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PERCEIVED INFLUENCE OF PARENTAL INVOLVEMENT ON PUPILS ACADEMIC ACHIEVEMENT IN IREPODUN LOCAL GOVERNMENT AREA OF KWARA STATE

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Abstract

This study examined the perceived influence of parental involvement on pupils' academic achievement in Irepodun Local Government Area of Kwara State. The study adopted a descriptive survey research design. The population for the study comprised of all parents of primary school pupils in Irepodun Local Government Area, kwara State. A Simple random sampling technique was used to select 200 parents as respondents out of 10,350 parents within the study area and 20 schools, (10 public and 10 private), out of 205 schools participated in the study. The instrument used for the data collection for the research study was a structured questionnaire titled, "Perceived Influence of Parental Involvement on Pupils Academic Achievement Questionnaire (PIPIPAAQ)". Copies of the questionnaire were given to the lecturers in the department of early childhood and primary education for face and content validity. The reliability of the instrument was tested using test retest method after which Pearson Product Moment Correlation (PPMC) was used to correlate the results and the score of 0.85 was obtained. Frequency and standard deviation were used to answer the research question while independent sample t-test analysis was used to test the hypothesis. The findings revealed that the Perceived influence of Parental involvement on pupils' academic achievement is positive with a weighted mean of (3.20). The finding also found no significant difference in the male and female perceived influence of parental involvement on pupils academic achievement ($t = .265$; $df = 109$; $P > 0.05$). It was concluded that parents perceived influence of parental involvement on pupils' academic achievement was positive. The study recommended that School should create a welcoming environment where parents can visit anytime to make enquiry about their children academic progress and as well encourage parents to attend PTA meetings and government should provide all the necessary learning materials to schools and make free education to allow children of less privilege have access to quality education.

Keywords: Parent**,** Parental Involvement, Achievement, Pupils

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INTRODUCTION

The home and the school are perhaps the two most sustaining and influential contexts in which children develop today. The academic achievement of pupils at the elementary level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of the pupils in particular and the nation at large.

Academic achievement means the degree to which a learner demonstrates mastery of skills and knowledge in a various academic area (Carroll, 2018). Academic achievement can be defined as "learned proficiency in basic skills and content knowledge" (Gess-Newsome, Taylor & Stuhlsatz, 2019). Academic achievement can also be defined as the performance of the learners in the subject they study in the school (Ma, Shen & Yuan, 2016). Academic achievement determines the learners status in the class. It gives pupils an opportunity to develop their talents, improve their grades and prepare them for the future academic challenges.

Academic achievement in a course or lesson is not only related with those experiences in that course or lesson. It is the cumulative of the present and prior school, family and community experiences. When children perform poor academically, parents turn to school that it has not achieved its core objectives of being a schools and the schools also turn and point fingers to parents that they were not involved enough to prepare their children to acquire academic excellence (Dizon-Ross, 2019). This puts great pressures on the minds of the children and their parents. The decline in the academic achievement of pupils in Irepodun has been a serious concern to all the stakeholders. This is evident by the report of 2022/2023 common entrance extermination results where only 45% of pupils performed well while about 55% performed below average. Ajayi and Dada (2022) also reported the poor academic performance of pupils in the Local Government where about 40% of total number of pupils who sat for the examination scored above 50 marks and about 60% of pupils scored below 50 marks in the 2020/2021 common entrance extermination. Among the factors that are associated with the children' poor academic achievement is lack of parental involvement and unfavorable home environments.

Involving parents in the academic maters of their children has been identified as one of the vital factors in promoting their school success. Parents are the first teachers at home and potential in early literacy skills acquisition of the children for higher academic progress and positive attitude towards learning. Parents play a crucial role in shaping their children early learning and development. Even before children start school, parents are often their primary teachers and role models. Parents provide the foundation for language, social, cognitive and emotional development of their children. They set the stage for their children future success in school and beyond. Parents remain a key influence in their children learning development even after they start school. Parental involvement refers to the different ways through which parent engage in their children education. This includes things like, communicating with teachers, attending school events, helping with homework, discussing school related issues with children at home, just to mention a few.

