

Family Intervention and Take-Home Assignments in the Development of Self-Reliance Skills Among Secondary School Students in Nigeria

Enefu, Samuel Muhammed Ph. D

Department of Educational Foundations

Faculty of Education

Prince Abubakar Audu University, Anyigba

Email Address/Phone No: enefu.sm@ksu.edu.ng or

enefusamuel17@gmail.com or enefusamuel2012@yahoo.com

+2348030905993

DOI: 10.56201/ijssmr.vol.11no11.2025.pg492.505

Abstract

This study investigated the influence of family intervention in take-home assignments on the development of self-reliance skills in secondary school students. Looking at the level of family intervention in take-home assignments, determining the influence of family intervention on the development of self-reliance skills, identified the factors influencing the level of family involvement in students' take-home assignments, a review of empirical studies and identified strategies for balancing family support and fostering self-reliance in students' take-home assignments in secondary schools. The study concluded that in the broader context of educational development, fostering self-reliance among students is essential for nurturing independent thinkers and lifelong learners who can navigate academic and real-life challenges with confidence. Finally, some suggestions among others were made; Schools should encourage parents and siblings to provide guidance rather than direct answers by organizing parent workshops on effective homework support and teachers should design assignments that promote critical thinking and independent problem-solving, ensuring tasks match students' abilities to foster autonomy.

Keywords: Take-home Assignment, Self-reliance Skills, Development, Family Intervention

Introduction

A crucial component of education, take-home assignments are meant to promote autonomous study habits and expand learning outside of the classroom. These assignments come in a variety of forms, from research-based work to creative projects and problem-solving activities. They serve to support what is learned in the classroom, promote practice, and offer chances for in-depth topic investigation. The development of critical thinking, time management, and organizational skills is another goal of assignments, which lays the groundwork for both academic and personal development. The importance of homework assignments cannot be emphasized. These assignments provide students the chance to put their theoretical knowledge to use in real-world situations, which enhances comprehension and retention. Additionally, these assignments foster behaviors necessary for lifelong learning, encourage independent investigation, and pique curiosity (Brahm et al. 2021).

These tasks are intended to strengthen critical thinking abilities, promote independent study, and reinforce what has been learned (Harris & Brown, 2018). As an extension of classroom learning, teachers offer homework so that students can practice and apply what they have learned in class. These assignments come in a variety of forms, from research-based tasks and problem-solving exercises to creative projects and written comments. Take-home assignments' efficacy is mostly determined by how well they match students' learning styles, the resources that are accessible, and the degree of parental or guardian assistance. Promoting self-discipline and autonomous study is the main goal of take-home assignments. Walker and Horsley (2020) claim that homework promotes accountability, time management abilities, and a greater comprehension of the material. Students gain the capacity to think critically and apply theoretical ideas in real-world situations when they work on tasks outside of the classroom.

By connecting the school experience with home, these activities create a seamless educational journey, helping students stay engaged with their learning beyond school hours. A primary objective of take-home tasks is to cultivate skills in self-reliance. Nonetheless, the extent of family participation in these assignments can significantly impact the development of students' self-reliance skills. The growing trend of family involvement in homework raises concerns about its effect on students' capacity to cultivate self-reliance. In many Nigerian households, it is typical for families to assist with homework due to cultural values that stress shared responsibility for children's educational pursuits. Although this support can be beneficial, it frequently leads to students becoming excessively dependent on their family members, which can hinder their ability to tackle academic obstacles independently.

This reliance on family assistance creates a disparity in the development of self-reliance skills among students. Those from families with higher levels of education or financial resources may receive better guidance or access to tutors, while students from less privileged backgrounds often struggle to meet the demands of take-home assignments. Consequently, teachers are unable to accurately assess students' abilities, as the quality of completed assignments often reflects family input rather than the students' capabilities. This situation seems to perpetuates inequalities and raises questions about the effectiveness of take-home assignments as a tool for promoting independent learning in the region.

The issue is made worse by the absence of organized advice for families on how to help students in the right ways without impeding their ability to become self-sufficient. Many students struggle to make the transition to higher education or careers where independence is essential because there is insufficient focus on finding a balance between help and freedom. Based on the aforementioned, this study aims to investigate the dynamics of family intervention in homework, its consequences for the development of self-reliance abilities, and methods to maximize this balance in the context of the area's secondary schools. It is against this background, this study is carried out to find out, how take-home assignments influence the development of self-reliance skills among students and also bring into perspective the appreciable level of home/parents involvement.

