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FOREWORD

The Department of Psychology, University of Lagos has continued to expand the frontiers of knowledge through the engagement of cutting edge research by her seasoned faculty members, and the publications of rigorously processed articles in her new journal. This new journal has been welcomed in the academia as a veritable tool for the dissemination of research findings in Nigeria and beyond. The first issue has continued to attract the interest of scholars and researchers and has guided enlightened conversations in the specific areas wherein the studies were conducted; In this edition we are presenting even more fascinating topical issues being addressed by different authors. We hereby invite you to savour these well researched articles. The edition is, as usual, a combination of thought-provoking analyses and discussions on different quests to understanding human behavior and mental processes for a sustainable world; it also highlights promising paths and directions for future intervention. It is hoped that findings from this edition of the journal will furnish the understanding of scholars on how to improve human behaviour for a sustainable society through effective use of modern therapy and intervention models. Finally, this edition has advanced the combined ideas of scholars and academics from different academic disciplines. For this reason, I want to thank everyone who is interested in promoting the boundaries of knowledge, transformation process and ultimately adding to the body of research in behavioural science.

Editor

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Parental expectations, quality of life and demographic factors as predictors of academic engagement among University of Ibadan undergraduate

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Abstract
Academic engagement refers to the extent to which learners have invested their time, energy and resources in their academic endeavors. This study examined parental expectations, quality of life, age, gender and tribe as predictors of first year undergraduate academic engagement in Ibadan. The study utilized correlation research design. A total of 720 participants comprises of 450 male (62.5%) and 270 female (37.5%) participated in the study. The age range from 16 to 24 years. Structured questionnaires were used in collecting data for the study and the hypotheses were tested using multiple regression analyses. Results revealed\ that parental expectations and quality of life independently and jointly predict academic engagement among first year undergraduate students R2 = .751, F (2, 718) = 1083, P<.005). The results also showed that age, gender and tribe independently and jointly predict academic engagement among first year undergraduate students R2 = .561, F (2, 718) = 305.514, P<.005). Based on the findings, it is recommended that parents should be guided in setting realistic expectations for their children in our universities in the country to avoid causing mental break down and other psychological challenges that could result from pressure. Parental expectations, no doubt should be done with love and support, bearing in mind that nobody wants to be a failure in life. The school environment should be conducive for effective teaching and learning, thereby enhancing their quality of life and positive academic engagement.

Keywords: Academic Engagement, Parental Expectations, Quality of Life, First Year, Undergraduate

Introduction

Academic engagement plays a critical role in understanding students' educational advancement and development. Academic engagement in our institutions of learning has been linked with expected outcomes, including excellent academic performance, comprehension, retentions and completion of program of studies (Sukor et al., 2021). Academic engagement enhances students' diligent, persistent and committed learning in the

classrooms so as to attain or achieve their lifetime goals of being successful in all their life endeavours. The dream of every parent is to see their children excel in life; this always results to high expectation on the part of the parents to their children thereby devoting human and material resources to the educational advancement of their children in schools. The children on their part, as a result of exposure to different careers in the society, strive to be the best in their studies, which enhanced their academic engagement.

The parents on their part, put their children in the best schools they can afford, buy all the necessary educational materials, as well as engaging private home lesson teachers for their primary and secondary school children to support what they had learned in the school. When they are offered admission into tertiary institutions, parents mostly, have less control over their lives and other academic activities. Academic engagement is a multifaceted variable that entails students' dedication and commitment to educational endeavours, especially, as it relates to the impartation of knowledge in the classroom (Oluremi, 2014). It entails students' devotion and engagement to educational activities. According to Anierobi (2021), academic engagement involves actions that involve serious psychological commitment in classroom activities such as paying attention in the class, prompt response to assignments, participating in class activities, as well as punctuality. The University of Ibadan is the leading university in the country, in terms of standard of education and the quality of output in the country. As a result of this, most parents want their children to attend the University of Ibadan, also, it is the dream of every applicants seeking admission into Nigerian universities to get a placement in the university. Both the entry requirements are high in terms of JAMB scores and post UTME scores leading many applicants to miss the admission. In the same vein, the rigorous nature of teaching and learning in the university which is the prerequisite for graduation is higher and above, necessitating serious and persistent academic engagement among the students, especially, and the first year adolescent undergraduate students in the University of Ibadan.

