

The Impact of Parental Involvement on Students' Academic Achievement in Nigeria: A Case Study of Parents in Asaba, Delta State

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Abstract

Researchers have found that when parents take an active role in their child's education, it tends to lead to better academic performance and greater likelihood of stimulating as well as sustaining students' interests in school and are more likely to achieve academic success. As such, parental involvement is an important factor that plays a crucial role in shaping a child's academic achievement. The purpose of this study is to examine the impact of parental involvement on the academic achievement of students in Delta State, Nigeria. The study utilized a quantitative research design; and a research questionnaire was developed for this study. 152 parents participated in the study, and the outcome of the survey was analysed using descriptive statistics. The result revealed that parental involvement has an impact in students' academic achievement. The study also revealed parental involvement such as behavioural, cognitive and affective involvement of parents in the academic of their students play a positive role in the outcome of their children's academic performance. Recommendations based on the outcome of the study stressed that schools can encourage parental involvement by offering opportunities for parents to communicate with teachers, attend parent-teacher conferences, and participate in school events, amongst others.

Keywords: academic achievement, parental involvement, Nigeria, students, impact

1. Introduction

An important component that significantly influences a child's academic success is parental participation. Researchers have discovered that children do better in school and are more likely to succeed academically when parents are involved in their education (Eccles & Harold, 1991). Being involved as a parent can take different forms, such as volunteering in the classroom, attending school functions, and offering academic support. In this paper, we will explore the impact of parental involvement on students' academic achievement.

Although the value of parental involvement in fostering academic accomplishment is widely acknowledged, there is still a sizable knowledge gap about the most effective ways to promote and support family involvement in education. More specifically, it is important to comprehend the best ways to involve parents in their children's education, the elements that make this involvement successful, and the obstacles that stand in the way of parental involvement. Furthermore, there is a need to investigate how schools might support and promote parental involvement more effectively. We can create more effective ways for encouraging parental involvement and boosting academic accomplishment for all students by filling in these knowledge gaps. This study is therefore aimed at investigating the impact of parental involvement on the academic achievement of students in Asaba, Delta State, Nigeria.

The study comprise of five sections; the introduction which is the first, gives an overview of the topic in question and research gaps. The second section, literature review gives a review relevant literatures that are related to the involvement of parents in the academic achievements of students. This is followed by methodology, which entails the research design used, the sample population, the research instrument used, and the method of data analysis. The fourth section presents the result and discussion of the outcome of the survey carried out. Appropriate recommendations were made in the fifth section.

1.1 Objectives of Study

This researcher aims to achieve the following objectives:

1. Investigate the impact of parental involvement on the academic achievement of students in Delta State, Nigeria.
2. Examine ways parents get involved in the academic achievement of their children
3. Determine the extent of parental involvement in students' academic achievement

1.2 Research Questions

In lieu to achieve the aforementioned objectives, the study would answer the following research questions:

1. What are the impacts of parental involvement on the academic achievement of students in Delta State, Nigeria?
2. In what ways do parents of students get involved in assisting them attain academic success?

3. Extent of Parental involvement:

- a) How often do parents provide for their children with educational support?
- b) How often do parents check their children's home work or schoolwork?
- c) How often do parents communicate with their children's teachers?

2. Literature Review

Parental involvement in education has been found to have a significant impact on the academic performance of students (Fan & Chen, 2001; Ogunsola, Osuolale & Ojo, 2014; Ayeni, 2021; Onongha, Oladiji & Raji, 2022). One study found that the involvement of parents in the education of their children had a significant impact on the academic performance of students (Jeynes, 2016). The study involved over 20,000 students from various cultural and socio-economic upbringings, and the results showed that parental involvement was a stronger predictor of students' academic success than family income or parental education level. The study also found that parental involvement had a positive impact on students' attitudes towards school, their motivation to learn, and their self-esteem.

Another study found that parental involvement was particularly important for students from low-income families (Henderson & Mapp, 2002). These students often face additional challenges in their academic journey, such as inadequate resources and support at home. However, when parents are actively taking part in the education of their children, they can provide the support and resources necessary to help them succeed. The outcome of the study revealed that parental involvement in low-income communities was linked to higher academic achievement, better attendance, and a higher likelihood of graduating from high school. In Nigeria, this is a crucial area of study, as the country continues to face challenges in improving its education system (Ayeni, 2021).

