on the long-term benefits of girls' education can foster more supportive home environments. Inculcating values to children is very important in bringing up a child which in turn create self-discipline and self-reliance of that child. Having a positive mindset towards teacher/students' relationship brings about positive academic attainments specifically the girl child.

KEYWORD: Parental role, academic attainments, girl child, Yala, Cross River State

INTRODUCTION

Academic attainment of a girl child at the secondary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. Academic attainment implies achieving high academic attainment in schools requires a combination of effective teaching, supportive environments, engaged learners, and strong partnerships. It requires creating a supportive, motivating and well-resourced learning environment where every student has the opportunity to succeed. According to adeyemo (2001) the schools' overarching goals is to continually strive towards excellence. According to him, while schools may pursue various peripheral objectives, the emphasis is consistently placed on the achievement of sound scholarship. Moreover, virtually everyone involved in education places a high premium on academic achievement; excellent academic performance by children is often the expectation of parents (Osiki, 2001).



[CC BY 4.0 Deed Attribution 4.0 International](https://creativecommons.org/licenses/by-sa/4.0/)

This article is distributed under the terms of the Creative Commons CC BY 4.0 Deed Attribution 4.0 International attribution which permits copy, redistribute, remix, transform, and build upon the material in any medium or format for any purpose, even commercially without further permission provided the original work is attributed as specified on the Ninety Nine Publication and Open Access pages <https://social.tresearch.ee>

Parental role is a critical area of study, particularly in milieu of gender equality and educational development. Parental roles encompass various responsibilities, including financial support, emotional encouragement, and active involvement in their children's education. These roles significantly impact the academic performance and overall educational outcomes of the girl child. The parental role in a girl child's education refers to the active involvement of parents in both home and school-related matters that influence the child's learning and development (Topor, Keane, Shelton, & Calkins). Generally, parental role in a girl child education includes several forms of participation in education and with the schools.

The school environment restricts children from playing all the time unlike at home where there is more freedom for them to play and mix-up with their peers. (Olatoye & Ogunkola, 2008); therefore, there are more opportunities for parents to engage in one-on-one interactions with them. When parents actively teach and support their children, they help develop new skills and foster a sense of competence. This, in turn, motivates children to perform better, creating a positive cycle of reinforcement and success (Henderson, 2009). Moreover, when parents are involved in their children's education, they gain deeper insights into their behavioural and intellectual needs, and the children are more likely to feel comfortable discussing their challenges with them. Education is widely regarded as the bedrock of any nation's development. For this reason, various strategies and reforms are continually introduced to improve the standard of education. However, despite these efforts, there is growing concern that the quality of education is declining. Some educationists attribute this decline to the weakening role of the family in children's academic development.

The family, defined as a group of individuals related by blood or kinship, is the first social unit a child interacts with. It plays a foundational role in shaping a child's values, behavior, and attitude toward learning. In Nigeria, modern life patterns and increasing social commitments have made it increasingly difficult for many families to remain actively involved in their children's education. Parents are often unable to closely monitor or support their children's academic needs, which negatively affects school performance. In some cases, children are raised not by their biological parents but by grandparents, guardians, or other relatives. This shift further complicates parental involvement, making it difficult for schools to keep families informed and engaged in their children's academic progress.

Husain (2006) emphasized that secondary school students come from diverse socio-economic backgrounds, which significantly influence their educational performance. Students from low- and middle-income families often face academic challenges due to the emotional and financial strain within the household. This is particularly evident in the academic attainment of the girl child, who may face additional socio-cultural pressures and constraints.

Parental involvement remains a key factor in children's academic development. The parenting style adopted—whether authoritarian, permissive, neglectful, or authoritative—can either enhance or hinder a child's academic achievement. Therefore, strengthening the family unit and encouraging active parental engagement are essential steps toward improving educational outcomes, especially for vulnerable groups like the girl child.

