

Parental Involvement As Correlate Of Student'S Learning Outcomes Among Junior Secondary Schools In Ijebu Ode, Ogun State

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Abstract

This study examines the relationship between parental involvement and students' learning outcomes among junior secondary school students in Ijebu Ode Local Government Area of Ogun State. The research aimed to determine the extent of parental engagement in students' academic activities and to investigate its effect on learning outcomes. A descriptive survey design was employed, with 100 students selected through random sampling from five junior secondary schools. Data were collected using a structured questionnaire developed by the researcher, titled "Parental Involvement as Correlate of Students' Learning Outcomes" (PIACSLO) and the analysis was done using simple percentages. The findings revealed that parental involvement significantly influences students' academic performance. Parents who actively monitor their children's schoolwork, attend school meetings, and provide support during exams tend to foster better learning outcomes. However, challenges such as time constraints and socioeconomic barriers limit some parents from being fully involved in their children's daily academic activities. These results are consistent with previous studies, emphasizing the critical role of parental engagement in shaping student success. Based on these findings, the study recommends that parents engage more in their children's daily academic routines, schools should offer support through parent workshops and regular communication, and policymakers should develop initiatives to enhance parental involvement. The study concludes that stronger parental engagement, supported by schools and communities, can significantly improve students' academic performance and overall educational development.

Keywords: *Correlate, Parental Involvement, Learning Outcomes, Students*

Introduction

Parental involvement is one factor that has consistently influenced the child's increased academic performance. While this relationship between parent involvement and a child's academic performance is well established, studies have yet to examine how parent involvement increases a child's academic performance. Parent involvement is defined as the teacher's perception of "the positive attitude parents have towards their child's education, teacher, and school" (Hill & Tyson, 2009; Jeynes, 2012). Parental involvement is associated with children's higher achievements in schools, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance, and lower drop-out rates (Boonk et al., 2018; Wilder, 2014).

Parental involvement may be essential in the school-based activities of their children. The involvement of parents in children's lives contacts with teachers, checking the attendance of children in school, monitoring their activities in school, checking their periodical academic progress reports, etc. All these things might be very helpful in higher level academic achievements of children. Parents become more concerned about the learning opportunities that secondary schools provide. As children move from the middle grades to secondary school, parents also crystallize their educational expectations for their children. As students complete school education, parents become increasingly concerned about their teen's further education and about the effects of secondary school programs on postsecondary opportunities. Parental involvement in a child's education along with environmental and economic factors may affect child development in areas such as cognition, language, and social skills. Numerous studies in this area have demonstrated the importance of family interaction and involvement in the years before entering school (Hill, 2011; Jeynes, 2022).

Research findings have also shown that a continued effort of parental involvement throughout the child's education can improve the child's academic achievement (Fan & Chen, 2001; Hill & Tyson, 2009; Boonk et al., 2018). Academic failure has been linked with risky behaviours and negative outcomes such as substance abuse, delinquency, and emotional and behavioral problems (Boonk et al., 2018). There is little research available on the relationship between parental involvement and academic achievement of secondary school students. A majority of the research in this area has been conducted solely with elementary school students (Castro et al., 2015; Wilder, 2014). This is aimed to provide an in-depth look at one aspect of parental involvement that is, involvement in academic activities of their children, and academic achievement of primary school pupils.

In line with the above assertion, Hill et al. (2014) also argued that the socioeconomic status of parents not only affects academic performance but also makes it possible for children from low backgrounds to compete with their counterparts from high socio-economic backgrounds under the same academic environment. Moreover, Smith, Pagan, and Ulvund (2012) asserted that a significant predictor of intellectual performance at the age of 8 years included parental socio-economic status (SES). In the same vein, other researchers have posited that parental SES could affect school children to bring about flexibility to adjust to different school schedules (Guerin et al., 2011). Recent studies have further supported that socioeconomic status remains a strong predictor of students' academic achievement and educational opportunities (Sirin, 2005; Tan et al., 2022).

