

Effect of Parental Involvement on the Academic Performance of Public Secondary School Students in Maiduguri, Borno State, Nigeria

Mala Kulloma (PhD) and Muhammad Alkali Kolo (PhD)

Department of Education, Borno State University, P.M.B 1122 Njirtilo, Kano Road, Maiduguri. Borno State.

Corresponding author: malakulloma2016@gmail.com

Abstract

The study examined the effect of parental involvement on the academic performance of public secondary school students in Maiduguri Metropolis, Borno state, Nigeria. The objectives of the study were to determine the influence of parental involvement on student's academic performance in public senior secondary schools in Maiduguri Metropolis, Borno State, to investigate whether parental involvement can improve students' self-efficacy in public senior secondary schools in Maiduguri metropolis, Borno State, to examine the link between the socio-economic status of the parents and students' academic performance in public senior secondary schools in Maiduguri metropolis, Borno State, to determine whether parent-teacher relationship influences students' academic performance in public senior secondary schools in Maiduguri metropolis, Borno State. Four null-hypothesis were tested at 0.05 level of significance. The study employed correlational research design and the population of the study were 19,600 from public senior secondary schools in Maiduguri Metropolis. Out of this population, 363 were used as a sample of the study. The instrument used for the was a self-developed questionnaire entitled "Effect of parental involvement on academic performance of senior public secondary school students in Maiduguri Metropolis". The data collected was analyzed using descriptive statistic and Pearson's Product Moment Correlation (PPMC). The result findings show that, there is a strong positive relationship between parental involvement and student's academic performance, students' self-efficacy, the socio-economic status of parents such as educational attainment, gender, and occupation has a significant effect on students' academic performance and the relationship between the parent-teacher relationship and students' academic performance is statistically significant. Base on the findings, the recommendations were made.

Keywords: Parental Involvement, Students, Academic Performance, Public Secondary Schools.

Introduction

The effect of parental involvement in child education have been widely studied with a large body of research indicating that parental involvement has a positive impact on child academic achievement. Parental involvement is among the most crucial aspects of social support for students' school engagement and achievement. Yang, Chen, Wang, Li, Zhang, and Huang, (2023)

Parental involvement has always been an essential component of every teacher-student school academic endeavor. Parents, who have been considered as the stakeholders of the school community, play tremendous roles in the child's educational and environmental

transformation; thus, the intensity or extent of participation that parents have in their child's education and school, more often, has to be realized. Many parents, whose children are currently enrolled in a particular school, are enormously concerned, more often being active in assisting in their child's classroom, communicating constantly with their child's teachers, assisting with their homework, getting involved with school projects, and discussing their child's academic strengths and weaknesses with teachers. Regrettably, there are also some, if not many, parents who are quite passive in their child's education. Some of them are not directly involved. Sadly speaking, some parents have obvious manifestations of their "I-don't-care" attitude. Neither are they visible on the school premises and get involved in the desired goals of the school where their children are getting what they need most for life.

Why do parents have to get involved in their child's education? Parents' involvement in their child's learning process offers many opportunities for success. According to the Centre for Child Well-Being (2010), parental involvement in their children's learning improves a child's morale, attitude, and academic achievement across all subject areas and promotes better behavior and social adjustment. It further says that family involvement in education helps children to grow up to be productive, responsible members of society. This means that if we involve the parents in educating their children, it is tantamount to saying that the school is proactive in implementing changes or development among the students. As parent's involvement is increased, teachers and school administrators also raise the chance to realize quality reform in education. Studies on parental involvement in education conducted by Garcia and Thornton (2014) in Ntekane (2018) show that family involvement in learning helps improve student performance, reduce absenteeism, and restore parents' confidence in their children's education. Learners with parents or caregivers who are involved in learners' education, earn higher grades and test scores, have better social skills, and show improved behavior. This is something that we as a community and the world at large need, as it would highly contribute to reducing crime and poverty. Ideally, it would help to have a greater percentage of parental involvement in their children's education. There are various ways through which Parents can be involved in their children's learning through becoming part of school boards, being concerned about their children's academic performance, showing dedication to their children's learning by availing themselves during parent meetings, gaining a better understanding of the performance of their children. Ntekane (2018).