Several factors affect academic engagement of students in our educational institutions today. One of these factors is parental expectations and quality of life. Parental expectations serves as a booster for students' academic engagement, it entails parental participation leading to the educational advancement of students in our society today (Katsantonis, 2025). Parental expectations serve as a source of motivation for both the parent and the student. On the part of the parent, their expectations involve investing in the education of their children. The

parents give all the needed support such as moral and financial supports to their children, parents will be happy and willing to do more when the children play their own part by devoting their time to their education by excelling in their studies. Parental expectations refer to diverse attitudes of parents towards their children's success and breakthroughs in life (Nanda & Ganguli, 2021). High parental expectations lead to academic breakthrough in our schools today. It serves as a source of motivation for the child, the reason being that the student would not want to disappoint the parents for all their efforts and investments in the education.

Another factor that affects the academic engagement of student is quality of life. In our contemporary society today, the quality of life of undergraduate adolescent students is a vital factor in the overall development of the individual. Quality of life serves as a buster for personal development, in terms of adding values to one's life, academic achievement as well as career achievement, which leads to optimum development Magiera et al., (2017). Across Nigerian university campuses, investigating the quality of life of undergraduate students is vital for their well-being, so as to enhance academic excellence. Demographic factors also play a great role on the academic engagement of first year undergraduate students in our institutions of learning.

Statement of the problem

University education requires elaborate and consistent commitment on the part of the students; this is because of the advanced level of curriculum content that will be covered by the students as a condition for graduation leading to higher level of persistent in academic engagement (Nanda & Ganguli, 2021). Unlike our secondary schools that the first year university students are used, they are expected to put in more efforts to succeed. The first year on campus comes with its own unique challenges that are different from what the students are used to. Unlike secondary school where they moved from their homes or dormitories to morning assembly and then to their various classrooms for lessons in one classroom up till the closing hour, in the university, they have to start with screening, registrations from academic office to their faculties, to various departments, the library, as well as the university health center for registration and documentation, which pose a serious stress to them as novice on campus.

As new students on campus, irrespective of their registrations, lectures might be going on and

they have no reason to miss any, so they have to alternate between attending lectures and registration, the stress can lead to breakdown, thereby affecting their academic engagement. Unlike secondary school where they attend all their classes in one classroom, in the university, they have to move from one lecture hall to the other, at times, from one department to another, as well as from one faculty to another, all these have negative effects on their quality of life. Apart from the pressure of campus life, parental expectation is another herculean task that the first year university experienced in school. Parents set high standard for their children in the university that they should graduate with first class degree, or nothing less than second class upper division, and the students on their part not to disappoint their parents, try their possible best which in most cases affect their well-being (Puiu et al., 2024). Therefore, the problem of this study is to determine how parental expectations, quality of life and demographic factors influence academic engagement of first year university students in Ibadan.

Purpose of the study

The purpose of this study is to determine the:

1. Influence of parental expectations and quality of life on the academic engagement of first year university students.
2. Influence of age, gender and ethnicity on the academic engagement of first year university students in Ibadan.

Literature Review

Different researches have been carried out on the influence of parental expectations and quality of life among students in our institutions of learning on other variables of interest in Nigeria, but none of these studies examined the influence of parental expectations and quality of line on academic engagement. For instance, Nanda and Ganguli (2021) conducted a study on the effect of parental support and parental expectations on student's academic self-concept during Covid19. The population for the study consisted of 14 to 18 year old students in classes 9^{th} to 12^{th} grades of average households attending English medium schools in India. A sample size of 66 students participated in the study. The result showed a weak negative correlation between parental expectations and academic self-concept among the students. The result also revealed a moderate positive relationship between parental support and academic self-concept among the students.

Okeke et al., (2014) in their research titled Parental Expectations and Academic Achievement of adolescents in South East Nigeria, examined the influence of parental expectations on academic achievement of adolescents in Abia and Anambra States. The population for the study comprised of 3, 738 (1, 621 boys and 2, 117 girls), a sample size of 1, 597 (676 boys and 921 girls) were selected for the study. Structured questionnaires developed and validated by the researchers were used in data collection. Pearson product moment correlation and Z-test were used in analyzing the data. The result indicated that there was a significant positive correlation between parental expectations and academic achievement of adolescents. There was no significant difference in parental expectations and academic achievement based on location.

