

IMPACT OF PARENTAL INVOLVEMENT ON STUDENTS' ACADEMIC ACHIEVEMENT IN SENIOR SECONDARY SCHOOLS IN MUBI-NORTH LOCAL GOVERNMENT AREA, ADAMAWA STATE

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Abstract

The purpose of this study was to determine the impact of parental involvement on students' academic achievement in public and private senior secondary schools in Mubi-North Local Government Area, Adamawa State. Review of related studies claimed that parental involvement on students' educational practices lead to a better academic achievement than when they are not involved. Descriptive survey research design was adopted for the study. Two instruments was used to collect data from 192 students and parents selected from 28 private and public senior secondary schools using quota sampling technique. Mean, standard deviation, t-test and ANOVA was used to answer five research questions and test two null hypotheses respectively. Parental involvement was found to be important in determining good students' academic achievement and organizing parents' day in schools, calling a meeting twice in a year, creating more associations like School Base Management Committee are strategies for improving parental involvement. The study recommended that teachers should include parents in making school rules and regulation as well as maintenance of school facilities. Schools can make phone numbers available to all parents to promote parental involvement in students' academic activities through effective communication.

Keywords: Parental Involvement, Academic Achievement, Students, Strategies, School Base Management Committee, Public and Private Schools

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Introduction

Parental involvement in students' academic achievement has attracted many educators and researchers in the field of education in the world. Parental involvement emerged as compensation programme among other educational programmes to encourage low income parents to prepare their children for more successful schools and prevent education delays for children who are at risk (Bakker, Denessen&Brus-Laeven, 2007). It was just an appeal to support lower school achievers through parents' intervention. For instance, in United States America (USA), parental involvement was established as the programme for low income kindergarten and first graders students to sustain compulsory education programme. Its execution manifested positive results by equipping parents with skills on how to help their children with home works for enhancement of education progress. Being potential in education, attempt to increase parental involvement in school had made improvement.

When parents are involved in their children's education, it enhances commitment and interests (World Education Forum Conference, WEFC, 2000). Therefore, it is ideal for educationalist to ensure all challenges that are thought to hinder parental involvement are worked through, particularly in senior secondary schools where currently students' academic achievement is declining. Similarly, government should promote parental involvement through policy statements that allow formulation of parent-school association with the intention of enhancing children's education. The argument as opined by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2003) draws strong support on how parents are vital in children's schooling in the way of demanding policy which act upon constraints that limit parents in monitoring children education in senior secondary schools. This strengthen efforts towards achieving quality Education For All (EFA).

In the case of some African countries, parental involvement in education has also attracted many scholars in relation to its contribution to students' academic achievement. Eze (2002) reveals that parents are the first teachers at home and potential in early literacy skills acquisition of their children for higher academic progress and positive attitude towards learning can be achieved if parents become more involve in their children academic activities. Studies from South Africa also uncovered that parental involvement in students' study programmes contribute to good achievement (Ndebele, 2015).

Education policies and programmes in Nigeria like UNESCO (2000) and Lareau and Manoz (2012) recognizes the roles of parents in education through decentralization, in which parents are involved in education of their children's. Experiences from schools indicate that parents are doing less to fulfill their responsibilities of paying school fees, attending parents-teacher meeting, contacting to school about students' academic progress and attendance which is contrary to the expected aim of these policies.

Abdul-El-Fattah (2006) argues that parental involvement has been seen as a mechanism for raising the level of students' academic progress. Attempts and efforts had been made by States and Federal governments in Nigeria in terms of programmes, policies, and practices like Parent Teacher Associations (PTA), School Based Management Committees (SBMCs); and the Whole School Development Planning (WSDP) to encourage and facilitate strong parents-school linkages. For Abdul-El-Fattah, PTA is an instrument of community participation in education. These programmes were aimed at providing platforms for parents, guardians, sponsors and teachers in primary, secondary, and tertiary educational institutions to meet, exchange views deeply, analyze

issues and take and effectively pursue implementation of decisions on matters affecting education in Nigeria with the appropriate agencies.

In Adamawa State, there has been poor students' academic achievement in senior secondary schools over the years and efforts are always undertaken to address the problem. Among the factors that are suspected associated with the students' poor academic achievement is lack of parental involvement and unfavorable home environments. It is possible that, factors like: low family income, low levels of education of the parents and other family problems like students' school activities may affect students' achievement. It is also observed that, in Mubi-North most public and private senior secondary schools are day schools and parental level of involvement is low probably due to their personal economic activities. Although there are many factors that affect students' academic achievement, the factors related to parents involvements need to be considered for investigation to authenticate the cause of students' poor academic achievement in the study are. Hence, the need to investigate the effects of parental involvement on students' academic achievement in public and private senior secondary schools in Mubi-North, Adamawa State.