The same view is shared by Machebe (2012), who concluded that parental socioeconomic status could influence the academic performance of their children at school. In a previous local finding in Nigeria, Oni (2017) and Omoegun (2017) averred that there is a significant difference between the rates of deviant behaviour among children from high and low socio-economic statuses. Shimm and Ballen (2016) opined that every child is born with the potential to be creative; hence, it is important how that child is nurtured, as it will increase or decrease the potential nature. Parents, teachers, or other people need a good environment for nurturing and teaching everything, or at least a good environment is a facilitator. Godel (2016) claimed that socio-economic status could have a strongly important impact on a family home and how parents behave with their children. In other words, families with lower socio-economic status often face economic hardships that cause stress and can interfere with parenting abilities, while families in higher socio-economic groups have more time and resources to support their children. This position has been reinforced by Dumont et al. (2021), who emphasized that family background significantly influences parental involvement and student outcomes.

Moreover, Bradley and Corwyn (2002) reported that families with high socioeconomic status have more conversations, read more, and provide more teaching experiences for their children compared to those from low socioeconomic backgrounds. However, Mouchiroud and Lubart (2011) reported that lower socioeconomic situations may require longer instruction in creativity, and Salemi (2010) suggested important recommendations for future research, including comparing levels of creative children among different socioeconomic groups. The study specifically intends to establish the relationship between parental involvement and students' performance. Parents have a distinct advantage over anyone else in that they can provide a more stable and continuously positive influence that could enhance and complement what the school fosters in their children. In this regard, parental involvement is undeniably critical (Mji & Makgato, 2016). However, regarding the content of what children learn, many parents fall short because they do not possess the necessary educational background and therefore find it difficult to understand what is taught in school (Mji & Mbinda, 2015).

The impact of parental involvement on pupils' academic achievement is undoubtedly a subject of great interest to educational psychologists. In their attempt to study what determines the academic outcomes of learners in Junior Secondary schools, they have raised more questions than answers. In recent times, prior literature has shown that learning outcomes (academic achievement and academic performance) are determined by variables such as family, school, society, and motivation factors (Aremu & Sokan, 2013; Aremu & Oluwole, 2011; Aremu, 2011). More recent studies have also emphasized the role of broader

systemic factors such as educational policies, technological access, and school quality in shaping academic outcomes (OECD, 2021; UNESCO, 2022).

Theoretical Framework

The 1992 Epstein's Six Types of Parental Involvement Model serves as a suitable theoretical framework to back your study. This model identifies six ways parents can engage in their children's education: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Epstein's model fits the study as it emphasizes various dimensions of parental involvement, such as helping with homework, attending school functions, and maintaining communication with teachers factors that your study identified as significant in improving students' learning outcomes. The model provides a structured approach to understanding how parental involvement can be fostered in different contexts (home, school, and community), making it relevant for addressing the challenges faced by parents in Ijebu Ode. Studies using this model have shown that increased parental involvement, particularly in areas like monitoring academic progress and creating supportive home environments, directly correlates with higher student achievement, which is consistent with your study's conclusions. By employing Epstein's model, your study is well-grounded in a framework that comprehensively addresses the various aspects of parental involvement crucial to enhancing academic performance.

Statement of Problem

Academic performance among junior secondary school students in Nigeria has been a subject of concern for educators, policymakers, and parents alike. Despite the critical role education plays in shaping the future of students, many continue to perform below expectations. Numerous factors contribute to this issue, but one of the most significant is the level of parental involvement in students' education. Research has shown that active parental engagement can significantly enhance students' academic outcomes, social development, and motivation. However, in many cases, parental involvement in Nigeria is limited, particularly in socioeconomically disadvantaged areas, where parents often face challenges such as lack of education, time constraints, and insufficient knowledge about how to support their children's academic progress.