Noursi and Daheri (2021) using a mixed method investigated parental high expectations on student's academic performance and motivation. A sample of 160 middle and high school students participated in the study. Seven students also took part in the qualitative part of the study for data collection. Findings indicated that students meet their parental high expectations on their academic performance. The results also revealed that parents set high expectations without considering the student's abilities and interests.

Granada and Luzano (2023) used a cross sectional survey to investigate the correlation between family support and academic performance of primary school pupils from East 2 district, Gingoog city division. A sample size of 137 parents of pupils from five (5) primary schools participated in the study. A 40 item questionnaire developed and validated by the researchers with sound psychometric properties was used in collecting data for the study. Appropriate statistical tools were used in analyzing the data. Findings show a significant relationship between family support and academic performance of the pupils. Calib-og and Cabigas (2023) also explored parental involvement on pupil's academic performance in terms of parenting, communication, volunteerism, learning at home, decision making and community. Using Solvin's formula, a sample size of 232 parents participated in the study selected from schools in the East 2 District Gingoog City Division. A valid and reliable instrument was used in data collection. The study revealed that parents are involved in their children's education life but does not have positive influence on their academic performance.

Tatlah et al., (2019) examined parental expectations on student's academic achievement mediated by student's academic self-concept. A mixed method design was utilized for the study. The sample for the quantitative stage of the study includes 400 male and female

secondary school students selected randomly from public and private schools. A sample of 80 parents participated in the interview stage of the study. It was revealed that parental expectations and academic self-concept significantly predicted academic achievement.

Li et al., (2024) examined parental educational expectations, parental involvement and academic performance of left behind children in China. A sample size of 19, 487 students were obtained from the Ministry of Education in China, 5078 considered as left behind participated in the study. The results showed a statistical relationship between parental educational expectations and academic achievement of left behind children. It was also indicated that parental involvement plays a partial mediating role between parental educational expectations and the academic performance of left behind children. Zu et al., (2025) investigated differences in parental educational expectations and academic and psychological development among adolescents. It was found that parental educational expectations enhance academic performance of adolescents.

Magiera et al., (2017) examined the quality of life of Polish and European adolescents in urban areas. The study also explored gender differences among the adolescents using a structured questionnaire in data collection from a sample size of 1, 387 pupils comprising of 686 females and 701 males. The study investigated the differences in the quality of life between Polish and European adolescents. The results indicated that European adolescents were higher than their Polish counterparts. It was further revealed that males scored higher than females on their quality of life. Sharma and Yukhymenko-Lescroart (2023) examined the relationship among subjective well-being, academic identity and sense of purpose in life among high school students. A sample size of 234 students participated in the study. Results indicated that participants with altruistic purpose reported a crucial role of academic identity in their sense of self and, in turn, reported greater satisfaction and joy of learning.

Xu et al., (2025) examined the relationship between sleep qualities on the learning engagement of junior high school students: mental health as a moderator. The results indicated that mental health significantly moderated the influence of sleep quality on learning engagement among junior high school students. Cavioni et al., (2021) explored in school adolescents' mental health; life satisfaction as a mediator. A sample size of 3, 895 students participated in the study. The outcome of the study revealed that life satisfaction mediated between adolescent's positive school relation and mental health.

Puiu et al., (2024) conducted a study on student's well-being and academic engagement

among students in Romania, Turkey, Slovakia and Bulgaria. The results revealed a positive influence of teacher's support, family support, friends support, student's life satisfaction, leisure engagement and career self-exploration on well-being and academic engagement. García-Martínez et al., (2021) investigated the mediating influence of academic engagement on the academic achievement and quality of life among university students. Four valid and reliable scales were used in collecting data from a sample of 427 education students at the University of Jaen. Findings indicated that emotional intelligence and psychological resilience significantly predicted students' life satisfaction, but this direct relationship did not result in academic achievement.

One of the demographic factors that enhanced the academic engagement of first year university students is gender. Zhou (2010) examines the influence of gender on the academic engagement and persistence of first year students at a four year government institution. The results showed that gender has no significant influence on academic engagement and persistence among the students. Gonad (2017) explored gender difference in the academic motivation among first year university students in Kenya. The result revealed a significant difference between male and female students on academic motivation in favour of male students.