Concept of Take-home Assignments

Academic assignments provided to students to finish outside of class, usually at home, are referred to as take-home assignments. These tasks are intended to improve critical thinking abilities, promote independent study, and reinforce learning (Harris & Brown, 2018). Take-home assignments are homework that students are assigned to finish outside of class, usually at home, according to Crowell (2020). According to Chen and Stevenson (2019), homework assignments also act as a channel of communication between families and schools. Parents can learn more about

their children's learning and offer the help they need by using these tasks. This cooperation between the home and the school fosters a positive learning atmosphere where kids are inspired to finish their assignments successfully. The nexus of take-home assignment is to help the students develop self-reliance skills among learners.

Concept of Self-reliance Skills

Self-reliance is defined as a student's ability to assess circumstances critically, make wise choices, and solve problems on their own initiative without significantly relying on other help (Ngene, 2022). Take-home assignments force students to practice time management, task prioritization, and learning accountability—skills essential for both academic success and future career success. According to Richardson (2020), who supports this viewpoint, self-reliance is a basic human quality that has its roots in psychological and philosophical traditions. It is the ability of an individual to rely on their own skills, judgment, and resources without requiring an excessive amount of outside assistance. In modern academia, the concept of self-reliance has been reinterpreted as encompassing not just practical independence but also a deeply ingrained intellectual and spiritual ideal that influences one's sense of self and independence. At its core, self-reliance encompasses an individual's ability to think critically, make autonomous decisions, and navigate life's challenges with internal strength and conviction.

Beyond basic self-sufficiency, the psychological aspects of self-reliance include intricate emotional and cognitive mechanisms that allow people to establish strong personal agency. Self-efficacy is still emphasized in modern psychology research as a fundamental component of self-reliance, pointing out that people who have faith in their own abilities are more likely to persevere through difficulties and accomplish their objectives (Maddux, 2022). This internalized confidence is a fundamental component that sets true self-reliance apart from simple independence, highlighting the psychological fortitude needed to have faith in one's own talents in a variety of demanding situations.

From a sociological perspective, self-reliance challenges oversimplified ideas of total isolation by illustrating a complex junction between societal interdependence and individual autonomy. According to recent sociological research, independent people typically build strong social networks by making unique contributions and forming mutually beneficial connections based on trust and cooperation (Small, 2021). According to this viewpoint, self-reliance is a sophisticated approach to social involvement that places a higher value on meaningful contacts and personal contribution than it does on rejecting community.

Self-reliance has long been praised in philosophical traditions as a transformational character quality that promotes both individual development and community advancement. Self-reliance is a key component of self-authorship and a meaningful life, and contemporary interpretations of existential philosophy continue to emphasize the need of personal accountability and genuine decision-making (Crowell, 2020). According to this philosophical paradigm, genuine self-reliance entails ongoing introspection, deliberate decision-making, and a dedication to personal growth that goes beyond social norms and outside expectations.

Economic viewpoints shed more light on self-reliance by analyzing how it manifests itself in real-world economic behaviors and entrepreneurial endeavors. According to recent economic studies, independent people are crucial for promoting creativity and individual economic empowerment, particularly in settings with inadequate institutional frameworks (Moyo, 2021). According to this economic perspective, self-reliance is a dynamic ability that people can use to seize opportunities, adjust to shifting market conditions, and produce long-term private and societal economic benefit.

The modern definition of self-reliance, on the other hand, incorporates several disciplinary viewpoints and acknowledges it as a complex concept that strikes a balance between societal consciousness and connection and individual autonomy. By examining the connections between self-reliance and ideas like grit and personal resilience, researchers such as Angela Duckworth have broadened our understanding of this concept and proposed that self-reliance is a dynamic skill set that can be developed via deliberate practice and personal growth rather than a fixed attribute (Duckworth, 2016). Self-reliance is emphasized by this comprehensive approach as a lifelong process of personal development, ongoing education, and adaptability.

Development of Self-Reliance Skills

Gaining self-reliance abilities is a purposeful and methodical process of human development that calls for deliberate tactics and constant practice. Martin Seligman's positive psychology research indicates that developing self-reliance requires skill-building strategies that emphasize cognitive reframing and human agency (Ngene, 2022). This viewpoint highlights the need of cultivating metacognitive talents, which allow people to comprehend their own thought processes, confront limiting assumptions, and create more powerful narratives about their potential and abilities.