Parental involvement has been identified as one of the vital factors in promoting children's school success. In particular, various aspects of parental involvement. There is a strong belief in society that parental involvement has a strong positive influence on children academic achievement (Ma, Shen & Yuan, 2016). Children learning not only takes place in schools but also the contexts of families and communities also play a great role. On an international scale, parental involvement in school has long been heralded as an important and positive variable on children's academic and socioemotional development. Therefore, parental involvement is germane to children learning and academic achievement. The relationship between parental involvement and academic achievement has long been an area of research across the world (Boonk, Gijselaers & Brand-Gruwel, 2018).

Cross, Marchand, and Rivas-Drake (2019) defined parental involvement as the investment in the education of children. It is also defined as parents' engagement in activities which foster learning and performance of their children (Roy & Giraldo-García, 2018). To Park and Holloway (2017) parental involvement includes a wide variety of actions parents take for the benefit of children's academic success at school. These include parenting style, parental expectations and aspirations, home rules and parental supervision; parents' attitudes towards children activities, helping with homework, visiting the school to talk to teachers, reading with children, discussing school events, attending school functions including parents teacher meetings (PTA) and volunteering in classroom and beliefs regarding their child's education (Ntekane, 2018).

Parental involvement refers to a situation where parents are directly involved in the education of their children, they involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfil their duties as parents in making sure that their children are assisted in the process of learning as much as possible (Patton, 2019). Extant literature has revealed parents involvement in multiple activities including learning activities at home, effective communication between teachers and parents, participation in school activities, talking with the child about school, bringing a cake to a party, presenting in front of the child's class, and getting actively involved in shaping the school's policies by attending school conferences (Boonk, Gijselaers & Brand-Gruwel, 2018).

These parental behaviours and activities have been reported to have positive relationship with a range of positive children out comes and largely determine personality development and academic achievement of children (Boonk, et al.

2018). Hill, Witherspoon and Bartz (2018) ably capped it by adding that parental involvement is an individual right and responsibility for families, and social need and should be considered as a lever to promote the academic achievement of the children. However, Rahman, Chowdhury, & Obaydullah (2019) was of the opinion that parental involvement has six dimensions including parenting, communicating with the school, volunteering at school, learning at home, participating in school decision making, and collaborating with community.

Lara and Saracostti (2019) observed that empirical findings have demonstrated a positive association between parental involvement in children education and academic achievement, improving children's self-esteem and their academic performance as well as school retention and attendance. Epstein (2018) maintained that schools become successful when a strong and positive relationship among children, parents, teachers and the community has been established. All students' are more likely to experience academic success if their home environment is supportive. Đurišić and Bunijevac (2017) reiterated that family involvement has also been found to be associated with positive school attachment on the part of children as well as positive school climates.

Benner, Boyle and Sadler (2016) asserted that, research has also evidenced that programs focused on increasing parental involvement in education have positive impacts on children, families, and school communities. Parent-school partnership allows for the conceptualization of roles and relationships and the impact on the development of children in a broader way. Education practitioners, and policy makers alike, intuitively accept the importance of parental involvement at home and schools. Thus, it is reported that academic achievement is positive related to having parents who enforce rules at home and make follow up in school to enhance their children academic success. However, knowing how to meaningfully engage them for the benefit of children is less understood (Li, & Qiu, 2018).

Cross, Marchand and Rivas-Drake (2019) added that school administrators and teachers face challenges related to reaching out to parents in positive ways, using strategies that will result in improving children academic achievement, and balancing the needs of parents and professional autonomy is a reliable option. Parents are often eager to support their children's learning though not all of them know how to help, or why their involvement is important. Moreover, many parents do not have out of school programs for their children. Not only because they are not aware of it, but also they lack resources and knowledge on how they should be prepared and implemented. Parents with less formal education and low-income tends to be preoccupied with survival strategies and thus either focus inward on the family, or time does not permit them to pursue home-school involvement strategies that may improve child's schooling academic achievement. The current study is intended to explore the parameter of of parental involvement on school activities and its possible impacts on academic achievement of pupils and specifically based on parental involvement in school matters, parent-teacher communication, and parental participation in school activities. Hence, the need to investigate the perceived influence of parental involvement on pupils academic achievement in public and private schools in Irepodun Local Government, Kwara State.