Parental engagement serves as a powerful catalyst for improving academic achievement in schools. When parents and teachers collaborate to enhance learning, the resulting gains in student performance are often substantial. This partnership is built on a two-way relationship characterized by mutual trust, respect, and a shared commitment to advancing educational outcomes. According to Christenson (2009), when parents fail to meet



[CC BY 4.0 Deed Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)

This article is distributed under the terms of the Creative Commons CC BY 4.0 Deed Attribution 4.0 International attribution which permits copy, redistribute, remix, transform, and build upon the material in any medium or format for any purpose, even commercially without further permission provided the original work is attributed as specified on the Ninety Nine Publication and Open Access pages <https://social.tresearch.ee>

these essential responsibilities, the consequences can be far-reaching and long-lasting. This is largely because parents are a child's first teachers. From infancy through early childhood, children learn fundamental skills such as speaking, listening, reading, and writing—skills that form the foundation for later academic success. This study aims to examine the influence of parental roles on the academic attainment of the girl child in Yala Local Government Area (LGA), with a particular focus on identifying the unique challenges faced by girls and assessing the extent to which parental involvement affects their educational outcomes.

STATEMENT OF THE PROBLEM

Academic attainment of the girl child remains a significant concern, with many girls facing barriers to accessing and excelling in education. Despite global and national efforts to promote gender equality in education, cultural, economic, and social factors continue to hinder the educational progress of girls in this region. Parental roles, which include financial support, emotional encouragement, and active involvement in education, is critical in shaping academic outcomes of the girl child. However, traditional gender norms, economic constraints, and limited awareness of the importance of girls' education often result in unequal opportunities for girls compared to boys.

The problem is further exacerbated by early marriages, gender biases, and inadequate educational infrastructure, which disproportionately affect girls. While some parents actively support their daughters' education, others prioritize boys' education or withdraw girls from school due to financial difficulties or cultural expectations. This disparity in parental roles and support has led to lower enrollment, higher dropout rates, and poorer academic performance among girls in Yala LGA. It is noteworthy that the impact of parental role on academic attainment includes not only direct effects but also indirect effects. Specifically, economic difficulties lead to economic pressure in the family and parental increased risk for emotional distress, and this, in turn, results in poor parental involvement in taking proper care of the girl child.

Despite all these efforts put in place by parents to curb this situation by providing conducive parental up-bringing among their girl child education, this situation still persists. Perhaps this may be due to lack of parental advice, parental involvement, parental commitment, parental care, parental education, etc. by the parents. It is in line with filling this information gap that the researcher isolated the variables in this study for close study. This study therefore tends to address the question thus: To what extent does parental role in terms of parental advice, parental commitment and parental involvement influence the academic attainments of the girl child in Yala local government area of Cross River State?

PURPOSE OF THE STUDY

The purpose of the study examined the influence of parental role and academic attainment of the girl child in Yala local government area of Cross River State. Specifically, the study seeks to:

1. Examine whether parental advice has any influence on academic attainments of the girl child;
2. Examine the influence of parental commitment on academic attainments of the girl child;

RESEARCH QUESTIONS

The following questions were raised to guide the study:

1. How does parental advice influence academic attainments of the girl child?



[CC BY 4.0 Deed Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)

This article is distributed under the terms of the Creative Commons CC BY 4.0 Deed Attribution 4.0 International attribution which permits copy, redistribute, remix, transform, and build upon the material in any medium or format for any purpose, even commercially without further permission provided the original work is attributed as specified on the Ninety Nine Publication and Open Access pages <https://social.tresearch.ee>

2. How does parental commitment influence academic attainments of the girl child?

STATEMENT OF HYPOTHESES

The following research hypotheses were formulated and tested:

1. Parental advice does not significantly influence academic attainments of the girl child;
2. Parental commitment does not significantly influence academic attainments of the girl child.

LITERATURE REVIEW

Parenting in schools creates a collaborative environment that benefits students academically, socially, and emotionally, while also strengthening the school community and fostering positive relationships between parents and educators. The study by Naheed, Dahar, and Lateef (2016) highlights the significant influence of parental involvement on the academic achievement of secondary school students in Rawalpindi. The study found that parental guidance and active participation in their children's education positively impact academic performance. Students whose parents were more involved in their schooling demonstrated higher achievement levels. The research confirmed that parents play a crucial role in shaping their children's educational success at the secondary level.

