

INFLUENCE OF PARENTAL INVOLVEMENT ON ACADEMIC ACHIEVEMENT OF JUNIOR SECONDARY SCHOOL STUDENTS IN HONG LOCAL GOVERNMENT AREA OF ADAMAWA STATE, NIGERIA

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ABSTRACT

The study examined the influence of parental involvement on academic performance of their wards in schools. The study also determined the home and the school factors that could influence academic achievement of students. The study adopted survey research design. The population of the students was 11,745. Sample size of 400 was drawn by stratified sampling technique. A self-developed instrument titled 'Parental Involvement as a Correlate of Academic Achievement of Secondary School Students' (PICAASSS) was used to collect data. The validity of the research instrument was carried out by two experts both in Counselling Psychology and Test and Measurement. Reliability was ascertained using test re-test method and the reliability co-efficient was 0.89. Data were analyzed using mean, Pearson moment correlation co-efficient and t-test statistics. The study revealed that the junior secondary school students in Hong Local Government performed below average in Mathematics, English and Integrated Science which could be as a result of lack of parental involvement. It showed the home factors that can influence the low academic achievement of junior secondary school students include inability of parents to check their school note books, lack of time to find out what they do in school on daily bases, lack of assistance from parents in helping their wards to do home assignment and inability of parents to engage coaching teachers for their children. The study established that the school factors that influence academic achievement of junior secondary school students include parents attending PTA meetings, purchase of recommended textbooks, love of parents to find out about their children friends, attendance of parents in the events that are organized in school, parents asking teachers about how their wards are getting along with their classmates, frequent visitation of parents to class teachers and subject teachers to find out the behaviour of their wards, parents frequent payment of their children's tuition fee as at when due, regular visit of parents to school to verify if their children are in school, parents interacting with teachers on phone to find out whether their children attend school, and parents financially support to school project. There was a significant relationship between the level of parental involvement and students' academic achievement. There was also a significant relationship between home level and school level parental involvement in students' academic achievement. Based on the findings, the study concluded that parental involvement significantly contributed to junior secondary school students' achievement in English Language, Mathematics and Integrated Science. It was recommended that parent should be involved in school matters like Parents Teachers Association (PTA) meetings, seminars and conferences should also be frequently organized for teachers.

Keywords: Parental involvement, home and school factors, influence, teaching and learning, time management.

Introduction

Parents' involvement in children's education can be seen as the act of engaging parents in instructional matters, predominantly in the home and also in the school. Parent involvement was defined as the teacher's perception of "the positive attitude parents have towards their child's education, teacher, and school" (Topor, Susan & Keane, 2010). Generally, parent involvement in children's education includes several form of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations such as Parent-Teacher Association/Conferences. They can become more involved in helping their children improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modeling desired behaviour (such as reading for pleasure), monitoring homework and actively tutoring their children at home.

Children spend more time at home than they do at school (Olatoye & Ogunkola, 2008); so parents have the opportunity for a number of interactions with their children in one-on-one situation. When parents teach their own children, they impact new skills in children and build the children's feelings of competence. This in turn motivates the child to perform better, setting a cycle of success reinforcement in motion (Henderson, 2009). When parents are involved in the education of their children, they usually have the opportunity to know their children's behavioural and intellectual needs better and such children in turn feel free to discuss their challenges with their parents.

The effects of parent involvement on students have been measured largely in terms of student achievement based on grades or standardized test scores. Samuel, Aluede and Augustine (2016) reported that students, including those from low socio-economic status (SES), parents were involved in their education do better academically than students whose parents are not involved. Comer (2001) also noted that parents who are involved in their children's education learn in terms of acquiring new skills, gaining confidence and improving employment opportunities. He noted further that when parents are involved in schools, it improves school climate and reduces the possibilities of stereotyping particular children and families.

The relationship between parental involvement and educational outcomes was also examined by Samuel, Aluede and Augustine (2016). They hypothesized that parents who participate more in school activities have children who do better in school than children whose parents participate less. The researchers concluded that parent involvement does affect school performance, and

in fact, 'parental involvement mediates almost all the influence of mother's education on the child's school performance'. Studies have shown to date that the two constructs (parental involvement and academic achievement) seem to be positively related; some researchers have reported positive links (Jeynes, 2007).