Budler and Stiglic (2023) conducted a study on the influence of age on the academic engagement among adolescents. It was found that age significantly predicted academic engagement among adolescent students. Baltatescu and Cernea-radu (2025) explored school engagement as a moderator between age and school satisfaction in children and adolescents. The results revealed that age has a significant negative correlation with school satisfaction. Asuquo and Vikoo (2025) examined the influence of age on students' engagement, academic performance and retention of knowledge in south south part of Nigeria. Results showed that students within the age range of 30 to 33 scored highest in school engagement. It also indicated that students within the age range of 26 to 29 had highest scores in academic performance.

Therefore, this study examines the influence of parental expectations, quality of life and demographic variables as predictors of academic engagement among University of Ibadan undergraduate.

Research Hypotheses

1. Parental expectations and quality of life will significantly independently and jointly predict academic engagement of first year adolescent undergraduate students.
2. Age, gender and tribe will significantly independently and jointly predict academic engagement of first year adolescent undergraduate students.

Design

A cross sectional survey design was adopted for this study. Utilizing purposive and accidental sampling methods. The independent variables are parental expectations and quality of life; the demographic variables are age, gender and tribe while the dependent variable is academic engagement.

Participants

The participants for this study consisted of 720 fresh undergraduate students at the University of Ibadan, Nigeria. Among these, 450 were male (62.5%) and 270 were female (37.5%). With regards to age, 270 participants representing 37.5% were within the age range of 16 to 18 years old, 360 participants representing 50% were within the age range of 19 to 21 years old while 90 participants representing 12.5% were within the age range of 22 to 24 years old. This implies that majority of the participants were within the age range of 19 to 21 years old. As regards to ethnicity, 360 participants representing 50% were Yoruba by tribe, 90 participants representing 12.5% were Hausa, 180 participants representing 25% were Igbo while 90 participants representing 12.5% indicated others without further specification.

Instruments

Parental Expectations Inventory

Parental expectations were measured using the parental expectations inventory developed and validated by the researchers which comprised of 30 items measuring parental expectations of the students. In the course of the instrument development, construct and content validity were observed with adequate validity measures. Factor analysis, principal component analysis, reliability analysis, and inter-item correlation analysis were ascertained, which the procedure reduces the original 40 items generated to 30 items with the screening criteria. It is rated on a 5 point likert scale ranging from strongly disagree (1) to strongly agree (5). Using Cronbach alpha, the reliability coefficient for parental expectations was . 65.

Quality of Life Scale

The instrument designed to measure quality of life was originally developed and validated by Flanagan (1982). It has a 16-item with a structured 7-point Likert type response format. The Quality of Life Questionnaire (QoLQ) is a measurement instrument used to assess the quality of life of individuals. Respondents were asked to rate these items using a 5-point Likert-type scale ranging from "Terrible" (1) to "Mostly Delighted"(7). The questionnaire aims to capture various dimensions of an individual's quality of life. A reliability coefficient of .79 was obtained.

Student Engagement in Schools Questionnaire

Modified Student Engagement in Schools Questionnaire (SESQ) ($\alpha = 0.79$) was developed by Hart et al. (2011) and was used to collect data on academic engagement of the students. The tool consists of two sub scales that measured emotional engagement and cognitive engagement. Emotional engagement subscale consisted of eight items that measured the construct at five point interval scale. Cognitive engagement subscale consisted of six items that measured the construct at five point interval scale. It was scored by calculating the sum of the scores. The expected minimum score was 14 while the expected highest score was 70. A score of 56-70 indicated high level of academic engagement; 29-55 indicated moderate level of academic engagement while a score of 14-28 indicated low level of academic engagement. For this study, a reliability coefficient of .84 was obtained.

Procedure

The researchers sought for ethical approval from the Research Ethical Committee of the university. Data collection procedure entailed administration of the questionnaire directly to the participants in their various lecture halls on campus after obtaining permission from the lecturers. The students were informed on the purpose of the study, their confidentiality guaranteed and their participation is voluntary, of which they are free to withdraw from the study as they so desired. With the aid of research assistants, the researchers administered and retrieved the questionnaires on the spot from the students.

Statistical Analysis

The Statistical Package for Social Sciences (SPSS) software 22.0 version was used in analyzing the data collected for the study. Descriptive and inferential statistics were used in analyzing the data.

Results

Hypothesis One: Parental expectations and quality of life will significantly independently and jointly predict academic engagement of first year adolescent undergraduate students.