According to Gamage, Sumanasekera, Abu Hamid, Khatibi and Azam (2021) Parental involvement is generally the involvement of parents in the children's education process to improve their academic as well as social well-being. These include various activities such as supporting and monitoring homework at home, attending school activities and attending parent and teacher interaction sessions, communicating with teachers, volunteering activities at school, and working with the community. For every child, the school is often called the second home, which helps mold a child to become a global citizen. The children are taught moral values and standards through interactions at school, also aiming at

developing the knowledge and skills required for the labor market in the future. Findings of research done on the influence of parental involvement in the academic performance of the children show that there is a significant relationship between parental involvement and the student performance of the children. Active involvement of parents appears to have a greater impact on students' performance.

According to Henderson and Berla, (1994) and Sapungan, & Sapungan, (2014), the research reviewed and analyzed eighty-five studies that documented the comprehensive benefits of parent involvement in children's education. This and other studies show that parent involvement in activities that are effectively planned and well implemented result in substantial benefits to children, parents, educators, and the school.

Benefits for the Children

- i. Children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level.
- ii. Children generally achieve better grades, test scores, and attendance.
- iii. Children consistently complete their homework.
- iv. Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.
- v. Children's positive attitude about school often results in improved behavior in school and less suspension for disciplinary reasons.
- vi. Fewer children are being placed in special education and remedial classes.
- vii. Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school.
- viii. Junior high and high school students whose parents remain involved usually make better transitions and are less likely to drop out of school.

Benefits for the Parents

- i. Parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs.
- ii. Parents are more confident in their parenting and decision-making skills.
- iii. As parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment for their children.
- iv. Parents have a better understanding of the teacher's job and school curriculum.
- v. When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home.
- vi. When parents' perceptions of the school are improved, there are stronger ties and commitment to the school.

- vii. Parents are more aware of, and become more active regarding policies that affect their children's education when parents are requested by the school to be part of the decision-making team.

Benefits for the Educators

- i. When schools have a high percentage of involved parents in and out of schools, teachers and principals are more likely to experience higher morale.
- ii. Teachers and principals often earn greater respect for their profession from their parents.
- iii. Consistent parent involvement leads to improved communication and relations between parents, teachers, and administrators.
- iv. Teachers and principals acquire a better understanding of families' cultures and diversity, and they form deeper respect for parents' abilities and time.
- v. Teachers and principals report an increase in job satisfaction.

Benefits for the School

- i. Schools that actively involve parents and the community tend to establish better reputations in the community.
- ii. Schools also experience better community support.
- iii. School programs that encourage and involve parents usually do better and have higher quality programs than programs that do not involve parents.

A large of research has examined the effects of parental involvement in child education. This research has found that parental involvement is positively associated with several child outcomes, including academic achievement, social development, and emotional well-being.

Aromolaran, et al. (2013) in their empirical survey study conducted to determine the socio-economic factors influencing students' academic performance in Yaba College of Technology, collected six hundred (600) students across the different departments using a 28-item structured questionnaire. The questionnaire was administered using the quota sampling method, a non-probability sampling technique. The students' academic performance was measured using variable GPA/CGPA categorized into two - poor (GPA/CGPA between 0 and 2.49) and - good (GPA/CGPA between 2.50 and 4.00). Four factors; mothers' education level, living togetherness of parents, student class, and weekly income/allowance; were found to influence students' academic performance.

Chandra and Shaikh (2013) examined the relationship between socioeconomic status and academic achievement of 14 secondary school students in Lucknow city of Uttar Pradesh, India. The sample of the study comprised 614 students (358 males and 256 females) from classes IX and X. The results of the study revealed the difference between high, average, and low SES groups and their academic achievement. A positive correlation was observed between socioeconomic status and academic achievement.