2.1 Definition of Parental Involvement

Generally, parental involvement can be described as the active participation of parents in the education of their children (Grolnick & Slowiaczek, 1994). It can take various forms, including communication with teachers, involvement in school activities, and assistance with homework (Epstein, 2001). In this study, parental involvement would be classified into three types: behavioral, cognitive, and affective involvement (Hoover-Dempsey & Sandler, 1997). Behavioral involvement refers to parents' physical presence in their children's education, such as attending parent-teacher conferences and school events (Đurišić & Bunijevac, 2017). Cognitive involvement involves parents' efforts to promote their children's academic success, such as helping with homework and providing educational resources at home (Chophel & Choeda, 2021). Affective involvement refers to the emotional support that parents provide to their children, such as encouragement and motivation (Mata, Pedro & Peixotoa, 2018).

2.2 Benefits of Parental Involvement

Numerous researches have revealed that the involvement of parents has positive effects on

the academic performance of students in Nigeria (Anierobi & Unachukwu, 2020; Onongha, Oladiji & Raji, 2022). Behavioral involvement, such as attending parent-teacher conferences, has been found to increase parents' knowledge about their children's academic progress and help teachers understand the child's home environment (Đurišić & Bunijevac, 2017). Cognitive involvement, such as assisting with homework, has been linked to higher academic performance, better study habits, and improved attitudes toward school (Patall, Cooper & Robinson, 2008; Chophel & Choeda, 2021).

Affective involvement, such as providing emotional support, has also been shown to have a positive impact on students' academic achievement. Parents who provide emotional support to their children have a higher likelihood of raising children who are motivated to succeed in school and have higher self-esteem (Mata, Pedro & Peixotoa, 2018; Xia, Gu & Li, 2019).

2.3 Barriers to Parental Involvement

Notwithstanding the numerous benefits of parental involvement, there are several barriers that hamper the participation of parents in the education of their children in Nigeria. These barriers include poverty, lack of education, and cultural beliefs. Poverty is a significant barrier, as it can prevent parents from providing the necessary resources to support their children's education. Lack of education also hinders parents' ability to assist their children with school work, and cultural beliefs can limit the role that parents play in their children's education (Williams & Sanchez, 2011)

3. Research Methodology

3.1 Research Design

A quantitative research design was utilized for this study, so as to achieve the set objectives.

3.2 Participants

The study used surveys to collect data from parents. Population of this current study comprised all parents in Asaba, Delta State. Parents were randomly selected; and a total of 152 respondents participated in this study.

3.3 Sampling Procedure

In the collection of data, a self-developed questionnaire related to the subject matter “*Impact of Parental Involvement on Students' Academic Achievement*” was administered to each of the participants. The survey consisted of two sections: the first, which is intended to gather information on the participants' demographic background, and the second which is aimed to collect data on the primary study variables.

3.4 Data Analysis

The data collected were analyzed statistically using descriptive statistics – which aim to provide a clear and concise summary of the data. This would enable a better comprehension of the patterns and characteristics of the dataset (Cooksey, 2020).

4. Result and Discussion

4.1 Demographic Characteristics of the Participants

Table 1. Demographics Features of the Participants

Variable	Sub scale	N (%)
Age in Years	“18 - 25	10 (6.6)
	26 - 35	26 (17.1)
	36 - 45	56 (36.8)
	46 - 55	34 (22.4)
	56 and above”	26 (17.1)
Gender	Male	61 (40.1)
	Female	91 (59.9)
Highest level of Education	Secondary education	28 (18.4)
	Technical/Vocational education	49 (32.2)
	Tertiary education (university/polytechnic/college of education)	75 (49.3)
Occupation	Artisan/Craftsman	39 (25.7)
	Trader/business owner	34 (22.4)
	Civic/public servant	55 (36.2)
	Professional (doctor, lawyer, engineer, etc.)	20 (13.2)
	Unemployed	4 (2.6)
Number of Children	1 – 2	39 (25.6)
	3 – 4	75 (49.3)
	5 or more	38 (25.0)

Table 1 illustrates the demographic features of the participants. Most of the participants were within the ages of 36 to 45 years. Demographic features such as gender, level of education, occupation and number of children, were also represented in the Table 1 above.