Table 1. A Summary of multiple regression analysis showing the prediction of academic engagement by parental expectations and quality of life

Predictors	β	T	P	F	P	R^2
Parental expectations	-.213	-11.337	<.05			
Quality of life	.813	43.323	<.05	183.652	<.001	.751

Table 1 above shows that parental expectations and quality of life jointly and significantly predicted academic engagement among first year university students [R2 = .751; F (2, 718) = 183.652; p < .01]. This showed that parental expectations and quality of life jointly accounted for 75.1% in academic engagement of first year university students. It was also revealed that parental expectations (β = -.213; t = -11.337; p <.01) independently and significantly inversely predicted academic engagement of first year university students. Also, it was revealed that quality of life (β = .813; t = 43.323; p <.01) independently and significantly inversely predicted academic engagement of first year university students. Therefore, the hypothesis was supported.

Hypothesis Two: Age, gender and tribe will significantly independently and jointly predict academic engagement of first year adolescent undergraduate students.

Table 2. A Summary of multiple regression analysis showing the prediction of academic engagement by age, gender and tribe

Predictors	β	T	P	F	P	R^2
Age	-.978	-23.645	<.05			
Gender	-.660	-15.039	<.05	305.514	<.001	.561
Ethnicity	.184	4.528	<.05			

Table 2 above shows that age, gender and ethnicity jointly and significantly predicted academic engagement both independently and jointly among first year university students [R2 = .561; F (3, 717) = 305.514; p < .01]. This indicated that age, gender and ethnicity jointly accounted for 56.1% of variance in academic engagement of first year university students. Results further indicated that age (β = -.978; t = -23.645; p <.01) independently and significantly inversely predicted academic engagement of first year university students, gender (β = -.660; t = -15.039; p <.01) independently and significantly inversely predicted academic engagement of first year university students and ethnicity (β = .184; t = 4.528; p <.01) independently and significantly predicted academic engagement of first year university students. Therefore, the hypothesis is retained.

Discussion

This study investigated the influence of parental expectations, quality of life and demographic factors on the academic engagement of first year university of Ibadan students. Hypothesis one which states that parental expectations and quality of life will independently and jointly predict academic engagement among first year university of Ibadan students was supported. The result revealed that75.1%of the variance in first year university students' academic engagement could be explained by the joint influence of parental expectations and quality of life. The result also revealed that parental expectations and quality of life independently predicted academic engagement among the first year university students. The findings of this study concurred with that of Okeke et al., (2014) which indicated a significant positive correlation between parental expectations and academic achievement of adolescents. It also agreed with that of Zu et al., (2025) which revealed that parental educational expectations enhance academic performance of adolescents. Parental expectations serve as a source of motivation for the fresh undergraduate prompting high academic engagement in the university. Equally, quality of life serves as a booster for academic engagement. Living a healthy and a positive life among the students enhances their academic engagement.

Hypothesis two which states that age, gender and ethnicity will significantly independently and jointly predict academic engagement among first year university of Ibadan students was retained. The result revealed that age, gender and ethnicity jointly predicted academic engagement of the students. The result showed that 56.1% of variance in academic engagement of first year university students could be explained by the joint influence of age,

gender and ethnicity. The result further indicated that age, gender and ethnicity independently predicted academic engagement among the first year university students. The outcome of this study agrees with that of Budler and Stiglic (2023) which indicated that age significantly predicted academic engagement among students. The findings also contradicted that of Zhou (2010) which shows no significant influence of gender on academic motivation among students.

Conclusion

This study indicated that parental expectations and quality of life had significant independent and joint influence on first year university students' academic engagement in Ibadan. The result of this study also showed that age, gender and ethnicity had a significant independent and joint influence on first year university students' academic engagement in Ibadan.

Recommendations

The outcomes of this study can strengthened the introduction of intervention in enhancing the academic engagement of students in our tertiary institutions in the country. The research pointed out the relevance of parental expectations and quality of life as germane variables in enhancing the academic engagement of students, while school administrators can utilize the insights in making the learning environments conducive. Parents should be guided in setting expectations for their children in our universities in the country to avoid causing mental break down and other psychological challenges that could result from pressure. Parental expectations, no doubt should be done with love and support, bearing in mind that nobody wants to be a failure in life. The school environment should be conducive for effective teaching and learning, thereby enhancing their quality of life and positive academic engagement.

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