Safdar, et al. (2013) investigated the relationship between parent's socioeconomic status and children's academic performance. The study was descriptive and correlational in nature. Seven hundred and twenty (720) students were sampled from the selected districts. A positive significant relationship between total family and income, and father's job grade was found with the academic performance of the students. The results of this study, thus, showed that parents' socio-economic status is an important variable that influences the children's academic performance.

Statement of the Problem

Despite the effort made by the government to provide Quality education to its citizens, there is a drastic reduction in the academic performance of students every year. This could be attributed factors in terms of school-related factors, teachers-related factors, home-related factors, or parents' participation in the education of their children. The government is now shifting the responsibility of the management of the schools to communities through school based management committee (SBMC) and other community-based structures to ensure that the quality of education has improved, but still, there are low academic performances recorded every year when senior school completion examinations results are released.

Against this background, this research seeks to examine the effect of parental involvement on the academic performance of public secondary school students in Maiduguri metropolis, Borno state. Nigeria.

The objectives of the study are to:

- i. Determine the influence of parental involvement on student's academic performance in public senior secondary schools in Maiduguri Metropolis, Borno State.
- ii. Investigate whether parental involvement can improve students' self-efficacy in public senior secondary schools in Maiduguri metropolis, Borno State.
- iii. To examine the link between the socio-economic status of the parents and students' academic performance in public senior secondary schools in Maiduguri metropolis, Borno State.
- iv. To determine whether parent-teacher relationship influences students' academic performance in public senior secondary schools in Maiduguri metropolis, Borno State.

Hypotheses of the Study

H₀₁: There is no significant relationship between parental involvement and students' academic performance in public senior secondary schools in Maiduguri Metropolis, Borno State.

H₀₂: Investigate whether parental involvement can improve students' self-efficacy in public senior secondary schools in Maiduguri metropolis, Borno State.

H₀₃: There is no significant relationship between parental socio-economic status and students' academic performance in public senior secondary schools in Maiduguri metropolis, Borno State.

H₀₄: There is no significant relationship between parent-teacher relationship and students' academic performance in public senior secondary schools in Maiduguri metropolis, Borno State

Materials and Methods

This study adopted a correlational research design to examine the effect of parental involvement in child education. This study adopted a correlational research design. Correlation is a non-experimental type of research design that is used to determine relationships without the manipulation of variables. According to Creswell (2012), correlational research design provides an opportunity for the researcher to predict scores and explain the relationships among variables. The target population of the study is 19,600. Out of these, 363 were taken as a sample. A technique that was used in selecting the sample of the study was a simple random technique.

The instrument used for the study was a self-developed questionnaire entitled "The effects of parental involvement in child education on students' academic performance". The instrument consists of demographic information, parental involvement variables, and students' academic performance. The instrument was validated by experts in the field of Test and Measurement in the faculty of education. After the validation, the instrument was tested to ascertain its reliability using the test-retest method. The Cronbach alpha level stood at 0.82. The index shows that the instruments used were reliable for this study. The instruments were administered with the support of a trained research assistant after seeking permission from the appropriate authority. A total number of 363 questionnaires were successfully retrieved from the respondents. Data were analyzed using chat, percentage, and Pearson's Product Moment Correlation (PPMC) to determine the relationship between the dependent and independent variables.

Results and Discussions

Gender

The pie chart in Figure 1 gives the distribution of the respondents by gender. It can be seen that 158 respondents representing 43.5% of the students are female while 205 respondents representing 56% are male students. Therefore, the majority of the respondents are male.