In Ijebu Ode, Ogun State, this issue is particularly pressing. Many parents are either unaware of the importance of their involvement or lack the resources to effectively participate in their children's education. This gap in parental engagement raises questions about the extent to which parental involvement influences

students' academic performance and whether targeted interventions could help bridge this gap. Furthermore, there is limited empirical data in the local context on how specific parental behaviors—such as monitoring schoolwork, attending school meetings, or creating a supportive home environment—correlate with student success.

This study seeks to address these concerns by examining parental involvement as correlate of students learning outcomes among junior secondary school students in Ijebu Ode. The need for this study stems from the growing recognition that without sufficient parental engagement, students may struggle to meet academic standards, potentially leading to lower achievement levels and increased dropout rates. Therefore, understanding the role of parental involvement is critical to improving educational outcomes in this region.

Research Objectives

The study will be used to;

1. Determine the extent of parental involvement in their children's academic activities among Junior Secondary schools in Ijebu Ode local government area of Ogun State.
2. Investigate the effect of parental involvement on students' learning outcomes among Junior Secondary schools in Ijebu Ode local government area of Ogun State.

Research Questions

In pursuance of the objectives of the study, the following research questions will guide the study.

1. To what extent is parental involvement in their children's academic activities among Junior Secondary schools in the Ijebu Ode local government area of Ogun State?
2. What are the effects of parental involvement on students' learning outcomes among Junior Secondary schools in Ijebu Ode local government area of Ogun State?

Methodology

This study employed a descriptive survey design. The population consisted of all Junior Secondary School students in Ijebu Ode Local Government Area. Five Junior Secondary Schools were randomly selected. From each school, 20 students were selected through simple random sampling, making a total of 100 participants. Data were collected using a structured questionnaire, PIACSLO, which included two sections: Section A covered the background information of respondents, while Section B contained items related to the study.

Responses were measured on a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

To determine the reliability of the instrument, the questionnaire was administered twice at a two-week interval to students from another local government area. The responses were analyzed using Pearson Product Moment Correlation (PPMC), yielding a reliability coefficient of 0.86, indicating high reliability. Data were analyzed using simple percentages.

Results and Data Analysis

Research Question 1: What is the extent of parental involvement in students' academic activities in Junior Secondary Schools in Ijebu Ode Local Government Area of Ogun State?

Table 1:

S/ N	QUESTIONNAIRE ITEMS	SA	%	A	%	D	%	SD	%	Total
1	My parent do attend school meetings and other related events.	47	47%	19	19%	20	20%	14	14%	100
2	My parent do follow up on my educational progress.	35	35%	35	35%	20	20%	10	10%	100%
3	My parents give the necessary support towards school assignments.	35	35%	40	40%	5	5%	20	20%	100
4	My parents discuss this with the teachers on how to improve my performance.	45	45%	20	20%	15	15%	20	20%	100
5	My parent do check my notes after school hour.	48	48%	17	17%	29	29%	6	6%	100

The analysis presented in Table 1 indicates that parental involvement in students' academic activities is relatively high. A large proportion of students (47%) strongly agreed that their parents attend school meetings and related events, while 48% strongly agreed that their parents check their notes after school hours. Similarly, 70% of the respondents (combination of strongly agree and agree) indicated that their parents follow up on their educational progress. These findings suggest that parents are actively engaged in key academic-related activities such as monitoring schoolwork, attending school events, and supporting

assignments. The overall pattern of responses reflects a moderate to high level of parental involvement in students' education.

RESEARCH QUESTION 2 What are the effects of parental involvement on students' learning outcomes among Junior Secondary Schools in Ijebu Ode Local Government Area of Ogun State?