Statement of the Problem

The problem facing senior secondary school education today in Nigeria is how to involve parents in academic matters in order to enhance students' academic achievement. Parental involvement in the form of attending to students' educational need, interest and support has an influence on their academic performance and attitudes towards educational activities. Despite all these immense importance, many parents feel uninformed about some educational practices and how they can be more involved with their child's learning. A number of strategies have been implemented internationally to encourage parent-teacher involvement in educational practices. However, research of these nature particularly on the effect of parental involvement on senior secondary school students' academic achievement is limited. Studies by Sheldon (2009) and Lemmer (2014) revealed the effects of parental involvement on students' academic achievement that enhance not students' academic achievement but it also had positive influence on students' attitude and behaviour and even that of their teachers. Undoubtedly, accumulation of these challenges can make students to become low achiever, depressed and misbehave. It stands to reason that a study like this need to be conducted so as to ascertain empirically whether parental involvement affects senior secondary school students academic achievement. Thus, this study set out to determine the effects of parental involvement on academic achievement of senior secondary school students' in Mubi-North L.G.A., Adamawa State.

Research Questions

The following research questions were to guided the study:

1. How does parents assist their children in solving academic problems at home in Mubi-North Local Government Area, Adamawa State?
2. What are the ways that can bring parents and teachers to work hand-in-hand in Mubi-North Local Government Area, Adamawa State?
3. What are the causes of non-parental involvements in their children's academic activities in Mubi-North Local Government Area, Adamawa State?

4. What are the strategies that can be used to increase parental involvement in children’s academic activities in Mubi-North Local Government Area, Adamawa State?
5. How does income influences parental involvement in the academic activities ofsenior secondary school students in Mubi-North Local Government Area, Adamawa State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

HO₁: There is no significant difference in the academic achievement of studentswhose parents were involved in their studies with those whose parents were not involved in Mubi-North Local Government Area, Adamawa State.

HO₂: Parental income has no significant impact on parental involvement and students’ academic achievement in public and private senior secondary schools in Mubi-North Local Government Area, Adamawa State.

Methodology

The descriptive survey research design was adopted for this study.The population of the study comprised 5,146 (2,536 parents and 2,610 students) of SS2 students respectively of all the public and private senior secondary schools in Mubi-North, L.G.A.Purposive sampling technique was used to select two senior secondary school from the central town (a private and a public school) and two from the rural area. From the public schools, 96 SS2 students and 96 parents and from the private schools 24 students and 24 parents were selected to serve as respondent.Two instruments titled, “Impact of Parental Involvement on Students’ Academic Achievement Questionnaire (IPISAAQ) and Students’ Academic Achievement Records (SAAR) were used for data collection.

Cronbach alpha coefficient was used to determine the internal consistence reliability of the questionnaires. The Cronbach for the two instrument reliability coefficient was0.85 and 0.76 respectively. Mean and standard deviation was used to answer the research questions. T-test was used to test hypothesis one while analysis of variance (ANOVA) was used to test hypothesis two at 0.05 level of significance.

Results

Research Question One: How does parents assist their children in solving academic problems at home in Mubi-North Local Government Area, Adamawa State?

Table 1: How Parents Assist Students in Solving Academic Problems at Home

S/N	Parents at home help their wards do:	\bar{x}	SD	Decision
1	Assignment/homework	3.16	1.77	Disagreed
2	Provide all necessary learning materials	3.52	1.83	Agreed
3	Provide means of transportation to and from school	3.17	1.78	Disagreed
4	Provide lesson teacher	3.82	1.95	Agreed
	G\bar{x}	3.41	1.84	Disagreed

Result in Table 1 revealed that parents do not assist students at home with their academic problems. This is evidence by the grand means of 3.41 and standard deviations 1.84 on all items.

Research Question Two: What are the ways that can bring senior secondary schools parents and teachers to work hand-in-hand in Mubi-North Local Government Area, Adamawa State?