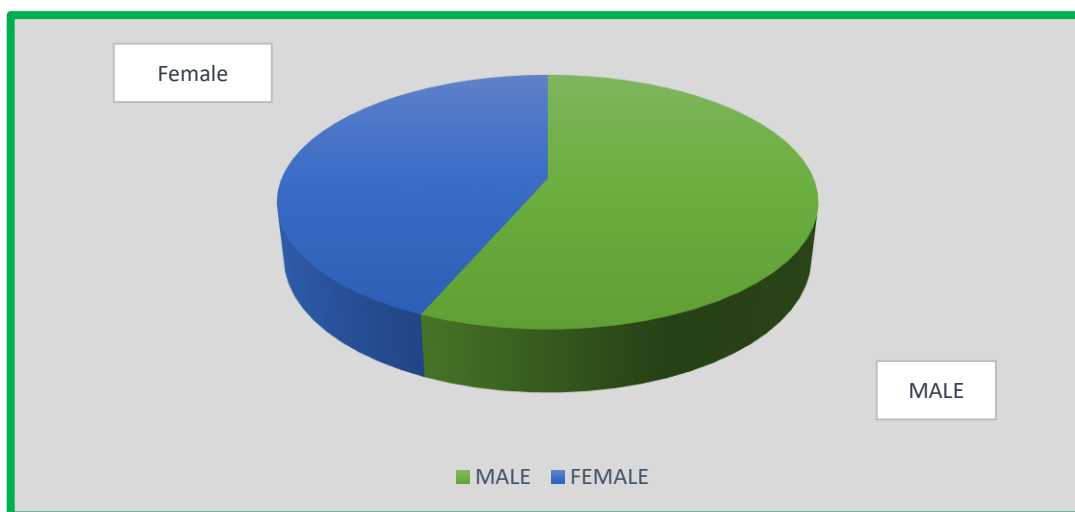


Figure 1: Distribution of the respondents by gender

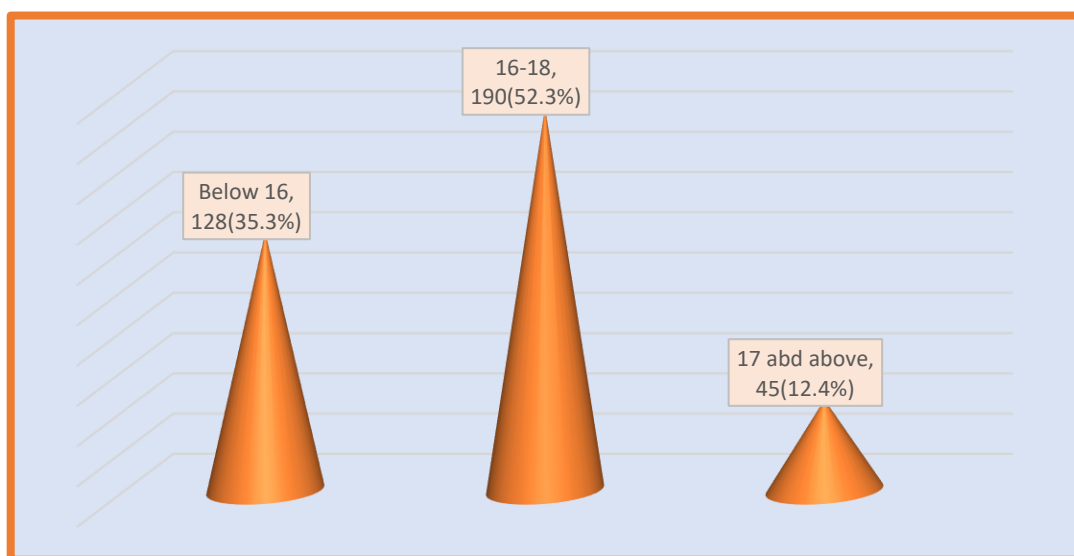


Figure 2: Distribution of the respondents by age group

The bar chart in Figure 2 gives the distribution of the respondents by age group. It revealed that 128 respondents representing 35.3% of the students involved in this study were below 16 years of age, 190 students representing 52.3% of the students were between the age bracket 16-18 years of age while 45 respondents representing 12.4% of the students are 17 years and above. Therefore, the majority of the respondents are between 16-18 years.

