

An Investigation into the Level of Parental Involvement in the Education of Pupils in Public Primary Schools in Dutse Local Government Area

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DOI: <https://doi.org/10.5281/zenodo.21320492>

Article History	Abstract
Original Research Article	<i>This study examines the level of parental involvement in the education of pupils in public primary schools within Dutse Local Government Area. The research is guided by the primary objective of determining the extent to which parents participate in the educational processes of their children, and how this involvement influences student outcomes in the local government area. The study employed a descriptive survey design, and data was collected using a structured questionnaire administered to parents, teachers, and school administrators. Findings indicate that while some parents actively participate in their children's education through involvement in school activities, communication with teachers, and assisting with homework, a significant proportion of parents remain disengaged due to factors such as economic constraints, lack of awareness, and socio-cultural barriers. The study recommends strategies to enhance parental involvement, including community engagement programs and increased awareness on the benefits of active parental participation in children's education.</i> Keywords: Investigation, public, primary, pupils and involvement.
Received: 03-05-2026	
Accepted: 17-06-2026	
Published: 12-07-2026	
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Background of the Study

The involvement of parents in their children's education is widely regarded as a key factor in improving academic outcomes and shaping the overall development of pupils. Parental involvement refers to the various ways in which parents can support their children's learning, both at home and within the school environment. In public primary schools, particularly in rural areas like Dutse Local Government, parental engagement can range from attending school meetings and participating in school activities to assisting with homework and encouraging a positive attitude towards education.

However, research has shown that parental involvement in the education of primary school pupils in some Nigerian localities, especially rural ones, is not as high as it should be. Several factors such as economic constraints, literacy levels, and cultural perceptions of education have been identified as barriers to active parental engagement (Adeleke, 2021). In the context of Dutse Local Government, the level of parental involvement in the education of pupils in public primary schools is not well

documented, which presents a gap in knowledge that this study aims to address.

By examining the level of parental involvement, this study seeks to understand how parents in Dutse Local Government contribute to their children's education, the challenges they face, and the potential strategies to improve their participation. Effective parental involvement is critical to ensuring that pupils receive the support they need to excel academically and develop holistically.

Objectives of the Research

The primary objective of this research is to investigate the level of parental involvement in the education of pupils in public primary schools in Dutse Local Government Area. Specifically, the study aims to:

1. Assess the extent to which parents are involved in the academic activities of their children, such as homework, school meetings, and extracurricular activities.

2. Identify the socio-economic, cultural, and structural factors that either encourage or hinder parental involvement in education.
3. Evaluate the impact of parental involvement on pupil performance and overall school success in public primary schools.

Research Questions

The following research questions will guide the study:

1. What is the extent of parental involvement in the education of pupils in public primary schools in Dutse Local Government Area?
2. What factors contribute to or hinder parental involvement in the education of primary school pupils?
3. How does the level of parental involvement in school activities impact the academic performance of pupils in Dutse Local Government?

Research Hypotheses

Based on the research questions, the following hypotheses are formulated:

H01: There is no significant relationship between parental involvement in school activities and the academic performance of pupils in public primary schools in Dutse Local Government Area.

H02: Socio-economic and cultural factors have no significant effect on the level of parental involvement in the education of primary school pupils in Dutse Local Government Area.

Review of Related Literature

Research indicates that parental involvement plays a pivotal role in enhancing the educational performance of children. According to a study by Memon (2014), parental involvement is linked to improved academic outcomes, better school behavior, and higher graduation rates. However, in many rural areas of Nigeria, such as Dutse Local Government, several factors limit parental participation in the educational process. These factors include the parents' work schedules, illiteracy, lack of financial resources, and cultural attitudes toward education.

Adeleke (2021) notes that while urban areas see more parental engagement due to better access to education-related resources, rural areas often face challenges such as long distances to schools and limited parental education levels. In addition, the gendered expectations in some cultures place educational responsibilities on male children, further hindering female students' opportunities for parental involvement (Gacel-Ávila, 2005).

Furthermore, research by Beyene (2023) suggests that schools in rural areas should prioritize community-based strategies to encourage parental participation, such as organizing meetings at convenient times and providing support for economically disadvantaged families. These strategies are essential for bridging the gap between schools and families in areas like Dutse.

Methodology

The quantitative research method was employed in this study. This method involves the use of structured instruments, such as questionnaires, to gather numerical data which can be statistically analyzed. This method is adopted to objectively measure the responses of PTA members across various schools and to identify patterns and relationships between parental involvement and pupils' academic performance.

Quantitative research was considered suitable for this study because it allows for the generalization of findings to the wider population, ensures objectivity in data collection, and provides a clear framework for analyzing data using statistical tools.