Table 2: Ways through which Parents and Teachers can Work Hand-in-Hand

S/N	Parents and Teachers can work together through:	\bar{x}	SD	Remark
5.	Teachers should involve parents school monthly sanitation	3.30	1.81	Disagreed
6.	Involving parents in making rules and regulations	3.95	1.99	Agreed
7.	Involving parents in school facilities maintenance	3.84	1.95	Agreed
8.	Regular meeting with the school P.T.A.	4.14	2.03	Agreed
9.	Through phone calls to discuss students' academic activities	3.35	1.83	Disagreed
G\bar{x}		3.72	1.92	Disagreed

Results in Table 2 reveals the disagreement of the respondents to all the items with grand mean of 3.72 and standard deviations of 1.92. this indicates that involving parents in making school rules and regulation, maintenance of school facilities and putting emphasis on Parents Teachers Association Meetings can bring parents and teachers to work together in Mubi-North, L.G.A., Adamawa State.

Research Question Three: What are the causes of non-parental involvements in children's academic activities in Mubi-North Local Government Area, Adamawa State?

Table 3: Causes of Parental Non-involvement in the Students' Academic Activities

S/N	Items	\bar{x}	SD	Remark
10.	Illiteracy	3.94	1.94	Agreed
11.	Nature of their occupation	3.69	1.92	Agreed
12.	Lack of interest in western education	3.27	1.80	Disagreed
13.	Lack of knowledge to teach those subjects taught	4.16	2.03	Agreed
G\bar{x}		3.76	1.93	Agreed

Results in Table 3 reveals the causes of parental non-involvement in the students' academic activities their children to illiteracy, nature of parents' occupation and lack of knowledge to teach those subjects taught in senior secondary school with grand mean of 3.76 and standard deviation of 1.93.

Research Question Four: What are the strategies that be used to increase parental involvement in children's academic activities in Mubi-North Local Government Area, Adamawa State?

Table 4: Strategies for Increasing Parental Involvement in Students' Academic Activities in Mubi-North Local Government Area, Adamawa State

S/N	Items	\bar{x}	SD	Remark
14.	Organizing terminal parents/guardians day by schools	4.11	2.02	Agreed
15.	Parents and teacher should meet at least twice to thrice in a session	4.32	2.07	Agreed
16.	Creation of other association other than P.T.A. e.g. School Base Management Committee (SBMC)	4.29	2.07	Agreed
17.	Making school phone number available to all parents or guardians	4.40	2.10	Agreed
G\bar{x}		4.29	2.06	Agreed

The result shown in Table 4, reveals the strategies that can increase parental involvement in students' academic activities in Mubi-North Local Government Area, Adamawa State with grand mean of 4.29 and standard deviation of 2.26.

Research Question Five: How does income influences parental involvement in the academic activities of senior secondary school students in Mubi-North Local Government Area, Adamawa State?

Table 5: How Parents' Income Influence Students' Academic Activities

S/N	Items	\bar{x}	SD	Remark
18.	Financial constraints often determine how many children will go to school in a families	4.40	2.09	Agreed
19.	Greater academic achievement is attained by those from financially buoyant families	3.89	1.97	Agreed
20.	Students from highly rich families have all the learning materials needed for studies	3.36	1.83	Disagreed
21.	Parents who work all days do not have enough time to assist their children in school activities	3.07	1.75	Disagreed
G\bar{x}		3.68	1.91	Agreed

Table 5 revealed how income influence parental involvement in their children academic activities in Mubi-North Local Government Area, Adamawa State. The respondents agreed that parents' income influences their involvement in their children academic activities with grand mean of 3.68 and standard deviation 1.91.

Hypothesis One: There is no significant difference in the academic achievement of senior secondary school students whose parents were involved in their studies with those whose parents were not involved in Mubi-North Local Government Area, Adamawa State.

Table 8: T-test analysis of difference in academic achievement of students whose parents are involved in their studies with those, whose parents are not in Mubi-North, Adamawa State

Variables	n	\bar{x}	SD	df	t-cal.	Sig.	Remark
Students' whose parents are involved	48	5.81	2.41	94	0.99	0.05	Significant
Students' whose parents are not involved	48	4.71	2.17				

Table 8 revealed a difference in the academic achievements of senior secondary school students whose parents are involved in their studies with those whose parents are not involved in their studies (df=94, t = 0.86, p=0.05). Therefore, the null hypothesis was rejected since the p-value is less than 0.05.

Hypothesis Two: Parental income has no significant effect on the academic achievement of students in public and private senior secondary schools in Mubi-North Local Government Area, Adamawa State.