4.2 Impact of Parental Involvement on Students' Academic Achievement

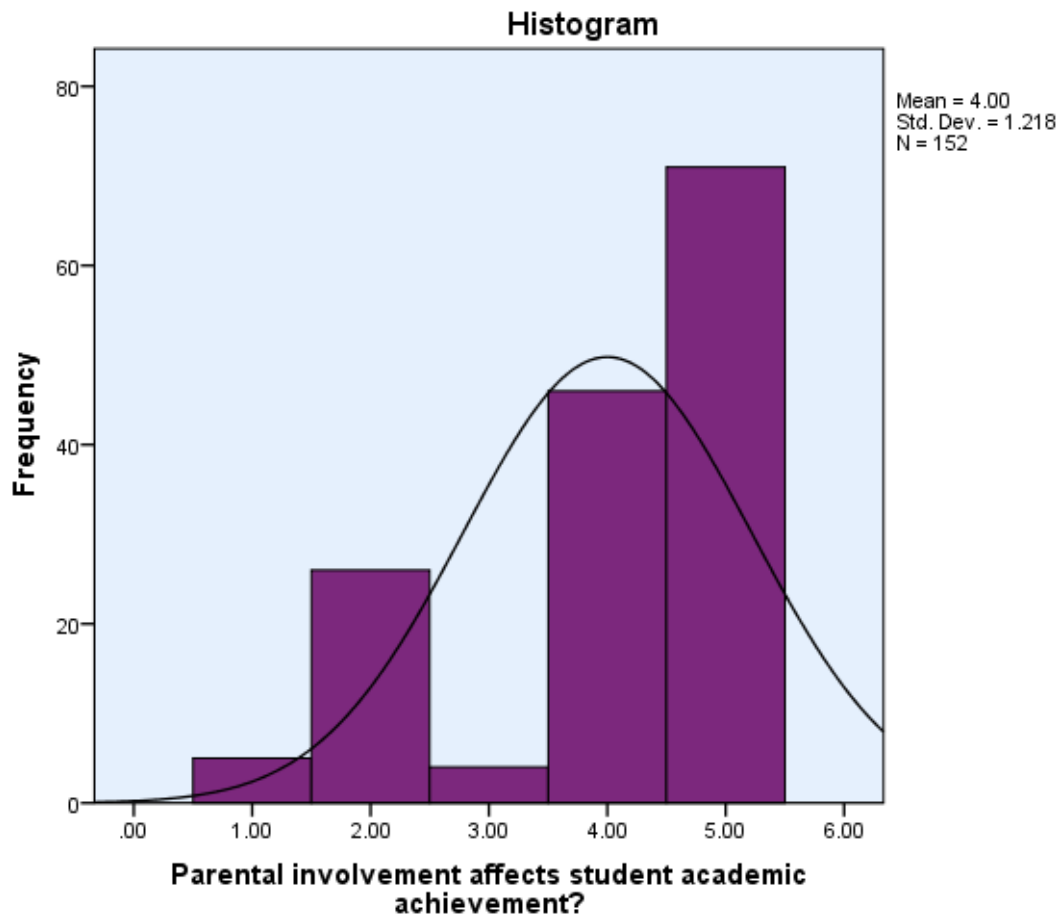


Figure 1. Parental Involvement affect Students’ Academic Achievement

The Figure 1 above, which is a response to a 5-likert scale question with response from “strongly disagree” (1.00) to “strongly agree” (0.05), shows that parents were in agreement (mean = 4.00±1.218) that parental involvement impact the academic achievement of their children.

Figure 2 illustrates the various definition of “parental involvement” assumed by parents. Most parents defined parental involvement (in their children academic achievement) as providing educational resources and meeting the financial needs of their children/ward (30.3%). This was followed by those who defined it as setting educational goals for their children (18.4%). 15.8% of parents viewed parental involvement as attending school event; 13.8% believed it to be encouraging extracurricular activities amongst their children. 12.5% of parents defined it as the act of communicating with teachers; while the remaining 9.2% of the participants see parental involvement as helping with homework.