Ewumi (2021) conducted a study on gender and socio-economic status as correlates of students' academic achievement in senior secondary schools. His findings revealed negative significant relationship between gender and academic achievement and no significant relationship between socioeconomic status and academic achievement.

The study by Obiunu (2018) provides valuable insights into the relationship between parenting styles and academic performance among secondary school students in Ethiopia East, Delta State, Nigeria. The findings revealed no significant relationship with academic performance. This suggests that strict, high-demand, low-warmth parenting does not significantly enhance or hinder students' academic outcomes. The study concludes that parenting styles do influence academic performance, particularly because parents often set goals and dictate the pace of their children's progress. The authoritative style emerged as the most effective in promoting better academic outcomes, likely due to its combination of structure, encouragement, and responsiveness.

Sacker, (2002) observes that children whose parents spend time with them in outings, studying, visits, and picnics and also in talking to their teachers about their school progress excel academically. This kind of involvement positively affects the child since their parents know their areas of difficulty and assist them. Rafiq, Fatima, Sohail, Saleem and Khan (2013) conducted a study on the effect of parental involvement in the academic achievement of their children in Allama Iqbal Town, Lahore city, Pakistan. The findings revealed that parental involvement has significance effect in better academic performance of their children. The present research has proved that parental involvement enhanced the academic achievements of their children.

Hasan (2017) explored the impact of parental support on the academic achievement of secondary school students, with a focus on potential gender differences. The study revealed a significant positive correlation between parental involvement and academic performance, reinforcing the importance of familial engagement in education. Notably, while parental support enhanced achievement overall, no significant gender disparities were observed,



[CC BY 4.0 Deed Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)

This article is distributed under the terms of the Creative Commons CC BY 4.0 Deed Attribution 4.0 International attribution which permits copy, redistribute, remix, transform, and build upon the material in any medium or format for any purpose, even commercially without further permission provided the original work is attributed as specified on the Ninety Nine Publication and Open Access pages <https://social.tresearch.ee>

suggesting that both male and female students benefit comparably from such support. These findings align with broader research emphasizing the role of parental involvement in educational success while challenging assumptions about gender-based differences in academic outcomes. Tiwari and Tiwari (2020) found in the study carried out to examine the relationship between parental involvement and academic achievement in higher secondary school students that there was significant relationship between parental involvement and academic achievement of students.

Farooq and Asim (2020) study on parental involvement as predictor for self-regulated learning and academic achievement of students at secondary school level in metropolitan city of Pakistan with two research questions raised to guide the study using multistage sampling approach in selecting a sample of 619 students. Causal comparative research design was used for the study with a population of 1232 staff. Structured questionnaire was used for the study using correlation analysis to analyze the data. The results found that parents of private secondary school students are more concerned with their child's learning and those students are found more self-regulated and high in their academic affairs. So, there may be parental involvement programs directed in order to ensure parents' involvement in their child's learning.

RESEARCH METHOD

Survey research design was employed as the appropriate research design for this study. The study population consist of 10,699 female students in Yala LGA of Cross River State, Nigeria. A Sample of 1,068 female students representing 10 percent from each of the 22 local government areas under study. Stratified and simple random sampling procedure was used for the study. A structured instrument was involved namely: "Influence of Parental Role and Academic Attainment of the Girl Child Questionnaire (PRAAGCQ)". Two experts in research and statistic validated the instrument. Split-half reliability test of internal consistency was obtained to step up the coefficient obtained with Pearson Product Moment Correlation. The respondent administered questionnaire and the data was appropriately analyzed using Simple Linear Regression.