Developing strong self-reliance abilities requires emotional intelligence, which gives people the psychological resources they need for efficient self-management and independent decision-making. According to recent research on emotional intelligence, developing personal resilience and encouraging independent behavior require skills including emotional self-awareness, self-regulation, and intrinsic motivation (Cherniss, 2020). People can learn to handle complicated emotional landscapes, gain a more nuanced awareness of their inner experiences, and make judgments that are consistent with their long-term goals and basic beliefs by developing these emotional intelligence skills.

Developing practical skills, which include everything from fundamental survival abilities to financial management, is essential to becoming self-reliant. Malcolm Knowles and other educational researchers have highlighted the importance of experiential learning in fostering self-reliance, arguing that practical experiences and reflective practice are superior to traditional didactic methods in skill development (Harris & Brown, 2018). From financial literacy and basic housekeeping to problem-solving and critical thinking abilities that improve overall personal autonomy, this method encourages people to methodically broaden their practical competence.

By creating mental models that facilitate autonomous thought and flexible problem-solving, cognitive training approaches provide advanced strategies for improving self-reliance. According to recent studies, having a growth mindset helps people to reframe obstacles as chances for growth and learning, which improves flexibility and self-belief (Yeager, 2023). Developing metacognitive abilities, applying methodical decision-making techniques, and building an adaptable mindset that sees obstacles as chances for development and education are all part of these cognitive tactics.

Another crucial component of developing overall self-reliance is the development of social and interpersonal skills, which dispels the myth that social isolation accompanies self-reliance. Pierre Bourdieu's sociological research emphasizes the value of cultivating advanced communication abilities, emotional intelligence, and networked thinking in order to help people traverse intricate social contexts while retaining their sense of independence (Hill, 2022). This method places a strong emphasis on developing interpersonal skills that facilitate interdependent connections and allow people to work together productively while upholding their own limits and genuine self-expression.

Developing integrated personal systems that provide ongoing learning, adaptation, and self-optimization is the last phase of developing self-reliance skills. Self-reliance can be transformed from a static idea into a dynamic, changing personal skill by intentional practice and a dedication to continuous personal improvement, as investigated by modern academics such as Angela Lee Duckworth (Duckworth, 2016). This all-encompassing strategy encourages people to see self-reliance as a continuous process of personal development that calls for regular introspection, deliberate skill development, and a dedication to realizing one's full potential in a variety of spheres of life.

Concept of Family Intervention/Involvement

The completion of take-home tasks frequently involves family interaction, even if the goal is to encourage self-reliance. Siblings and parents frequently help students by giving advice, solving problems, or even doing assignments for them. Such engagement can be attributed to a number of factors, such as a desire to support children's success, a lack of time for students to do work on their own, or assignments that are too hard for students to handle. According to statistics, homework involvement in families is common throughout the world. According to a 2017 OECD survey, parents in the US help their kids with their schoolwork for an average of seven hours every week, compared to an even higher average in Asian nations. In Nigeria, where the family unit plays a pivotal role in a child's education, parental assistance is deeply ingrained in cultural practices. However, excessive intervention can undermine the intended educational benefits, leading to questions about its overall impact.

Involving the family in homework has advantages and disadvantages. On the plus side, parental support can provide motivation, aid in the clarification of difficult subjects, and reaffirm fundamental principles like responsibility, discipline, and perseverance (Silinskas et al. 2022). Working together as a family can also improve ties within the family and show how important education is. But too much participation can make it harder for pupils to be independent, encourage dependency, and level the playing field for students from different socioeconomic backgrounds. Take-home assignments are emphasized heavily in Nigeria's educational system as a means of ongoing evaluation.

However, parental engagement is frequently required due to variables including huge class numbers, limited teacher-student connection, and inadequate resources. Despite their best efforts, many parents lack the academic know-how to effectively guide their children, which causes frustration and unfinished assignments. On the other hand, wealthy families might contract out their homework to tutors, which would exacerbate educational disparities (Ajayi, 2016). A number of difficulties with family intervention in take-home assignments are brought to light by the Nigerian context. While socioeconomic constraints impact access to additional resources like private tutors or internet facilities, parental education gaps impact the quality of help given. These differences have an effect on students' capacity to become self-sufficient, with disadvantaged students encountering more obstacles to becoming academically independent (Ogunniyi, 2019).