Others like Muller (2003); Natriello and McDill (2006) found negative relationships. Olatoye and Agbatogun (2009) investigated the achievement of students in the public and private primary schools in Mathematics and science. 480 students from thirty primary schools in Ogun State, Nigeria, were randomly selected for the study. From the results of their study, parental involvement accounts for 16.1 per cent of the total variance in Mathematics achievement of primary school students and 13.5 per cent of the total variance in students' achievement in science. This implies that parental involvement is an important predictor of Mathematics and science achievement.

Researches indicate that parental involvement is an effective strategy to ensure student success (Barnard, 2004; Martinez (2015). Parental involvement has many positive effects on students other than academics, including increased motivation, self-esteem, and self-reliance, which may lead to academic success regardless of economic background. Conversely, research affirms that inadequate or no parental involvement contributes to low student achievement and engagement (Martinez (2015). In essence, parents, siblings, and other significant relatives can create rich learning environments to enhance children's academic development. Traditional forms of parent involvement include participating in school activities (e.g., Parent Teacher Association [PTA]), back-to-school nights, open houses, parent-teacher conferences, or volunteering at the school. According to Martinez (2015), parental involvement through activities such as providing nurturance to their children, instilling cultural values, and talking with their children, does not align with traditional forms of parental involvement as defined by school Parents are the first teachers of their children. In the light of this, parental education influences student's academic performance.

Ahmad and Naeema (2013) suggested that children from families where parents have less education tends to perform systematically worse in school than students whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic performance. The role that parents play in the upbringing of a child is very important. Children look up-to their parents for guidance, protection and motivation to live a great life. One of the best ways to achieve wholesome qualities of education is the partnership of parents and teachers in injecting valuable skills, conduct, and knowledge to the students (John, 2014).

All over the world, parents play a vital role in the education of their children, whatever is a child's age. If parents pay attention to their children, they make more scholastic achievements than those who are ignored. The characteristics portrayed by parents play a vital role in influencing their children's learning as well as shaping their improvement in the academic attainment and achievements and their overall behaviour and attendance. Some of the characteristics such as a parent's attitudes, aspirations and behaviour are all important, as their ability to understand their children's day-to-day progress, undertake family learning together, and talk regularly with their children about their learning (Carbonel, Banggawan & Agbisit, 2013). Musarat (2013) in his research conducted on 250 students from University of Sargodha, Pakistan, found out that there is relationship between parental education and students Grade Point Average (G.P.A). To him, those students from educated parents have better G.P.A. than those from uneducated parents. He also pointed out that mother education has significant influence in students' GPAs.

Students whose mothers are highly educated have scored high GPAs. Also, Femi (2012) came up with the result that the mean scores of students from educated parents were higher than scores of students from uneducated parents. Therefore, parental qualification has significance effects on students' academic performance. However, the blame of this poor performance is placed only on the school. It is necessary to realize that the school is not the only agency for the education of the child; family of the child equally plays significant role and there is a family-school relationship as stipulated in the family school relationship model. It is within the family that the child acquires and organizes his first experience and then moves to the school for his or her secondary experience. It is also a proven fact in psychology that intelligence and most types of ability are not necessarily innate, but that they are usually modified by environmental factors such as learning motivation, nutrition and encouragement of parents, schools and the alike (Ajedegba, 2017).

Furthermore, there is a need to have more look on the issue of students' academic in different angles. Why do students differ in their academic performance as seen in the examination and other academic measurements? This study was designed to address one of the factors hypothesized to behind the differences in performance among students in secondary school. Owen and Philip (2013) show that parents have more contribution to student performance, but the participation level defers among rural area, boarding school and urban. Also Tableman (2004) pointed out that when parents are enabled to become effective partners in their child's education, performance in schools where kids are failing improves dramatically. This shows the importance of parental involvement in changing academic performance in students. Those studies agreed to some extent that parents' participation has a positive impact to learners.

The role of a parent to a child at any given time cannot be over emphasized. The home is very germane and crucial to a child's well-being and development in later life. Family is the secondary cell of society where the child's upbringing must begin since his birth, still in cradle. According to Vukovic, (2013), the person's principles established since childhood are like letters engraved in the bark of a young tree, which grow, enlarge with it making its integral part. Therefore, right beginning makes the most important part of upbringing/education. Failure of the parents to meet these specific needs can have wide-ranging and long-lasting negative effects (Christenson, 2009). This is because parent in the home are children first teacher. As a child moves from infant to toddler and then to a preschooler, he learns how to speak, listen, write and read which latter develop the child to achieve academically.