Table 1: Population and sample of female senior secondary one and two (SSI and SS2) students in public secondary schools

| S/N | Villages | No. of public School | Population of Female students | | Total Total students | Sample of female | | |
|-----|----------|----------------------|-------------------------------|-----|----------------------|------------------|-----|-----|
| | | | SS1 | SS2 | | SS1 | SS2 | |
| 1 | OKUKU | 6 | 280 | 255 | 535 | 28 | 26 | 54 |
| 2 | YAHE | 7 | 302 | 361 | 663 | 30 | 36 | 66 |
| 3 | UGAGA | 5 | 212 | 282 | 494 | 21 | 28 | 49 |
| 4 | IJEGU | 5 | 115 | 705 | 820 | 12 | 71 | 83 |
| 5 | OLOKO | 8 | 352 | 906 | 1258 | 35 | 91 | 126 |
| 6 | IMAJE | 9 | 410 | 180 | 590 | 41 | 18 | 59 |
| 7 | OKE | 6 | 150 | 165 | 315 | 15 | 17 | 32 |
| 8 | ECHUMOGA | 6 | 212 | 202 | 414 | 21 | 20 | 41 |
| 9 | WODA | 5 | 121 | 111 | 232 | 12 | 11 | 23 |
| 10 | EBO | 7 | 321 | 327 | 648 | 32 | 33 | 65 |
| 11 | ITEKPA | 5 | 110 | 99 | 209 | 11 | 10 | 21 |
| 12 | MAA | 8 | 654 | 643 | 1297 | 65 | 64 | 129 |
| 13 | UKELLE | 5 | 119 | 100 | 219 | 11 | 10 | 22 |



[CC BY 4.0 Deed Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)

This article is distributed under the terms of the Creative Commons CC BY 4.0 Deed Attribution 4.0 International attribution which permits copy, redistribute, remix, transform, and build upon the material in any medium or format for any purpose, even commercially without further permission provided the original work is attributed as specified on the Ninety Nine Publication and Open Access pages <https://social.tresearch.ee>

| | | | | | | | | |
|----|---------------------|-----|-------|-------|--------|-----|-----|-------|
| 14 | WONYE | 6 | 215 | 213 | 428 | 22 | 21 | 43 |
| 15 | UCHU | 7 | 232 | 229 | 461 | 23 | 23 | 46 |
| 16 | OSINA | 3 | 62 | 54 | 116 | 6 | 5 | 114 |
| 17 | MBUOR | 5 | 324 | 215 | 539 | 32 | 22 | 52 |
| 18 | ALIFORKPA | 4 | 148 | 120 | 268 | 15 | 12 | 27 |
| 19 | ECHUMOFA | 6 | 220 | 119 | 339 | 22 | 12 | 34 |
| 20 | NA | 4 | 14 | 8 | 22 | 1 | 1 | 2 |
| 21 | WANIHEM | 6 | 199 | 190 | 389 | 20 | 19 | 39 |
| 22 | WANIKADE WANIKOM | 5 | 223 | 220 | 443 | 22 | 22 | 44 |
| | TOTAL | 128 | 4,995 | 5,704 | 10,699 | 496 | 572 | 1,068 |

Source: State Secondary Education Board, Planning Research and Statistics, Calabar November, 2025.

RESULTS AND DISCUSSION

Hypothesis one

Parental advice has no significant influence on the academic attainment of the girl child. To test this hypothesis, simple linear regression was employed and the result is presented in Table 2.

TABLE 2: Simple Linear Regression Analysis of the influence of parental advice on the academic attainment of the girl child

| Variable | | R | R ² | Adj R ² | Std. Error |
|---------------------|-----------|-------------------|----------------|--------------------|-------------------|
| Parental Advice | | .116 ^a | .013 | .012 | 6.10220 |
| Source of variation | SS | Df | MS | F | Sig. |
| Regression | 539.639 | 1 | 539.639 | 14.492 | .000 ^b |
| Residual | 39694.453 | 1066 | 37.237 | | |
| Total | 40234.093 | 1067 | | | |

Table 2 showed that the influence of the variable as .116 which implied that there is a strong positive influence between parental advice on academic attainment of girl child. More so, the result showed that Adj R² = .012 which implied that the variation in the dependent variable (academic attainment of the girl child) can be accounted for by .01% of parental advice in the academic attainment of the girl child. Also, the analysis showed variance result of (F= 14.492, p<.000). Since p (.000) is less than the chosen alpha of .05. Hence the null hypothesis was rejected which implies that, parental advice significantly influences academic attainment of the girl child.