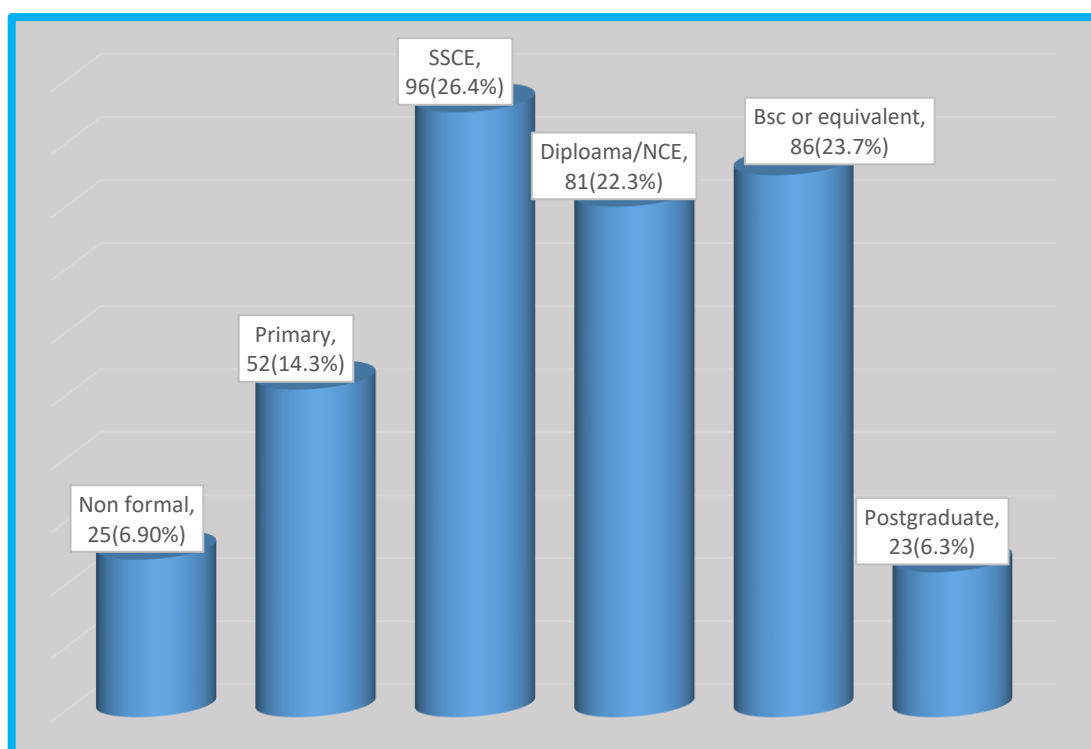


Figure 3: Parents Educational Attainment

Figure 3: gives the educational attainment of the parents. Results revealed that, 25(6.90%) of the parents have no formal education, 52(14.3%) have primary school leaving certificate, 96(26.4%) had SSCE, 81(22.3%) are Diploma/NCE holders, 86(23.7%) are B.Sc. holders or its equivalent while 23(6.3%) have attainment postgraduate level.