The influence of parents on children school achievement is well documented in numerous studies. Gadsden (2003) says greater parental involvement at early stage in children's learning, positively affects the child's school performance including higher academic achievement. Adewumi, Olojo and Falemu (2012) review that family whose children are doing well in school exhibit the following characters: Establish a daily family routine by providing time and a quiet place to study with the children and assigning responsibility for house hold chores. Monitor out-of-school activities, for example, setting limits on television watching, reduce time of playing, monitor the groups of friends the students walk with. Encourage children's development and progress in school; that is maintaining a warm and supportive home, showing interest in children's progress at school, helping him or her with homework, discussing the value of a good education and future career with children.

The role of teacher can be categorized into traditional role (teacher centered) and modern role - facilitator (student centered). There has been a change from the traditional role to the modern role in the present context. The learning increases when the teacher builds on the previous experience of the student. However, individual's learning differs and each individual learns at his or her own pace. Identifying the slow learners and individual attention of the teacher may be required. Thus, effective learning is to a great extent based on experiences. Direct experiences are student centered and participation in problem solving. While in indirect experience, the contents are carefully designed and organized by teacher.

The highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy (Darling-Hammond, 1997 as cited in UNICEF, 2000). The preparation that teachers receive before beginning their work in the classroom, however, varies significantly around the world and even within the least developed countries. In Cape Verde, Togo and Uganda, for example, 35 per cent to 50 per cent of students have teachers who had no teacher training. Yet in Benin, Bhutan, Equatorial Guinea, Madagascar and Nepal, over 90 per cent of students do have teachers with some form of teacher training. In the latter countries, most teachers have, at least, lower secondary education; this contrasts sharply with Cape Verde and Tanzania where over 60% of students have teachers with only a primary education (UNICEF, 2000).

Perhaps as a consequence of too little preparation before entering the profession, a number of teachers in China, Guinea, India and Mexico were observed to master neither the subject matter they taught nor the pedagogical skills required for good presentation of the material (Carron & Chau, 1996 as cited in UNICEF, 2000). This affects educational quality since student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter (Mullens, Murnance & Willett, 1996 as cited in UNICEF, 2000) and their ability to use that knowledge to help students learn. A recent evaluation of the East African Madrasa (Pre-school) Programme noted the importance of mentoring by trainers in the form of continuous support and reinforcement of teacher learning by on-site visits to classrooms following two week orientation training and alongside weekly trainings in Madrasa Resource Centres (Brown, Brown & Sumra, 1999 as cited in UNICEF, 2000).

Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student learning and adapt activities according to student needs. This process should include both performance assessment and assessment of factual knowledge. Observations in Guinea and India found that teachers are very poorly trained in evaluation techniques, and the reality is far from the continuous evaluation procedures recommended by official programmes (UNICEF, 2000). Indeed, many teachers and educational systems continue to rely almost exclusively on traditional paper-and-pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thinking skills.

Adequacy of facilities and materials refers to satisfactory or acceptable quality and quantities of material resources, physical facilities and human resources. According to Okongo, Ngao, Rop and Nyongesa (2015), adequacy of instructional materials such as textbooks which is the main instruction material is the most cost effective input affecting student performance. In this context, adequate supply is usually assumed to be a minimum of one textbook per three students, and at primary level enough reading books so that every child has the opportunity to read at least one new book every week.

For effective teaching and learning, textbook and resource materials are basic tools, their absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it a dry and non-exciting. It is also important to have appropriate personnel plan for adequate instructional materials and physical facilities to support educational effort. Therefore, Scarcity of textbooks, libraries and physical facilities according to Okongo *et al.* (2015), will constraint educational system from responding more fully to new demands. In order to raise the quality of education, its efficiency and productivity, better learning materials, physical facilities and human resources are needed.

Teaching and Learning Resources (TLR) comprise basically three components: material resources, physical facilities and human resources (Okongo *et al.* 2015). Studies done in the past with regard to availability of TLR in education reveal that TLR are not always available in schools. This inadequacy of TLR has been of serious concern to educators. According to Lyons (2012) learning is a complex activity that involves interplay of students' motivation, physical facilities, teaching materials, and skills of teaching and curriculum demands. Availability of TLR therefore enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students. The necessary resources that should be available for teaching and learning include material resources, human resource such as teachers and support staff and, physical facilities such as laboratories, libraries and classrooms.