Hypothesis two: There is no significant influence of parental commitment on the academic attainment of the girl child. To exam the hypothesis, simple linear regression was employed as presented in Table 3.

Table 3: Simple Linear Regression Analysis Of The Influence Of Parental Commitment On The Academic Attainment Of The Girl Child

| Variable | | R | R ² | Adj R ² | Std. Error |
|---------------------|-----------|-------------------|----------------|--------------------|-------------------|
| Parental commitment | | .089 ^a | .008 | .007 | 6.12422 |
| Source of variation | SS | Df | MS | F | Sig. |
| Regression | 318.455 | 1 | 318.455 | 8.491 | .004 ^b |
| Residual | 39981.443 | 1066 | 37.506 | | |
| Total | 40299.898 | 1067 | | | |

Table 3 showed that the influence of the variable as .089 which implied that there is a strong positive influence between parental commitment on the academic attainment of girl child. More so, the result showed that Adj R² = .007 which implied that the variation in the dependent variable (academic attainment of the girl child) can be accounted for by .01% of parental commitment in the academic attainment of the girl child. Also, the analysis showed variance result of (F= 8.491, p<.004). Since p (.004) is less than the chosen alpha of .05. Hence the null hypothesis was rejected which implies that, parental commitment significantly influences academic attainment of the girl child.

DISCUSSION

The result of the finding revealed that there is a significant influence of parental advice on the academic attainment of girl child. The findings of the study were in line with that of a study by Naheed, Dahar and Lateef (2016) study found that parental guidance and active participation in their children's education positively impact academic performance. The research confirmed that parents play a crucial role in shaping their children's educational success at the secondary level.

Ewumi (2021) findings revealed negative significant relationship between gender and academic achievement and no significant relationship between socioeconomic status and academic achievement.

The study by Obiunu (2018) findings revealed no significant relationship with academic performance. This suggests that strict, high-demand, low-warmth parenting does not significantly enhance or hinder students' academic outcomes.

The result of the second finding showed that parental commitment significantly influenced the academic attainment of girl child. The finding of the study is in line with that by Rafiq, Fatima, Sohail, Saleem and Khan (2013) findings revealed significance effect in better academic performance of their children. The present research has proved that parental involvement enhanced the academic achievements of their children.

Hasan (2017) study revealed a significant positive correlation between parental involvement and academic performance, reinforcing the importance of familial engagement in education notably, while parental support enhanced achievement overall, no significant gender disparities were observed, suggesting that both male and female students benefit comparably from such support. Tiwari and Tiwari (2020) found in the study that there was significant relationship between parental involvement and academic achievement of students.

Farooq and Asim (2020) study also found that parents of private secondary school students are more concerned with their child's learning and those students are found more self-regulated and high in their academic affairs.

CONCLUSION

Based on the finding of the study, it was concluded that parental role in the form of advice and commitment significantly influence the academic attainment of the girl child in Yala LGA of Cross River State. The academic attainment of the girl child in Yala LGA is influenced by a complex interplay of financial, cultural, and social factors. Addressing these challenges requires a multifaceted approach involving parents, communities and government agencies. By fostering a supportive environment and addressing the barriers to girls' education, significant improvements in academic outcomes can be achieved, contributing to the overall development of the region.

RECOMMENDATIONS

Based on the findings and conclusion of the study, it was recommended that

1. Parents should actively organize and monitor their children's time, assist with homework and regularly discuss school matters with them. Additionally, by modelling the value of learning, self-discipline, and hard work, parents can install these essential qualities in their children. If consistently practiced, these efforts can lead to significant improvements in their children's academic performance.
2. Strengthening and enforcing policies that promote gender equality in education can provide a more conducive environment for girls' academic attainment.
3. Educating parents on the long-term benefits of girls' education can foster more supportive home environments.