About 60% of parents actively help their children with their homework, according to statistics from Nigeria's Ministry of Education, and 30% acknowledge doing assignments for them. The validity of the pupils' work and their capacity for independent learning are called into question by this degree of intervention. The results highlight the need for well-rounded approaches to assignments that encourage independence without completely discounting parental assistance. Fostering a conducive learning environment at home and filling up the gaps in school instruction brought on by resource limitations are two benefits of family intervention in Nigeria.

Prevalence of Family Intervention in Take-home Assignment

with many different educational situations, family intervention with homework is a common occurrence. Usually, this involvement takes the form of parents, guardians, or siblings offering direction, explanation, or hands-on help with schoolwork. Research has indicated that a variety of factors, including as cultural customs, parental expectations, and the perceived difficulty of tasks, contribute to this kind of involvement (Cherniss, 2020). Many families view helping kids with their homework as a logical extension of their duty to support the child's education, especially in societies that place a strong emphasis on the success of the entire family.

Research from all throughout the world emphasizes how important family members are to students' academic lives. In industrialized nations, parents often devote six to eight hours a week to helping their children with their schoolwork, according to the OECD (2017). In certain Asian nations, where family engagement is seen as crucial to academic achievement and schooling is extremely competitive, this trend is even more noticeable. Families in these situations devote a great deal of time and money to helping their kids, perhaps employing private tutors to guarantee academic success. Socioeconomic and cultural factors influence the incidence of family intervention in emerging nations. For example, because of the lack of teacher-student interaction in schools and the belief that children are too young to manage complicated assignments on their own, relatives frequently step in to help in many African nations, including Nigeria (Ajayi, 2016). Families with parents who are more educated and secure in their capacity to raise their children are more likely to exhibit this trend. On the other hand, parents with lower levels of education could find it difficult to offer helpful support, but they might still feel compelled to be involved in their child's school activities.

The age and educational attainment of the students affect how intense the family intervention is. According to research, younger children—especially those in primary and early secondary school—are more likely than older students to get significant family support (Ajayi, 2016). This is due in part to the belief that younger kids are less competent to manage their time and comprehend complicated instructions. Though this varies greatly throughout households, family engagement frequently changes from direct aid to more advising roles as pupils advance through the grades. For example, family involvement in take-home homework is very common in Nigeria. According to a 2019 survey by Ogunniyi, more than 60% of Nigerian parents routinely help their kids with their schoolwork, and 30% acknowledge doing assignments for them. In remote places with limited access to resources like libraries or internet services, this trend is particularly prevalent. In order to make up for the gaps in school instruction, families are frequently forced to become more involved in their children's education due to large class numbers and little instructor feedback.

More than 60% of Nigerian parents often assist their children with their homework, and 30% admit to completing assignments for them, per a 2019 Ogunniyi survey. This tendency is especially common in isolated locations with little access to resources like libraries or internet services. Due to high class sizes and limited teacher feedback, families are often compelled to become more involved in their children's education in order to compensate for the gaps in school learning. Collective family achievement is highly valued in many Nigerian communities, where a child's academic success is seen as a reflection of the family's values and hard work (Ogunniyi, 2019).

Even if it means sacrificing the child's independence, this cultural mentality encourages parents and siblings to take an active role in making sure that homework is finished to the highest standard. Although this method shows dedication to education, it frequently hinders the growth of independence. Furthermore, family intervention is frequently inadvertently encouraged by

instructors' expectations. Assuming that families will step in to offer support, tasks are frequently created with little regard for pupils' capacity for independence. According to Duckworth (2016), kids who have poorly structured homework that is overly complicated or without clear instructions are more likely to turn to family members for assistance. This emphasizes how important it is for teachers to design assignments that are both difficult and doable by students without requiring a lot of outside help.

There are advantages and disadvantages to the pervasiveness of family intervention in take-home assignments. On the one hand, it makes the home a more encouraging place for learning, improves family ties, and enables parents to be actively involved in their children's education. However, overzealous involvement can result in dependency, impede the growth of essential self-reliance abilities, and cause disparities among pupils. These contradictory results highlight the necessity of finding a balance between encouraging students' independence and providing them with help. In light of this, creating efficient homework procedures requires an awareness of the prevalence of family intervention. Teachers and legislators can create plans to maximize the positive aspects of this involvement while reducing its negative effects by investigating the factors that motivate it. For example, teacher training on creating assignments that are easy for students to do on their own, along with organized instructions for parental involvement, could assist solve the difficulties that come with family interaction. The ultimate objective is to guarantee that take-home assignments fulfill their main objective, which is to support students' academic development and independence.