TLR help improve access and educational outcomes since students are less likely to be absent from schools that provide interesting, meaningful and relevant experiences to them. These resources should be provided in quality and quantity in schools for effective teaching-learning process. Several studies have been conducted on the impact of instructional materials on education. Material resources include textbooks, charts, maps, audiovisual and electronic instructional materials such as radio,

tape recorder, television and video tape recorder. Other category of material resources consist of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate and workbooks.

Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and academic performance. According to Adeogun, schools endowed with more materials performed better than schools that are less endowed. This corroborated the study by Babayomi 1999 as cited in Kongo et al. (2015) that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Kongo *et al.* (2015) also supports that students performance is affected by the quality and quantity of teaching and learning materials. The author noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones.

The development and maintenance of physical facilities in educational institutions by communities, parents, and sponsors should continue to be encouraged. This is because lack of such facilities interferes with learning process (Kongo *et al.* 2015). Physical facilities include classrooms, lecture theatres, auditoriums, administrative block, libraries, laboratories, workshops, play grounds, assembly halls, and special rooms like clinics, staff quarters, students' hostels, kitchen, cafeteria, and toilet amongst others. They further assert that learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school buildings, crowded classrooms, non availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance.

Statement of the Problem

Parental involvement plays a major role on the students' school adjustment and academic performance. Children loving and caring parents and families tend to succeed not just in school, but throughout life. In fact the most accurate predictor of a student's performance in school is not income or social status, but the extent to which that student's family is able to create a home environment that encourages learning and to express high expectations for their children's future careers and become involve in their children's education at schools and in the home. According to Vukovic, (2013), the person's principles established since childhood are like letters engraved in the bark of a young tree, which grow, enlarge with it making its integral part. The influence of parents on children school achievement is well documented in numerous studies. Gadsden (2003) says greater parental involvement at early stage in children's learning, positively affects the child's school performance including higher academic achievement. Researchers have proved that the positive influence of parents on their wards always lead to good academic performance of students (Gonzalez-DeHass, Williams & Holbein, 2005; Topor, & Calkins, 2010)

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Stevenson & Baker, 1987), Hara & Burke, 1998; Marcon, 1999; Hill & Craft, 2003). Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. This study is therefore, designed to determine the influence of parental involvement on the academic performance of secondary schools students in some selected secondary schools in Hong Local Government Area of Adamawa State, Nigeria.

Research Questions

1. What is the influence of parental involvement on the academic achievement of junior secondary school students in English Language, mathematics and integrated science?
2. What are the home factors that can influence the academic achievement of junior secondary school students?
3. What are the school factors that can influence the academic achievement of junior secondary school students?

Research Hypotheses

HO₁: There is no significant relationship between the level of parental involvement and students' academic achievement in junior secondary school.

HO₂: There is no significant relationship between home level and school level parental involvement in students' academic performance.

HO₃: There is no significant difference between male and female students' academic performance

Research Methodology

Research Design

Descriptive survey research design was used for this study. This design was found to be appropriate because Jen (2002) defined survey design as a process of documenting the nature, scope, relationship, dimensions and directions of events, behaviour, attitudes and interest about a person or things.

Population and Sample

The target population for this study comprised of 20 junior secondary schools and 11,745 students. The sample size of 400 students was drawn by stratified sampling technique using class and sex as strata.

Research Instrument

A self-developed instrument titled "Influence of Parental Involvement in Academic Achievement of Secondary School Students" (IPIAASSS) was used to collect data. The instrument was divided into three sections. Section A comprised demographic

characteristics of students as respondents. Section B comprised 10 items on parental home factors that influence students' performance, Section C comprised 10 items on school based parental factors that influence students' performance.

Validity and Reliability of Instrument

The validity of the instrument was carried out by two experts in Counselling Psychology and Test and Measurement in the Department of Science Education, Adamawa State University, Mubi. The reliability of the research instrument was carried out in Government Junior Secondary School (GJSS) Mubi. The researcher used test-retest reliability method. The first test was administered on 30 students, while the second test was administered within the interval of four weeks. The reliability co-efficient was 0.89.