REFERENCES

1. Adeyemo, D. A. (2001). Teachers' job satisfaction, job involvement, career and organizational commitments as correlates of student-academic performance. *Nigerian Journal of Applied Psychology*, 6 (2),126 – 135.
2. Christensen, S. L. (2009). Consultation and the parent-education partnership: A perspective. *Journal of Education & Psychological Consolation*, 1, 219-241.
3. Ewumi, A. M. (2021). Gender and Socio-Economic Status as Correlates of Students' Academic Achievement in Senior Secondary Schools. *European Scientific Journal*, 8(4),23-36.
4. Farooq, M. S. & Asim, I. (2020). Parental involvement as predictor for self-regulated learning and academic achievement of students at secondary school level in metropolitan city of Pakistan. *Journal of Educational Sciences & Research*, 7(1),14-32.



[CC BY 4.0 Deed Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)

This article is distributed under the terms of the Creative Commons CC BY 4.0 Deed Attribution 4.0 International attribution which permits copy, redistribute, remix, transform, and build upon the material in any medium or format for any purpose, even commercially without further permission provided the original work is attributed as specified on the Ninety Nine Publication and Open Access pages <https://social.tresearch.ee>

5. Hasan, M. (2017). Correlates of parental support and academic achievement of male and female secondary school students. *The International Journal of Indian Psychology*, 3(2),102-109.
6. Henderson, A. (2009). *The evidence continues to grow: Parent involvement improves students' achievement: An Annotated Bibliography*. Columbia, MD: National Committee for Citizens.
7. Husain, S. (2006). Relationship between Parental Involvement and Students' Performance in Secondary Schools. *European Online Journal of Natural and Social Sciences*, 7(3),203-209.
8. Naheed, F., Dahar, M. A. & Lateef, A. (2016). Impact of parental involvement on academic achievement of the students at secondary level. *Science and International Journal (Lahore)*, 28(4),213-216.
9. Obiunu, J. J. (2018). Influence of parenting styles on academic performance of students in Ethiopia East Local Government Area of Delta State, Nigeria. *International Journal of Educational Technology and Learning*, 2(2),54-58.
10. Olatoye, R. A. & Ogunkola, B. J. (2008). Parental involvement, interest in schooling and science achievement of junior secondary school students in Ogun State, Nigeria. *Journal of College Teaching Method Style*. Retrieved on 12th October, 2021 from www.cluteinstitute-onlinejournals.
11. Osiki, J. O. (2001). Effects of remedial training programme on the management of learning acquisition defectiveness and poor study habits problems of selected subjects in a community grammar school. *Nigerian Journal of Applied Psychology*, 6(2),107 – 115.
12. Rafiq, H. M. W.; Fatima, T.; Sohail, M. M.; Saleem, M. & Khan, M. A. (2013). Parental Involvement and Academic Achievement; A Study on Secondary School Students of Lahore, Pakistan. *International Journal of Humanities and Social Science*, 3(8),209-223.
13. Sacker, A. (2002). Social inequality in educational achievement and psychological adjustment throughout childhood: magnitude and mechanisms. *Social Science and Medicine*, 1(55),863-880.
14. Tiwari, N. S. & Tiwari, S. K. (2020). Relationship between parental involvement and academic achievement in higher secondary school students. *International Journal of Advance Research and Innovative Ideas in Education*, 6(6),90-96.
15. Topor, D. R., Keane, S. P., Shelton, T. L. & Calkins, S. D. (2010) Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis. *Journal of Prevention & Intervention in the Community*, 38,183-197.



[CC BY 4.0 Deed Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)

This article is distributed under the terms of the Creative Commons CC BY 4.0 Deed Attribution 4.0 International attribution which permits copy, redistribute, remix, transform, and build upon the material in any medium or format for any purpose, even commercially without further permission provided the original work is attributed as specified on the Ninety Nine Publication and Open Access pages <https://social.tresearch.ee>