Table 9: Analysis of Variance on Effect of Parental Income on the Academic Achievement of the Students in Public and Private Senior Secondary Schools in Mubi-North Local Government Area, Adamawa State

Source	SS	Df	MS	F	Sig.	Remark
Between	102.50	33	102.50	0.23	0.00	Ho rejected
Within	3.578	61	447.25			
Total	3.680.50	94				

The result of the test in Table 9 showed that (df=33, df=61, F=0.23, p=0.00). Therefore, we reject the null hypothesis since $p < 0.05$ and conclude that parental income has a significant effect on the academic achievement of students in public and private senior secondary schools in Mubi-North Local Government Area, Adamawa State.

Discussion of Results

This study revealed that parents assist students in solving academic problem at home in Mubi-North Local Government Area of Adamawa State. This is evident by the fact that Items in Table 1 was rated (3.41±1.84) grand mean and standard deviation respectively. This findings is supported by Walberg (1984) and Odoh and Chukuani (2017) who founded that parents who ssisted students with learning facilities such as textbooks, favourable environment and solving assignment did better in their academic performance. On how parents and teachers to work hand-in-hand in Mubi-North Local Government Area, Adamawa State, the respondents agreed that parents and teachers come together to improve students’ academic achievement through involving parents in making rules and regulation, involving parents in maintenance of school facilities, nd aputting more emphasis on Parents Teachers Association Meeting (PTA). Supporting this finding Clark(2007) revealed that, students, parents and teachers can work hand-in-hand, through involving parents in maintenance of school facilities, putting emphasis on Parents Teachers Association Meeting (PTA).

Concerning the causes of non-parental involvements in senior secondary school students’ academic activities in Mubi-North Local Government Area, Adamawa State, the study revealed that illiteracy, nature of parents’ occupation and ignorance on the subject taught in the schools has significant impact on the academic achievement. The finding is consistent with that of Akinsany (2011) who proved that parents’ education had the highest significant influence on the academic achievement of students. Parents who did poorly in school are less likely to provide these positive influences to children. Clark (2007) findings also revealed that those parents that own large business place did not have enough time to assist their children with academic work at home.

The finding of this study revealed the strategies for increasing parental involvement in students’ academic activities in Mubi-North Local Government Area is by organizing terminal parents/guardians day in the schools, calling a meeting two to three times in a year creating more associations other than Parents Association like School Base Management Committee and making school phone number available to all parents and guardians. The finding is similar to that of Epstein (2005) who found that, the higher parents engage themselves in management committee, visiting school from time to time.

The finding of this study revealed that parental income influences the academic achievement of senior secondary school students’ in Mubi-North Local Government Area, Adamawa State with the grand mean and standard deviation 3.68±1.91

respectively. The finding of this study is related to that of Hill and Craft (2004) who found that parents' income had influence on students' academic performance in school, insufficient parental income, family type and lack of funding by governments are other factors influencing students' poor academic performance.

This study revealed a significant differences in the academic achievement of senior secondary school students' whose parents are involved in their studies with those whose parents are not involved. This is in line with Osuafor and Sanni (2013)'s study that revealed that family structure, parental involvement and educational level of parents had influence on students' achievement. This study also revealed that, parental income have a significant effect on the academic achievement of the students in public and private senior secondary schools in Mubi-North Local Government Area, Adamawa State. The finding is similar to that of Castelino and Hill (2004) and Thomas (2011) who found that parental income influenced students' academic achievement. Parents whose income is low cannot afford to provide their children with available learning materials.

Conclusion and Recommendations

This study determined the impact of parental involvement on academic achievement of senior secondary school students' in Mubi-North L.G.A., Adamawa State. The study hypothesized that parental involvement in students' educational activities have a significant effect on the students' achievement. The study revealed that parental income is directly related to students' academic achievement. This means that the parental level of involvement in students' educational activities play important role on students' achievement.

The study revealed that organizing terminal parents/guardians day in schools, calling a meeting two to three times in a year creating more associations other than Parents Association like School Base Management Committee and making school phone number available to all parents or guardians as strategies will encourage parental involvement. The study also revealed a significant difference in the academic achievement of senior secondary school students' whose parents are involved in their studies than those whose parents were not involved.

The study recommended that schools should encourage parents to attend Parents Teachers Association meetings. Guidance counsellors should provide literacy awareness to parents in achieving students' educational success. The study also recommend government to provide all the necessary learning materials to schools and make free education to help those from the low income families have access to quality education.

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