Factors Influencing the Level of Family Involvement in Students' Take-Home Assignments

Numerous factors, such as parental educational attainment, socioeconomic status, cultural beliefs, and school expectations, influence how involved families are with their children's homework. Determining how family intervention affects pupils' academic development and self-reliance abilities requires an understanding of these aspects. Hill (2022) asserts that the type and degree of family participation in educational activities varies greatly based on personal and contextual factors, each of which has a distinct impact on the dynamics of homework assistance. The parents' educational status is one of the most important elements affecting family involvement. Higher educated parents are typically more self-assured and prepared to help their kids with their homework. They are more likely to participate in important ways, such offering clarifications and encouraging critical thinking, and they typically have a deeper understanding of the subject. On the other hand, parents with low levels of knowledge could find it difficult to offer helpful assistance, which frequently causes irritation for both the parent and the child (Fan & Chen, 2019). Second, family involvement in schooling is still significantly influenced by socioeconomic level (SES). Higher SES families are usually better able to assist their children's academic work because they have greater access to resources like learning materials, internet connectivity, and private tutoring. Furthermore, these families frequently experience fewer work-related obligations, which frees up more time for homework help. On the other hand, low-income households usually face obstacles including rigid work schedules, a lack of educational resources, and low reading levels, which make it difficult for them to offer sufficient support (Goodall, 2021).

Thirdly, the type and degree of parental involvement are also influenced by cultural values and educational views. Education is frequently viewed as a family duty in collectivist cultures, where achievement reflects the honor and cohesion of the family. As a result, pupils actively and collaboratively participate in their academic assignments. Many Asian and African families, for example, place a high value on academic success as a group activity. On the other hand, more

individualistic cultures might encourage student independence, which would result in less parental involvement (Mok, 2022).

Fourth, the level of family involvement is influenced by the student's age and academic standing. Younger children typically need more hands-on assistance because their cognitive and organizational skills are still developing. Since students are expected to handle their academic responsibilities on their own as they become older and move through the grades, their level of involvement usually declines. However, this shift is impacted by parents' perceptions of their children's academic aptitude as well as the kids' readiness for independence (Reed, 2023).

Fifth, family participation in homework is greatly impacted by teacher expectations and school communication procedures. Parents frequently step in to ensure completion of assignments that are unclear or excessively complicated. On the other hand, parents are more likely to take an active role in their children's education when teachers give clear instructions and actively include families through frequent updates and open communication (Andrews, 2022). Conversely, inconsistent parent-teacher engagement can lead to either much or little involvement, which undermines pupils' ability to learn on their own.

Sixth, another important consideration is the amount of time available in households. Due to their busy schedules or numerous occupations, parents may not always be able to help with schoolwork, so they frequently assign the task to their siblings or let pupils work alone. However, families that have more flexible schedules are more likely to help with homework on a regular basis (Thomas, 2023). Students from various home contexts receive varied levels of learning assistance as a result of these time-related differences.

Seventhly, psychological elements that affect involvement include parental attitudes, self-efficacy perceptions, and confidence in connection to academic activities. Parents are more likely to actively participate in their children's homework if they value education and feel they can make a significant contribution. On the other hand, parents who are insecure about their academic skills could be reluctant or stop offering assistance, which could limit their kids' educational chances (Barton, 2022).

Eighthly, new aspects of family involvement in schoolwork have been brought about by technological improvements. Families now find it simpler to assist with their children's homework because to the availability of digital tools, online guides, and educational applications. But this also leads to a digital divide since families without access to technology could find it difficult to offer sufficient support. According to a 2019 study by Kay et al., equal access to technology is crucial for minimizing differences in student results and family involvement.

Lastly, family engagement is influenced by the unique traits of the student, including academic achievement, learning preferences, and drive. Because they are more inclined to take the initiative and look for answers on their own, highly driven pupils could need less family support. On the other hand, family members frequently need to step in more to help academically struggling students finish their assignments (Wang & Sheikh-Khalil, 2023). These individual variations emphasize how crucial it is to modify family participation tactics to fit each student's particular need.