Table 2:

S/ N	QUESTIONNAIRE ITEMS	SA	%	A	%	D	%	SD	%	Total
6	My parent is always a concern about my growth academically	47	47%	23	23%	20	20%	10	10%	100
7	My parent is always there for me when am reading	5	5%	10	10%	45	45%	40	40%	100
8	My parent give every support when writing my exams	35	35%	40	40%	5	5%	20	20%	100
9	My parent always help me doing my assignment	40	40%	20	20%	20	20%	20	20%	100
10	My parent always give every necessary support to achieve the Best	40	40%	25	25%	25	25%	10	10%	100

The analysis in Table 2 reveals that parental involvement has a significant positive effect on students' learning outcomes. A majority of respondents (70%) agreed that their parents are concerned about their academic growth, while 75% indicated that their parents provide support during examinations. However, responses to Item 7 show that a significant number of students (85%) disagreed that their parents are always present when they are reading. This suggests that although parents provide support during critical academic periods, consistent daily academic supervision may be limited. Overall, the results indicate that parental involvement contributes positively to students' academic performance, particularly in areas such as motivation, academic support, and examination preparation.

DISCUSSION OF FINDINGS

The findings of this study demonstrate the vital role of parental involvement in the academic success of junior secondary school students in Ijebu Ode Local Government Area of Ogun State. These findings are consistent with recent empirical studies that emphasize the positive impact of parental engagement on students' academic outcomes.

For Research Question 1, the analysis showed that parents are actively involved in their children's education, particularly by attending school meetings and reviewing their children's schoolwork. This finding aligns with recent studies which assert that parental participation in school-related activities creates an enabling environment for academic improvement (Hill & Tyson, 2021; Castro et al., 2023). Parents' involvement in such activities serves as a form of academic monitoring and motivation, encouraging students to perform better. However, the study also revealed that some parents do not consistently follow up on their children's academic progress. This may be attributed to factors such as socioeconomic challenges, time constraints, and occupational demands. This observation is supported by Dumont et al. (2021), who noted that family background and economic pressures significantly influence the level of parental involvement in education.

For Research Question 2, the findings indicate that parental involvement has a strong positive effect on students' learning outcomes, especially when parents provide support during examinations and academic activities. This is consistent with Jeynes (2022), who found that students whose parents are actively engaged in their education tend to achieve higher academic performance. Furthermore, the role of parental encouragement, monitoring, and academic support enhances students' motivation, confidence, and commitment to learning. However, the findings also suggest that there are gaps in daily academic support, particularly when parents are unable to be physically present during study periods. This aligns with recent studies (Tan et al., 2022), which highlight that work-related responsibilities often limit parents' direct involvement in their children's academic activities. Overall, the findings reinforce the importance of parental involvement as a key factor in improving students' academic outcomes. Regular engagement, effective communication, and supportive home environments significantly contribute to students' academic success.

Conclusion

This study has demonstrated the significant influence of parental involvement on the academic outcomes of junior secondary school students in Ijebu Ode Local Government Area of Ogun State. The findings reveal that when parents actively engage in their children's education by attending school meetings, monitoring academic progress, and offering support during critical academic periods like exams, students tend to perform better academically. This aligns with the broader literature that emphasizes the role of family engagement in fostering students' cognitive and social development. However, the study also highlights challenges such as limited daily involvement due to time constraints or socioeconomic barriers. These factors suggest that while parental involvement is crucial, the extent and nature of this engagement can vary, potentially limiting its overall effectiveness in promoting consistent academic improvement.

Recommendations

Based on the findings, it is recommended that parents make deliberate efforts to engage more in their children's academic activities, not just during exams or major events, but also in daily routines like reviewing schoolwork and fostering a supportive learning environment at home. Schools should also collaborate with parents by offering workshops on effective parenting strategies and maintaining regular communication about students' progress. Additionally, policymakers should implement community-based initiatives that offer parents the resources and flexibility needed to participate in their children's education, such as providing flexible work schedules or educational support programs. Encouraging a stronger parent-teacher partnership will ensure a more holistic approach to improving students' academic performance, ultimately leading to better educational outcomes.

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