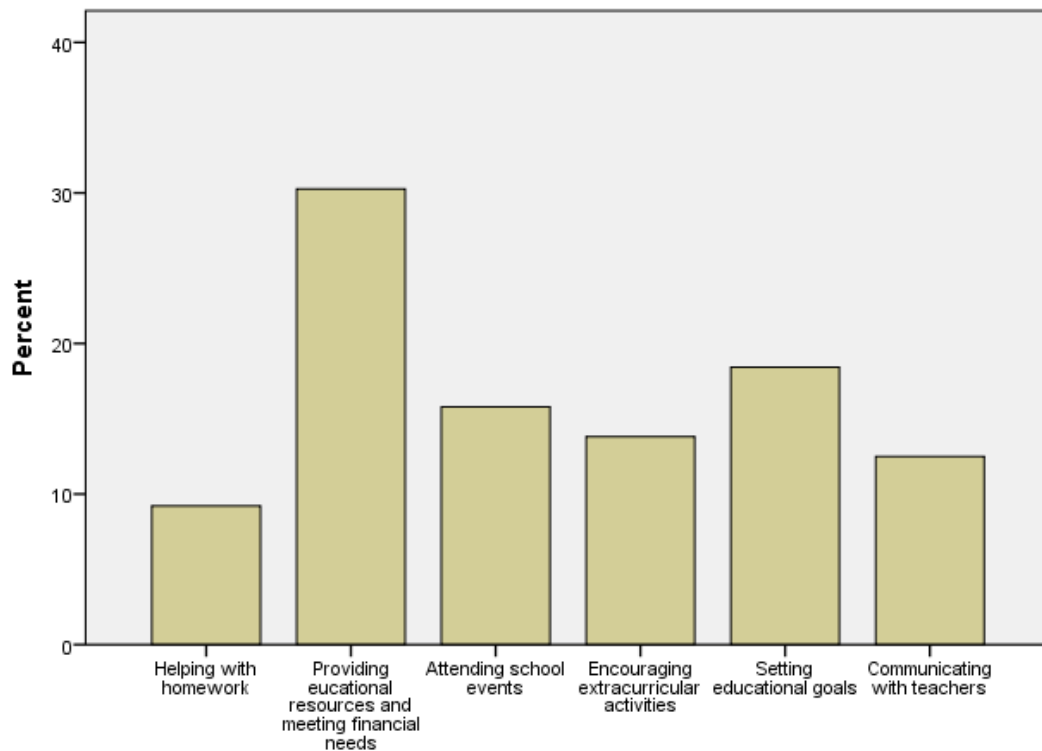


Figure 2. Parents' Definition of 'Parental Involvement'