Data Collection and Analysis

The researchers administered the questionnaires and collected them on the spot. Thus, retrieved data were analyzed using descriptive and inferential statistics.

Results

Research Question 1: What is the influence of parental involvement in the academic achievement of junior secondary school students in English language, Mathematics and Integrated Science.

Table 1: Influence of Parental Involvement on Students Academic Achievement

Subject	English Language	Mathematics	Integrated Science
Mean Average of Academic Achievement	44.90	29.50	45.70
Mean average of parental involvement	24.27	24.27	24.27

Decision: ($\bar{x} \geq 2.5$ and above is high); ($\bar{x} < 2.5$ is low)

The analysis in the Table above indicated the mean average academic performance of students based on subject. It shows the academic performance of English Language ($\bar{x} = 44.90$), Mathematics ($\bar{x} = 29.50$) and Integrated Science ($\bar{x} = 45.70$) while the average mean of parental involvement of all the three subjects is 24.27. This implies that there are negative effects of parental involvement in the academic performance of students. Based on the mean score above parental involvement is very low which significantly affect the academic performance. This shows that parents who were involved in the education of their children do better academically than students whose parents who are not.

Research Question 2: What are the home factors that can influence the academic achievement of junior secondary school students?

Table 2: Home factors that can Influence the Academic Achievement of Junior Secondary School Students

S/N	Items	Mean	SD	Remark
1	My parents always tell me to be serious on my studies	3.57	0.98	Accepted
2	My parents always teach me moral lesson	3.24	0.44	Accepted
3	My parents regularly check my school note	2.30	0.08	Not Accepted
4	My parents always find out what we do in school on daily bases	2.43	0.02	Not Accepted
5	My parents always assist me when doing my home assignment	2.28	0.09	Not Accepted
6	My parents draw a time table for my studies	2.24	5.71	Not Accepted
7	My parents engage coaching teachers for my home lesson	2.39	0.04	Not Accepted
8	My parents do not allowed me to watch films during week days	2.41	0.03	Not Accepted
9	I normally take my breakfast before coming to school	2.76	0.03	Accepted
10	My parents give me some money to spend at school always	2.20	0.14	Not Accepted

Decision: $\bar{x} \geq 2.5$ and above is high); $\bar{x} < 2.5$ is low)

Table 2 shows the mean response score on home factors that can influence the academic achievement of junior secondary school students. The Table revealed that the students strongly agreed to my parents always tell me to be serious on my academic ($\bar{x} = 3.57$), it shows further in the table that the respondents agreed to the following factors; my parents always teach me moral lesson ($\bar{x} = 3.24$), and I normally take my breakfast before coming to school ($\bar{x} = 2.76$). The students however disagreed with the

following factors; my parents regularly check my school note book ($\bar{x} = 2.30$), my parents always find out what we do in school on daily bases ($\bar{x} = 2.43$), my parents always assist me when doing my home assignment ($\bar{x} = 2.28$), my parent draw a time table for my studies ($\bar{x} = 2.24$), my parents engage coaching teachers for my home lesson ($\bar{x} = 2.39$), my parents do not allowed me to watch films during week days ($\bar{x} = 2.41$) and my parents give me some money to spend at school always ($\bar{x} = 2.20$).Based on the result from the Table above, it can be seen that the factors that can influence the low academic achievement of junior secondary school students include inability of parents to check their school note books, lack of time to find out what they do in school on daily bases, lack of assistance in helping their wards to do home assignment, and inability of parents to engage coaching teachers for their children,

Research Question 3: What are the school factors that can influence the academic achievement of junior secondary school students?

Table 3: School Factors that Influence the Academic Achievement of Junior Secondary School Students

S/N	Items	Mean	SD	Remark
1	My parents attend PTA meeting regularly	2.74	0.10	Accepted
2	My parents buy recommended text books for me	3.04	0.37	Accepted
3	My parents always love to find out about my friends	2.99	0.31	Accepted
4	My parents do attend events that are organized in my school	1.30	1.28	Not Accepted
5	My parents frequently ask my teachers how I am getting along with my class mate	2.24	0.04	Not Accepted
6	My parents always visit my class teacher and subject teacher to ask of my behaviour and performance	2.11	0.10	Not Accepted
7	My parents frequently pay my tuition fee as at when due	2.69	0.07	Accepted
8	My parents regularly come to verify if I am in school	2.20	0.04	Not Accepted
9	My parents always call my class teachers to find out about my presence in school	2.31	0.01	Not Accepted
10	My parents do always support my school financially on projects	2.65	0.05	Accepted