Influence of Family Intervention on the Development of Students' Self-Reliance Skills

Students' development of self-reliance abilities is still greatly influenced by family participation in homework. Although the goal of parental assistance is frequently to help students succeed academically, this kind of involvement can occasionally inadvertently impair a student's ability to learn on their own. For lifelong learning and personal development, self-reliance—defined as the

capacity to manage time, solve problems, and finish tasks without outside assistance—is crucial (Hill, 2022). Excessive family intervention can interfere with these abilities' natural development by promoting reliance rather than initiative.

The development of dependency in students is a notable consequence of overzealous parental support. According to research, students who regularly get direct assistance from family members with their projects frequently find it difficult to tackle comparable work on their own, which hinders their capacity to grow in decision-making and problem-solving skills (Bubb, 2021). Over time, this reliance can undermine students' self-esteem, causing them to become less confident in their academic skills and more likely to look for needless outside approval or assistance.

On the other hand, moderate familial support that is purposefully created to promote independent thought can be a potent motivator for self-reliance. According to recent studies, pupils are more likely to engage critically with the subject and develop autonomy when parents provide advice, such as explaining instructions or modeling solutions without having to finish activities for their kids (Riley, 2023). For example, teaching a youngster a mathematical concept without having them solve the homework issue enables them to use the idea on their own. This well-rounded strategy encourages both personal accountability and cognitive growth, making it an effective model for family involvement in homework.

Students' capacity to efficiently manage their time is also impacted by family intervention. Students may not feel the need to prioritize or organize their assignments when parents or siblings step in too often because they know someone else will help. Poor time management abilities, which are essential for managing academic obligations and upcoming work-related chores, can arise from this lack of accountability (Ogunniyi, 2019). On the other hand, students are more likely to form habits like goal-setting, task scheduling, and deadline adherence when they are expected to do work on their own.

The influence of parental intervention on the development of self-reliance abilities is significantly shaped by cultural norms and expectations. Family members frequently take a hands-on approach to ensuring the child succeeds academically in communities that place a great importance on collective performance, such as many African nations (Ajayi, 2016). Although this shows a great dedication to education, it could unintentionally limit students' chances to take charge of their education and learn by making mistakes. This cultural dynamic emphasizes the necessity of educational approaches that strike a balance between encouraging personal responsibility and family engagement.

Teachers have a significant impact on how family intervention affects self-reliance as well. Overly complicated or ambiguous assignments frequently result in more family intervention because students need extra help understanding and finishing the assignments. Students' socioeconomic backgrounds also have an impact on the effectiveness of family interventions. Higher educated families are more likely to offer helpful assistance that fosters independence, like fostering critical thinking and problem-solving skills (Ogunniyi, 2019). On the other hand, families with lower levels of education could unwittingly prevent their children from becoming independent by giving them too much assistance or taking care of their chores. This discrepancy emphasizes the necessity of focused interventions to teach parents how to encourage their kids' education without sacrificing their freedom.

It is impossible to ignore the psychological effects of family intervention on students. As a result of becoming used to depend on others for answers, children who receive too much help frequently develop low self-esteem and a fear of failing. Students who are encouraged to work freely and make errors, on the other hand, grow resilient and adopt a growth mindset—two qualities that are

critical for conquering obstacles in both the classroom and in one's personal life. The significance of encouraging self-efficacy through non-intrusive, supportive intervention techniques must be understood by parents and educators.

Empirical Reviews of Influence of Family Intervention on the Development of Students' Self-Reliance Skills

A study on the impact of homework on computer science students' performance was conducted by Olojo (2023). The study's findings demonstrated that when homework assignments are not graded or corrected, there is no discernible difference in performance between students in computer science who have high-, average-, or low-ability. Additionally, Angwaomadoko (2023) worked on "A Case Study of Parents in Asaba, Delta State: The Impact of Parental Involvement on Students' Academic Achievement in Nigeria." This study was founded on the notion that active parental involvement in their child's education has been linked to improved academic performance, a higher chance of igniting and maintaining students' interest in learning, and an increased likelihood of academic success. As a result, one significant element that greatly influences a child's academic success is parental participation. The findings showed that students' academic performance is impacted by parental participation. Wang and Sheikh-Khalil's (2024) study, The Impact of Family Involvement on Students' Social-Emotional Development: The Mediation Role of School Engagement, investigated the potential associations between family involvement and students' social-emotional and school engagement. The results showed that family involvement has a good impact on students' social-emotional growth and school engagement, two important aspects of self-reliance.