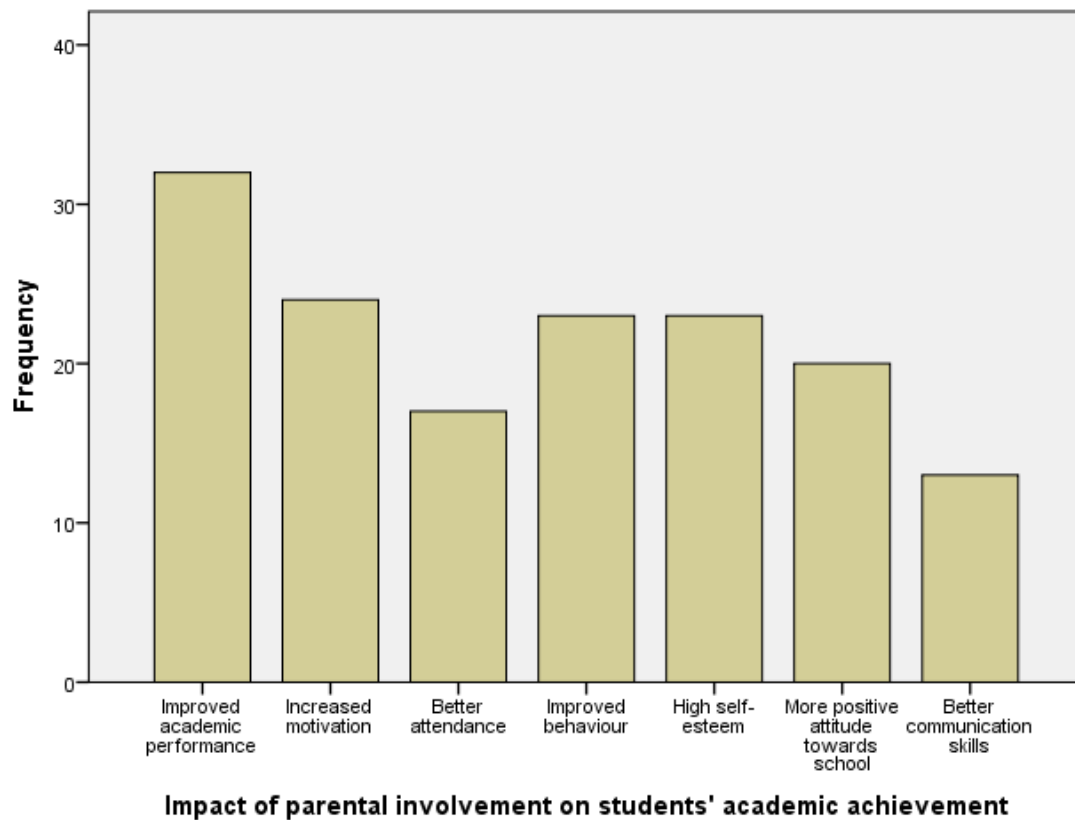


Figure 3. Impact of Parental Involvement on Students' Academic Achievement

Presented in Figure 3 are the impacts of parental involvement on students' academic achievement. Most of the parents (21.1%) reported improved academic performance as an impact of parental involvement on students' academic achievement. Other impacts reported by participants include: increased motivation (15.8%); better attendance (11.2%), improved behaviour (15.1%); high self-esteem (15.1%); more positive attitude towards school (13.2%); and better communication skills (8.6%).

4.3 Ways Parents of Students Get Involved in Assisting Them Attain Academic Success

Table 2. Ways Parents Get Involved in Students' Academic Achievement

VARIABLES	FREQUENCY (PERCENTAGE)	
	YES	NO
1 Behavioural Involvement		
a Do you have a specific routine or schedule?	97 (63.8%)	55 (36.2%)
b Have you ever volunteered at your child's school?	62 (40.8%)	90 (59.2%)
c Have you ever attended a parent-teachers' association meeting?	69 (45.4%)	83 (54.6%)
2 Affective Involvement		
a Do you encourage extracurricular activities such as sports, music etc?	98 (64.5%)	54 (35.5%)
b Do you encourage your child to ask questions and seek help when needed?	93 (61.2%)	59 (38.8%)
c Do you celebrate your child's academic achievements?	113 (74.3%)	39 (25.7%)
3 Cognitive Involvement		
a Do you check your child's homework or schoolwork?	59 (38.8%)	93 (61.2%)
b Do you provide your child with a conducive place to study at home?	108 (71.1%)	44 (28.9%)
c Do you set educational goals for your child?	80 (52.6%)	72 (47.4%)

The results in Table 2 suggest that the majority of parents have some form of behavioral involvement in the academic achievement of students, such as a specific routine or schedule (63.8%) and attending parent-teacher association meetings (45.4%). However, fewer parents reported volunteering at their children's school (40.8%).

Regarding affective involvement, almost all parents reported encouraging extracurricular activities (64.5%) and encouraging their children to ask questions and seek help when needed (61.2%). Additionally, the vast majority of parents reported celebrating their children's academic achievement (74.3%).

In terms of cognitive involvement, a little less than half of the parents reported checking their children's homework or school work (38.8%), while the majority reported providing their children with a conducive place to study (71.1%). Additionally, most parents reported setting educational goals for their children (52.6%).

These results are in accordance with previous research that has found that parental involvement is positively associated with student academic performance (Anierobi & Unachukwu, 2020; Onongha, Oladiji, & Raji, 2022). Specifically, cognitive involvement, such as checking homework and setting educational goals, has been found to be strongly associated with academic accomplishment, than behavioral or affective involvement (Mata, Pedro & Peixotoa, 2018; Chophel & Choeda, 2021). However, all forms of parental involvement have been found to have a positive impact on student academic performance.