Decision: ($\bar{x} \geq 2.5$ and above is high); ($\bar{x} < 2.5$ is low)

Table 3 showed the factors that influenced academic achievement students include their parents attending PTA meeting ($\bar{x} = 2.74$); purchased of recommended textbooks ($\bar{x} = 3.04$); love of parents to find out about their children friends ($\bar{x} = 2.99$); attendance of parents in the events that are organized in school ($\bar{x} = 1.30$); parents asking teachers about how their wards getting along with their classmate ($\bar{x} = 2.24$); frequent visitation of parents to class teachers and subject teachers to find out the behaviour of their wards ($\bar{x} = 2.11$); parents frequent payment of their children's tuition fee as at when due ($\bar{x} = 2.69$); regular visit of parents to school to verified if their children are in school ($\bar{x} = 2.20$); parents interacting with teachers on phone to find out whether their children attend school ($\bar{x} = 2.31$); parents financially support to school project ($\bar{x} = 2.65$).

However, the Table shows that students disagreed with the following factors that can influence academic achievement; my parent do attend event that are organized in my school ($\bar{x} = 1.30$), my parent frequently ask my teachers how I am getting along with my classmate ($\bar{x} = 2.24$), my parent always visit my class teacher and subject teacher to ask of my behaviour and performance ($\bar{x} = 2.11$), my parent regularly come to verify if I am in school ($\bar{x} = 2.20$) and my parent always call my class teachers to find out about my presence in school with a mean score of 2.31. it can be established that the factors that influence academic achievement of junior secondary school students include parent do not attend event that are organized in my school neither do they frequently ask our teachers how I am getting along with my classmate and my parent do not always visit my class teacher and subject teacher to ask of my behaviour and performance, and my parent do not come to verify if I am in school and lastly my parent do not call my class teacher to find out about my presence in school. parents attending PTA meetings, purchased of recommended textbooks, love of parents to find out about their children friends, attendance of parents in the events that are organized in school, parents asking teachers about how their wards getting along with their classmate, frequent visitation of parents to class teachers and subject teachers to find out the behaviour of their wards, parents frequent payment of their children's tuition fee as at when due, regular visit of parents to school to verified if their children are in school, parents interacting with teachers on phone to find out whether their children attend school, and ; parents financially support to school project.

H₀₁: There is no significant relationship between the level of parental involvement and students' academic achievement in junior secondary school.

Table 4: Pearson correlation of parental involvement and academic achievement

	N	Mean	SD	Df	r-calculated	r-critical
Variables						
Parental involvement	400	5.02	5.716			
Academic achievement	400	29.50	722.5	398	0.217	0.087

*Significant: (P < 0.05)

Table 4 shows that the r-calculated (0.217) is greater than r-critical (0.087) at 0.05 confidential levels. The null hypothesis, which states that there is no significant relationship between the level of parental involvement and students' academic achievement, is therefore rejected. This implies that there is a significant relationship between the level of parental involvement and students' academic achievement.

HO₂: There is no significant relationship between home level and school level of parental involvement in students' academic performance

Table 5: Difference between home level and school level parental involvement in students' academic performance using Pearson correlation

Variables	N	Mean	SD	Df	r-calculated	r-critical
Home level	400	2.582	1.963			
School level	400	2.427	2.380	398	0.36	0.087

*Significant: (P < 0.05)

Table 5 revealed that r-cal. (0.36) is greater than r-tab. (0.087) at 0.05 level of significant. The null hypothesis which states that there is no significant relationship between home level and school level parental involvement in students' academic achievement, is rejected. Therefore, there is a significant relationship between home level and school level parental involvement in students' academic achievement.

HO₃: There is the no significant difference between male and female students academic performance.

Table 6: T-test analysis of male and female academic performance

Variables	N	Mean	SD	Df	t-calculated	t-critical
Male students	162	64.00	1.558			
Female students	238	24.70	1.272	398	3.304	1.962

*Significant: (P < 0.05)

Table 6 shows that r-calculated (3.304) is greater than t-critical (1.962) at 0.05 level of significant. The null hypothesis which states that there is no significant different between male and female students academic performance, is therefore rejected. It implies that there is a significant difference between male and female academic performance.