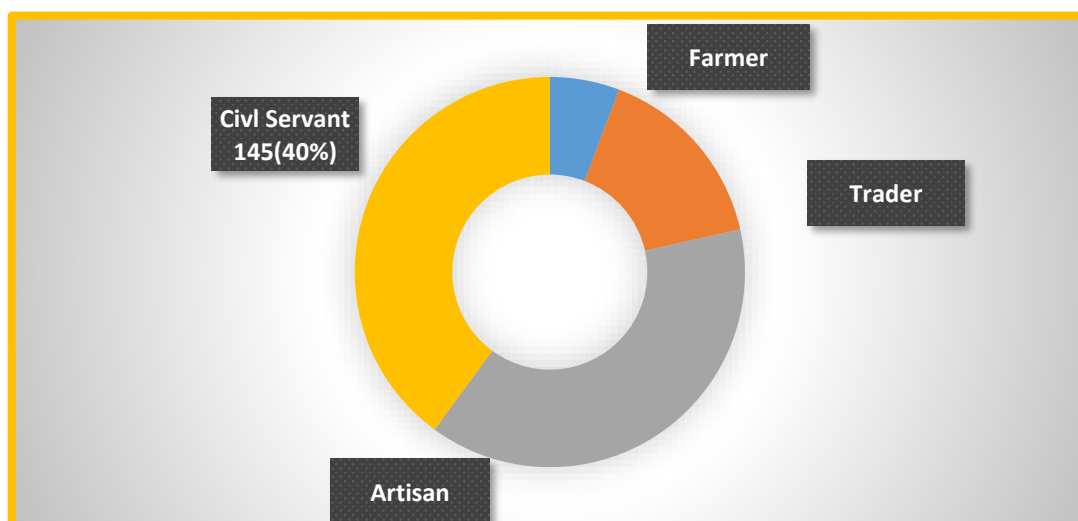


Figure 4: Distribution of the respondents by occupation

Pie-chart in Figure 4 shows that 145 representing 40% of the parents are civil servants, 21 respondents representing 6% are farmers, 57 respondents representing 16% are traders and 140 respondents representing 38% are artisans.

Hypothesis One: There is no significant relationship between parental involvement and students' academic performance in public senior secondary schools in Maiduguri Metropolis, Borno State.

Table 1: Pearson Product Moment Correlation on the Relationship between Parental Involvement and Student's academic Performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State

Variable	N	Mean	SD	r	p-value	Remark
Parental Involvement	363	65.60	12.81	0.896	0.00	Reject H ₀₁
Academic Performance	363	64.69	13.92			

Results from Table 1 revealed that there is a strong positive relationship between parental involvement and students' academic performance in senior secondary schools with Pearson Product Moment Correlation Coefficient $r = 0.896$. The result further revealed that the relationship between parental involvement and students' academic performance is statistically significant because the p-value (0.00) is less than the level of significance (0.05). Therefore, hypothesis one is rejected.

Table 2: Pearson Product Moment Correlation on the relationship between parental involvement and students' self-efficacy in public senior secondary schools in Maiduguri Metropolis, Borno State

Variable	N	Mean	SD	r	p-value	Remark
Parental Involvement	363	65.60	12.81	0.725	0.00	Reject H ₀₂
Students Self-Efficacy	363	66.44	13.17			

Results from Table 2 revealed that there is a strong positive relationship between parental involvement and students' self-efficacy in senior secondary schools with Pearson Product Moment Correlation Coefficient $r = 0.725$. The result further revealed that the relationship between parental involvement and students' self-efficacy is statistically significant because the p-value (0.00) is less than the level of significance (0.05). Therefore, hypothesis two is rejected.

Hypothesis Three: There is no significant relationship between parent socioeconomic status and students' academic performance in public senior secondary schools in Maiduguri metropolis, Borno State.

Table 3: Multiple regression analysis on the relationship between parent socio-economic status and students' academic performance in public senior secondary schools in Maiduguri metropolis, Borno State

Sources of Variation	Sum of Squares	df	Mean Square	F	Remark
Regression	4486.0710	3	1495.357	9.780	Reject H_{03}
Residual	54888.805	359	152.8940		
Total	59374.876	362			

Results from Table 3 revealed that the socio-economic status of parents such as educational attainment, gender, and occupation has a significant effect on students' academic performance in public senior secondary schools in Maiduguri Metropolis, Borno State because the p-value (0.00) is less than the level of significant (0.05). Therefore, hypothesis three is rejected.

Table 4: Regression Coefficient

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	64.597	3.522		18.342	0.000
Involvement	5.260	1.319	0.204	3.987	0.000
Qualification	0.325	0.458	0.036	0.710	0.004
Occupation	-2.455	0.748	-0.169	-3.284	0.001

Table 4 gives the regression coefficients and their respective p-values. It can be seen that all the regression coefficients have a p-value less than 0.05 which indicates that, parents' involvement, qualification, and occupation are significant predictors of students' academic performance in public senior secondary schools in Maiduguri Metropolis, Borno State. The r-square value of 0.874 shows that, the model as fitted explained 87.4% of the variability of the academic performance. In other words, parental involvement, qualification, and occupation accounted for 87.4% of the student's academic performance.