4.4 Extent of Parental Involvement in Students' Academic Achievement

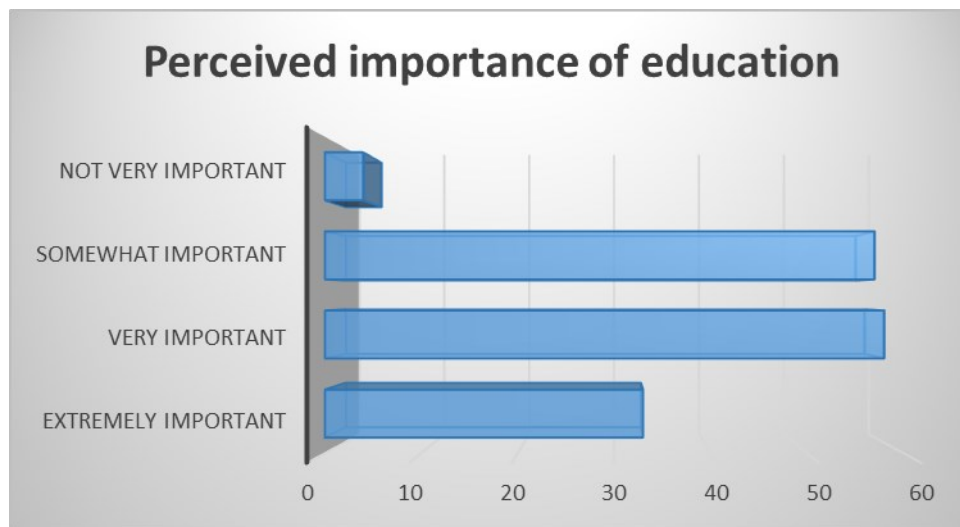


Figure 4. Perceived Importance of Education in Families

Presented in Figure 4, is participants' opinion on how important is education in their family. Generally, it is seen that most parents attach a lot of importance to education as 21.7% reported education in their family, to be extremely important; 38.2% claimed it is very important. 37.5% of parents claim education to a certain degree is important in their family. 2.6% of parents did not attach much importance to education as they reported, it is 'not very important'.

Table 4. How Often Do You Provide Your Child with Educational Resources at Home?

		Frequency	Percent (%)
Valid	Always	52	34.2
	Often	51	33.6
	Sometimes	36	23.7
	Rarely	13	8.6
	Total	152	100.0

Presented in the Table 4 above is the frequency to which parents provide their children with educational resources at home. It is observed to a great extent that majority of the parents reported they provide their children with educational resources at home. This is seen as 34.2% of them claimed they always provide educational resources for their children at home. This was followed by those (33.6%) who reported they frequently make available educational resources for their children at home. 23.7% of parents claim to sometimes provide educational resources for their children at home; while 8.6% of parents reported they were rarely responsible for providing educational resources for their children at home.

Table 5. How Often Do You Communicate with Your Child’s Teacher?

		Frequency	Percent (%)
Valid	Daily	10	6.6
	Weekly	7	4.6
	Monthly	25	16.4
	Only during parent-teacher meetings	47	30.9
	Rarely	63	41.4
	Total	152	100.0

In respect to Table 5, it is observed that most parents (41.4%) rarely communicate with their children’s teachers. Most of the parents who communicate with their children’s teacher tend to do that during parents-teachers meetings (30.9%). This was followed by 16.4%, 6.6% and 4.6% of parents who communicate with their child’s teacher monthly, daily and weekly respectively.

Table 6. Frequency of Parents’ Assistance with Their Child’s Homework or School Project

		Frequency	Percent (%)
Valid	Always	33	21.7
	Often	10	6.6
	Sometimes	68	44.7
	Rarely	38	25.0
	Never	3	2.0
	Total	152	100.0

Regarding Table 6, it is observed that most parents, on occasion, help their children with homework and school project (44.7%). 25% of parents admitted they rarely help their children with homework while 21.7% of parents claimed to always assist their children with homework. 6.6% of participants often help their children with homework; and the remaining 2% reported never to have assisted.

5. Discussion

The study revealed the various definitions parent have about “parental involvement” in the academic performance of their children. These which ranged from providing educational resources and meeting the financial needs of their children/ward; setting educational goals for their children; attending school event; encouraging extracurricular activities amongst their children; communicating with teachers; as well as helping with homework – depicts parents collaboration with their children’s teachers to enhance academic performance (Uludag, 2008).