Statement of the Problem

Among the major challenges facing elementary school education today in Nigeria is how to involve parents in academic matters of their children in order to enhance their academic achievement. Parental involvement in the form of attending to pupils educational need, interest and support, monitoring children activities at home, communicating with the school teachers, visiting the school, attending school events, helping with homework, reading together and discussing school issue with the pupils have an influence on their academic achievement and attitudes towards educational activities. Despite the established correlation between parental involvement and pupils' academic achievement, many parents feel uninformed about some educational practices and how they can be more involved in their child's learning. Although a number of strategies have been implemented locally and internationally to encourage parent-teachers involvement in educational practices, still there exists a notable gap in active participation among the parents. In Irepodun, there hardly exists any study on parental involvement in elementary schools. A study of this nature particularly on the perceived influence of parental involvement on pupils' academic achievement is limited. Undoubtedly, accumulation of these challenges can make pupils to become low achiever, depressed, drop out and misbehave. It stands to reason that a study like this need to be conducted so as to ascertain empirically whether parental involvement influence pupils academic achievement. Thus, this study set out to examine the perceived influence of parental involvement on pupils academic achievement in Irepodun L.G.A., Kwara State.

Research Question

One research question was raised to guide the study:

1. What is the perceived influence of parental involvement on pupils' academic achievement in Irepodun Local Government Area of Kwara State?

Research Hypothesis

One null hypothesis was formulated and tested at 0.05 level of significant:

Ho1: There is no significant difference in the perceived influence of parental involvement on the pupils' academic achievement based on gender**.**

Methodology

The study adopted descriptive survey research design. The population for the study comprised of all parents of primary school pupils in Irepodun local government areas of Kwara State. A Simple random sampling technique was used to select 200 parents as respondents out of 10,350 parents within the study area and 20 schools, 10 public and 10 private, out of 205 schools participated in the study. The instrument used for the data collection for the research study was a structured questionnaire titled, "Perceived Influence of Parental Involvement on Pupils Academic Achievement Questionnaire (PIPIPAAQ)" was used for the data collection. Copies of the questionnaire questions were given to the lecturers in the department of early childhood and primary education for face and content validity. The reliability of the instrument was tested using test retest method after which Pearson Product Moment Correlation (PPMC) was used to correlate the result and the score of 0.85 was obtained. Mean and standard deviation were used to answer the research question and independent sample t-test analysis was used to test the hypothesis.

Results

Research question one: What is the perceived influence of parental involvement on pupils' academic achievement in Irepodun Local Government Area of Kwara State?

Table 1: Perceived influence of parental involvement on pupils' academic achievement in Irepodun Local Government Area of Kwara State

S/N	Items	Mean	SD	Remark
1	Parental level of involvement in children education has influence on their academic achievement	3.62	.544	
2	Helping children with their homework has influence on their academic achievement	3.46	.519	
3	Checking children's work at home influence their academic achievement	3.46	.590	
4	Children whose their parents are actively involved in their education perform better academically than the children whose their parents are not involve in their education	3.17	.715	
5	Parental level of participation in children's school environmental sanitation has influence on their academic achievement	2.94	.725	
6	Attending children's school events like play day has influence on the children academic achievement	3.41	.603	

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7	Prompt payment of children's school fees has influence on their academic achievement	2.91	.780
8	Visiting children at school influence their academic achievement.	3.39	.645
9	Provision of learning materials like textbooks have influence on children academic achievement	2.99	.678
10	Frequent communication with the child's teacher(S) has influence on a child's academic success	3.43	.666
11	Motivating children towards their learning has influence on their academic achievement	3.16	.837
12	Financial handicap may hinder a parent from being actively involved in their children educational activities	2.80	.772
13	Participating in your child's school events such as the end of the year party has an influence on their academic achievement	2.84	.742
14	Attending your child's school parent- teachers meeting (PTA) regularly has influence on the child's academic achievement	3.40	.745
15	Provision of necessary learning materials for children has influence on their academic success	2.62	.768
16	Not providing means of transportation to children to and from school can influence their academic achievement	2.99	.786
17	Employing a lesson teacher for a child after school has influence on the child's academic achievement	3.44	.652
18	Monitoring a child's activities after school has influence on their academic achievement	2.93	.689
19	volunteering to help at your child's school learning can influence his/her academic achievement	3.17	.677
20	Discussing schoolwork with your children has an influence on their academic achievement	2.39	.689
21	Transporting your child personally to and from school has a significant influence on the child academic achievement	2.99	.785
	Weighted Mean	**3.20**	

Decision rule: 0.00-2.49 (negative), 2.50-4.00(positive)