Hypothesis Four: There is no significant relationship between parent-teacher relationship and students' academic performance in public senior secondary schools in Maiduguri metropolis, Borno State

Table 5: Pearson Product Moment Correlation Coefficient on the Relationship between parent-teacher relationship and students' academic performance in public senior secondary schools in Maiduguri metropolis, Borno State

Variable	N	Mean	SD	r	p-value	Remark
Parental-Teacher Relationship	363	65.07	9.81			
				0.829	0.00	Reject H_{04}
Students' Academic Performance	363	66.44	13.17			

Results from Table 5 revealed that there is a strong positive relationship between parent-teacher relationship and students' academic performance in public senior secondary schools with Pearson Product Moment Correlation Coefficient $r = 0.829$. The result further revealed that the relationship between the parent-teacher relationship and students' academic performance is statistically significant because the p-value (0.00) is less than the level of significance (0.05). Therefore, hypothesis four is rejected.

Conclusion

In conclusion, parent involvement is positively associated with several child outcomes including academic achievement, social development, and emotional well-being. The effects of parental involvement are mediated by several factors including the child's age, gender, and socio-economic status. It focused on a large number of urban schools within Maiduguri Metropolis, Borno state. Nigeria.

Even though parental involvement affects children's education; provided that the parents, teachers, school-based committees, and other community-based structures are greatly involved in the education of the children, can provide all the necessary needs of the children in terms of academic performance improvement, self-efficacy, and wellbeing.

Recommendations

The following recommendations were made by the researchers based on the findings of the study.

1. Parents and caregivers should be actively involved in the education of their children both at home and in school so that a solid foundation would be built for the child's academic career.
2. There should be a very cordial relationship between the parents/caregivers, teachers, educators, and the community at large to become partners in progress in the education of the child.
3. There should be a very strong school-based management committee (SBMC) and Parent Teachers Association (P.T.A) formation in every school to effectively manage the issues that may arise in the school.

References

- Aromolaran, A.D., Oyeyinka, I. K., Olukotun, O.O., & Benjamin, E. (2013), "Binary logistic regression of student's academic performance in tertiary institution in Nigeria by socio-demographic and economic factors", *International Journal of Engineering Science and Innovative Technology* 2 (4).
- Chandra, R., & Azimuddin, S. (2013), "Influence of socio-economic status on academic achievement of secondary school students of Lucknow city", *International Journal of Scientific & Engineering Research* 4 (12).
- Creswell, J.W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson.
- Gamage D., Sumanasekera I. R., Hamid A. J., Khatibi A., Ferdous S. M and Azam (2021) Parental involvement in education: *International Journal of Advanced Scientific and Technical Research* ISSN 2249-9954 Available online on <http://www.rpublication.com/ijst/index.html> Issue 11 volume 1 January- February 2021.
- Garcia, L.E. & Thornton, O. 2014. The enduring Importance of parental involvement. <http://neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/>. Date of access: 13 March 2018.
- Ntekane, A. (2018). Parental Involvement in Education. *10.13140/RG.2.2.36330.21440*. Parental involvement in schools
- Safdar, R. G., Karim, N., Saqib, S., & Gulap, S. (2013), "Relationship between parents' socio-economic status and their children's academic performance", *International Review of Social Sciences and Humanities* 5 (2), 58-65.
- Sapungan, G.M. & Sapungan, R. M. 2014. Parental Involvement in Child's Education: Importance, Barriers and Benefits. *Asian Journal of Management Sciences and Education*, 3(2): 42-48.
- Yang D., Chen P., Wang K., Li Z., Zhang C., Huang R., (2023) Parental Involvement and Student Engagement: A Review of the Literature. *Sustainability* 2023, 15, 5859. <https://doi.org/10.3390/su15075859>