Parental involvement in the education of their children not only improved academic performance of students but also enhance other aspect of the lives of students such as increased motivation, high self-esteem, improved behaviour, better communication skills as well as positive attitude towards school, thus positively affecting their education in general (Chophel & Choeda, 2021; Đurišić & Bunijevac, 2017; Mata, Pedro & Peixotoa, 2018; Patall, Cooper & Robinson, 2008). The findings are in agreement with Anierobi and Unachukwu (2020) who revealed that academic self-efficacy has a high and positive relationship with academic engagement among secondary school students; since through their interactions and nurturing, parents have the power to either develop or hinder their children's self-efficacy. According to Antoine (2015), when parents actively engage in the academics of their children, it motivates them (the children) to exert greater effort.

The study also showed ways parents get involved in the children’s academic achievement – which in this study was classified into three – behavioural, cognitive and affective involvement. The findings reveal that a majority of parents engage in behavioral involvement strategies, such as establishing a specific routine or schedule and attending parent-teacher association meetings. This suggests that parents recognize the importance of structure and communication in supporting their children's education. However, it is worth noting that a smaller percentage of parents reported volunteering at their children's school. This could imply that while parents are involved in their children's education, they may not always be able to contribute their time directly to the school environment (Đurišić & Bunijevac, 2017).

As regards affective involvement, the results of the study highlight the importance of parental support and encouragement outside of the classroom. Practically all parents reported encouraging extracurricular activities, which can contribute to the holistic development of students (Mata, Pedro & Peixotoa, 2018). Furthermore, the majority of parents stated that they encourage their children to ask questions and seek help when needed. This finding point towards the fact that parents recognize the importance of fostering a positive attitude towards learning and seeking assistance, which can enhance academic performance.

In terms of cognitive involvement, the data suggests that while a significant proportion of parents provide a conducive place for their child to study, only a handful of them reported checking their children's assignment or school work (Chophel & Choeda, 2021). This finding is consistent with Selvan (2013) who found out that when parents assume a significant role in their children's learning, they create a home environment that can impact the learning process, act as a positive example for learning, and shape their children's attitudes and values towards education. This finding may indicate that some parents prioritize creating a suitable learning

environment but then may not be actively involved in monitoring the academic progress of their children on a daily basis. Conversely, it is important to acknowledge that the act of setting educational goals for their children was reported by a majority of parents. This suggests that parents are aware of the significance of setting targets and promoting a sense of direction in the academic journey of their children.

Furthermore, the majority of parents consider education to be highly important in their families, expressing varying degrees of importance. Significant number of parents actively provide educational resources for their children at home, with varying responses ranging from always to rarely. The varying responses of parents as regards providing educational resources for their children may likely be skewed to who (amongst the parents) is responsible for meeting the educational needs of the child especially in the provision of resources, as in an average Nigerian home, the man is most likely to shoulder the responsibility of meeting the financial needs of the child's education. This is however dependent on whether the man is the major or sole income earner. In situations, where the woman earns a decent pay, she is likely to assist and take on some responsibilities in her capacity. Thus, when a parent report to rarely provide for a child's educational resource at home, it is likely his/her partner may be responsible for provision of the educational resources needed by the child at home.

6. Conclusion

The study demonstrates that parental involvement significantly affects children's academic success. In most cases, parental involvement is seen by parents as meeting the educational and financial demands of their children or wards. According to the study, all types of parental participation are beneficial for children's academic performance, although cognitive involvement is more strongly associated with academic success than behavioral or emotional involvement. The majority of parents place a high value on education and make provision for educational materials for their children. Nevertheless, communication between parents and their children's teachers varies, with the majority of parents only interacting with teachers during parent-teacher association meetings. Finally, the study emphasizes the need for determining the responsible party who meets the educational needs of the child in the context of the home.

7. Recommendation

Based on the results obtained in this study, the following recommendations were made:

- a) Parents should continue to take part in the academic pursuit of their children, with a focus on cognitive involvement such as setting academic goals and checking home works.
- b) Efforts should be made by parents to not only routinely communicate with their children's teachers, but also provide the resources children need at home for their academic pursuit.

- c) Finally, efforts should be made to ensure that both parents are engaged in fulfilling the educational requirements of their children.

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No additional data are available.

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