Strategies for Balancing Family Support and Fostering Self-Reliance

It is crucial for pupils' academic success and overall development to strike a balance between family assistance and the development of self-reliance. Emphasizing this, Goodall (2021) argues that a crucial tactic is to move away from direct intervention and toward a guidance-based approach, in which parents support their children in solving difficulties on their own rather than providing answers right away. Students' critical thinking and time management skills are improved when parents encourage introspection and divide work into digestible chunks. For instance, while still offering emotional and cognitive support, guided questions and brainstorming sessions can help kids develop their problem-solving abilities.

Likewise, it's critical to provide clear guidelines and expectations for parental participation in schoolwork. Parents should recognize that they are facilitators, not doers, and set boundaries that encourage kids to try things on their own before asking for assistance. This is further supported by a recent study by Barton (2022), which demonstrates that adolescents are more likely to acquire a sense of accountability and task ownership when families establish the goal of their engagement early on and remain consistent. By encouraging self-initiative and permitting the occasional, appropriate intervention, this approach highlights autonomy.

Establishing a disciplined and distraction-free homework atmosphere promotes independence even more. Students can stay focused and disciplined by setting out a quiet study area and sticking to a regular assignment plan. Routines should be observed by parents, but they shouldn't micromanage them. Students can develop study habits that lead to long-term academic achievement in structured settings that strike a balance between independence and support (Thomas, 2023).

According to Andrew (2022), keeping lines of communication open between educators and parents is another crucial tactic. Parents can provide support that enhances rather than conflicts with the teacher's objectives when they are aware of the curriculum and the expectations for assignments. In order to ensure that both parties work toward common developmental goals, teachers should also recommend strategies that encourage student independence at home. This cooperation keeps expectations consistent, avoids misunderstandings, and minimizes excessive engagement.

Similarly, Reed (2023) suggests that intrinsic drive is another useful strategy for balancing self-reliance with familial support. By emphasizing the practical application of homework or assisting kids in making the connection between their education and interests, parents can encourage internal motivation in their children. Instead than viewing homework as an adult-imposed duty, this method encourages pupils to view it as a chance for personal development. Students who are innately motivated are more likely to endure hardships without continual encouragement from others.

Stressing this Modeling autonomous behavior is another effective strategy, according to Riley (2023). When parents actively participate in decision-making or problem-solving activities, children see and absorb these techniques. For instance, parents who show how kids deal with failures, weigh options, and exercise critical thought impart important but subtle lessons on self-reliance. Families give an example of independence in everyday life that students can follow in the classroom.

However, Mok (2022) points out that another tried-and-true method is the gradual relinquishing of responsibility. Parents may offer more active help at first, but as pupils develop their abilities and self-assurance, this should gradually decrease. This scaffolded method ensures that students are not overburdened but are nonetheless encouraged to progress as they go from reliance to autonomy in an organized way. A parent might, for instance, walk a child through the first few math problems before progressively encouraging them to do the same problems on their own.

Lastly, by boosting confidence, acknowledging individual accomplishments strengthens self-reliance. Students are encouraged to continue taking initiative when their attempts and development are acknowledged rather than just their right responses. Students who receive positive feedback are more confident in their talents and are inspired to take more charge of their education (Cherniss, 2020). In order to assist students, embrace the value of independent learning, families should emphasize the affirmation of effort and perseverance.

Conclusion

In the larger framework of educational growth, encouraging pupils to be self-reliant is crucial to producing autonomous thinkers and lifelong learners who can confidently handle problems in the classroom and in real life. This demonstrates a fine line where too much parental engagement, particularly beyond what is required for guiding, can obstruct kids' development of autonomy and critical academic decision-making. Family engagement is strongly influenced by community expectations and teacher performance pressure, highlighting the sociocultural factors affecting educational support in this setting.

Way Forward

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

1. Schools should encourage parents and siblings to provide guidance rather than direct answers by organizing parent workshops on effective homework support.

2. Given that excessive family involvement hinders self-reliance, teachers should design assignments that promote critical thinking and independent problem-solving, ensuring tasks match students' abilities to foster autonomy.
3. Since performance pressure drives family involvement, schools should implement positive reinforcement strategies and reduce punitive measures to alleviate anxiety, encouraging students to take ownership of their learning.
4. To balance family support and promote self-reliance, educational authorities should develop community awareness programmes that educate families on supportive roles in homework, emphasizing encouragement over direct intervention.

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