Discussion

This study revealed that the junior secondary school students in Hong Local Government performed below average in Mathematics, English and Integrated Science which could be as a result of lack of parental involvement. This finding is in relation with David, Susan, Terri, and Susan (2010) who demonstrated that increased parent involvement was significantly related to increased quality of the student-teacher relationship and the child academic performance. However, Muller (2003); Natriello and McDill (2006) found a negative relationship. Children spend more time at home than they do at school; hence, parents have the opportunity for a number of interactions with their children in one-on-one situation. When parents teach their own children, they impact new skills in children and build the children's feelings of competence. This in turn motivates the child to perform better, setting a cycle of success reinforcement in motion (Olatoye & Ogunkola, 2008; Henderson, 2009).

The study showed the home factors that can influence the low academic achievement of junior secondary school students include inability of parents to check their school note books, lack of time to find out what they do in school on daily bases, lack of assistance from parents in helping their wards to do home assignment and inability of parents to engage coaching teachers for their children. The finding is in line with Harrison and Rara (2010) , who concluded that family and community involvement can have a powerful and positive impact on students outcomes. Those studies agreed to some extent that parents' participation has a positive impact to learners.

The study established that the that the school factors that influence academic achievement of junior secondary school students include parents attending PTA meetings, purchased of recommended textbooks, love of parents to find out about their children friends, attendance of parents in the events that are organized in school, parents asking teachers about how their wards getting along with their classmate, frequent visitation of parents to class teachers and subject teachers to find out the behaviour of their wards, parents frequent payment of their children's tuition fee as at when due, regular visit of parents to school to verified if their

children are in school, parents interacting with teachers on phone to find out whether their children attend school, and parents financially support to school project. This findings support the assertion of Owen and Philip (2013) that parents have more contribution to student performance, but the participation level defers among rural area, boarding school and urban. Also Tableman (2004) pointed out that when parents are enabled to become effective partners in their child's education, performance in schools where kids are ailing improves dramatically. This shows the importance of parental involvement in changing academic performance in students.

The result of hypotheses one revealed that there is a significant relationship between the level of parental involvement and students' academic achievement of junior secondary school students in Hong local Government Area of Adamawa State. This finding is consistent with the studies of McLaughlin and Shield (1987) and Aluede and Augustine (2016), who reported that students including those from low socio-economic status, whose parents were involved in their education do better academically than students whose parents are not involved. Comer (2001) also noted that parents who are involved in their children's education learn in terms of acquiring new skills, gaining confidence and improving employment opportunities. He noted further that when parents are involved in schools, it improves school climate and reduces the possibilities of stereotyping particular children and families.

Hypothesis two revealed that there is a significant relationship between home level and school level parental involvement in students' academic performance. This finding is in line with the study carried out by Samuel, Aluede and Augustine (2016). They hypothesized that parents who participate more in school activities have children who do better in school than children whose parents participate less.

Hypothesis three further revealed that there is a significant difference between male and female academic performance. This is in line with the report of Samaila (2016), who reported that girls found Chemistry more enjoyable than did boys which enable them to performed better than their counterpart. This revealed that gender plays a vital role on the academic performance of students.

Conclusion

Based on the findings, the study concluded that parental involvement significantly contributed to junior secondary school students' achievement in English Language, Mathematics and Integrated Science. The study further concluded that while parents focus on English language as a second language, the roles of Mathematics and Science subjects in school should not be overlooked because Mathematics and other science subjects are the bedrocks of technological development.

Recommendations

The researchers recommend the following based on the findings of the study:

- Parents should be involved in school matters; for example, attending Parents Teachers Association (PTA) meetings, especially when receiving the report cards at the end of the term, monitoring students' academic performance and counselling sessions.
- School counsellors and educational psychologists should employ diverse approaches to enlist greater parental involvement in the academic programmes of schools.
- Seminar and conferences that focus on parenting skills used at home, and those that focus on communication between school and home should be developed and organized from time to time in various schools.
- Literacy of the parents should be improved through training, seminars, adult education and encouraging them to start and complete formal education.
- Students whose parents have special characteristics should be identified, guided and counseled and be given special consideration by other members in the society and schools
- The relationship between parents and teachers should be enhanced through regular communication, and visits.

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