Table 1 shows the perceived influence of parental involvement on pupils' academic achievement in Irepodun Local Government Area of Kwara State. The finding shows the perception of parents on the influence of parental involvement on pupils' academic achievement in Irepodun Local Government Area of K wara State. The parents teachers agreed that attending children's school events like play day has influence on the children academic achievement; visiting children at school influence their academic achievement; frequent communication with the child's teacher(s) has influence on a child's academic success; motivating children towards their learning has influence on their academic achievement; monitoring children activities after school influence their academic achievement and attending child's school parent-teachers meeting (PTA) regularly has influence on the child's academic achievement. The mean rating of all the items is more than 3.20 which indicates that the parents perceived influence of parental involvement on pupils' academic achievement in Irepodun Local Government Area of Kwara State is high. In light of this, the Perceived influence of parental involvement on pupils' academic achievement in Irepodun Local Government Area of Kwara State is positive.

Test of Hypothesis:

Ho1: There is no significant difference in the perceived influence of parental involvement on pupils academic achievement based on gender in Irepodun Local Government Area of Kwara State

Table 2: Summary of t-test Analysis on the significant difference in the perceived influence of parental involvement on pupils academic achievement based on gender

Perceived Influence	n	Mean	Std. Deviation	t	df	Sig.	Remark
Female	55	62.6667	5.98888	.265	109	.422	
Male	56	62.3462	6.26501				

Variable: Perceived influence of parental involvement

Table 2 shows the significant difference in the perceived influence of parental involvement on pupils academic achievement based on gender. The finding revealed that there was no significant difference ($t = .265$; $df = 109$; $P > 0.05$). The hypothesis was therefore not rejected in the light of the result since the significant value is more than 0.05. This implies that female parent perceived influence of parental involvement on pupils academic achievement (Mean= 62.67) is not significantly different from that of male parents (Mean= 62.35). This means that there is no significant difference in the perceived influence of parental involvement on pupils academic achievement based on gender.

Discussion of findings

The study investigated the perceived influence of parental involvement on pupils academic achievement in Irepodun L.G.A., Kwara State**.** The findings of the study revealed that the perceived influence of parental involvement on pupils' academic achievement in Irepodun Local Government Area of Kwara State is positive. This is evident in Table 1 as the mean rating of all the items was more than 3.20 and standard deviation respectively. The findings also revealed that parental involvement on pupils educational matters have a significant influence on the pupils' academic achievement. This is in line with Lau, Li and Rao, (2011) who opined that, Parental involvement is associated with a wide range of positive child academic outcomes in schools, such as good academic skills, positive attitudes and social competence. In addition, Lemmer (2014) also found that parental involvement on children academic achievement enhances not only the children' academic achievement but it also had positive influence on their attitude and behavior and even that of their teachers. Parental involvement in learning acts as a gel that helps to make learning for children pleasant and encourages them to work even more as they seek to make those closest to them proud. This implies that the parental level of involvement on pupils educational activities play an important role on their academic achievement.

The findings of the study also revealed that there is no significant difference in the perceived influence of parental involvement on pupils academic achievement based on gender. This is evident in table 2 as the t-test analysis shows no significant difference in the perceived influence of parental involvement on pupils academic achievement based on gender ($t = .265$; $df = 109$; $P > 0.05$). The table shown that the female parents (Mean= 62.67) is not significantly different from that of male parents (Mean= 62.35). The study found that, both the male and female parents agreed that involving in children academic activities through home work, monitoring children activities after school, promptly payment of school fees, visitation to their children school, attending PTA meeting, and frequent communication with the school teachers have influence on the pupils academic achievement. This finding is supported by Odoh and Chukuani (2017) who found that both parents assisted their children with learning facilities such as textbooks, favorable environment and solving assignment to do better in their academic performance.

Conclusion

Based on the findings of the study, it was concluded that the perceived influence of parental involvement on pupils' academic achievement was positive. This implies that the parental levels of involvement on pupils' educational activities play an important role on their academic achievement.

Recommendations

Based on the above conclusion, the following recommendations were made:

1. School should create a welcoming environment where parents can visit anytime to make enquiry about their children academic progress and Schools should encourage parents to attend Parents Teachers Association meetings
2. School should make phone number available to all parents to promote parental involvement in their children education activities and school should foster cordial relationship between teacher and parents through communication books.

3. Government should provide all the necessary learning materials to schools and make free educations to help those from the low income families have access to quality education.

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