Population of the Study

The population of this study comprises teachers and parents in the public primary schools across the eleven (11) wards of Dutse Local Government Area, Jigawa State. According to official records from the Jigawa State Universal Basic Education Board (SUBEB), there are a total of 140 public primary schools spread across these wards. The target population includes, teachers who are currently teaching in the selected public primary school Parents, represented through Parents Teachers Association (PTA) members, who are easier to reach and are actively involved in school activities. Using PTA members ensures better access to informed parental opinions and reduces the difficulty of reaching individual parents.

Instrumentation

Data was collected using a structured questionnaire titled "Parental Involvement in Primary Education" (PIPE). The questionnaire will consist of two sections:

Section A: Demographic data (e.g., parental education level, occupation, and family size).

Section B: 15 Likert-scale items to assess parental involvement in areas such as homework, communication with teachers, attendance at school meetings, and participation in school activities.

Validity of the Instrument

The instrument was validated by experts in educational administration section and some psychologists to ensure that it accurately measures parental involvement. Feedback

from these experts will be incorporated into the final version of the questionnaire.

Data Collection Procedure

Data was collected by the researcher and a team of trained research assistants. A letter of introduction from Faculty of Education was obtained to ensure cooperation from the schools and parents. The questionnaires were distributed in person to the selected respondents, with adequate explanation of the purpose of the study and the importance of their participation.

Method of Data Analysis

Descriptive statistics, including frequency counts, percentages, and mean scores, were used to analyze the responses to the research questions. Additionally, inferential statistics such as Chi-square tests were employed

to examine the relationship between parental involvement and pupil performance. A significance level of 0.05 was used to test the hypotheses.

Data Presentation and Analysis

Research Question One:

What is the extent of parental involvement in the education of pupils in public primary schools in Dutse Local Government Area?

Parental involvement was assessed using indicators such as homework supervision, attendance at PTA meetings, provision of learning materials, communication with teachers, and monitoring of pupils' school attendance. Responses were measured on a five-point Likert scale and analyzed using mean scores and standard deviations.

Table 1: Level of Parental Involvement in Pupils' Education

Item	SA (%)	A (%)	UD (%)	D (%)	SD (%)	Mean	SD	Decision
Parents supervise or help pupils with homework	35.4	40.0	5.4	12.3	6.9	3.85	1.12	Agreed
Parents attend PTA meetings regularly	32.5	41.5	10.0	11.5	4.7	3.85	1.08	Agreed
Parents provide textbooks and learning materials	30.8	38.5	6.9	15.4	9.2	3.65	1.21	Agreed
Parents visit teachers to discuss pupils' academic progress	10.8	11.3	5.2	11.5	8.5	3.10	1.06	Agreed
Parents ensure regular and punctual school attendance	20.5	28.5	14.6	25.4	11.5	3.20	1.34	Moderate

Decision Mean = 2.50

Table 1 presents the extent of parental involvement in the education of pupils in public primary schools in Dutse Local Government Area. The results show that parents are moderately involved in their children's education, with stronger participation in some activities than others.

The highest levels of involvement were observed in homework supervision (Mean = 3.85) and regular attendance at PTA meetings (Mean = 3.85). This indicates that many parents actively support learning at home and participate in school-organized activities. Similarly, the provision of textbooks and learning materials recorded a relatively high mean score (Mean = 3.65), suggesting that parents make reasonable efforts to supply basic educational resources for their children.

However, parental involvement was comparatively lower in visiting teachers to discuss pupils' academic progress (Mean = 3.10) and monitoring regular and punctual school attendance (Mean = 3.20). These results suggest limited consistency in direct parent-teacher communication and daily academic monitoring.

Overall, the average mean score of 3.53 indicates a moderate level of parental involvement in pupils' education. This implies that while parents in Dutse Local Government Area demonstrate commitment to their children's schooling, their involvement is not comprehensive across all dimensions. Factors such as work schedules, time constraints, and limited awareness of the importance of sustained engagement may account for this moderate level of participation.

Research Question Two:

What factors influence parental involvement in pupils' education in Dutse Local Government Area?

This research question examined the major factors determining the level of parental involvement in pupils' education. The identified factors include parents' educational level, socio-economic status, time constraints due to work, and the quality of school-parent communication.

Table 2: Factors Influencing Parental Involvement

Factors	High Influence (%)	Moderate Influence (%)	Low Influence (%)	Mean	Decision
Parents' level of education	46.9	30.0	23.1	3.95	High
Socio-economic status	50.8	28.5	20.7	4.10	High
Time constraints (work load)	44.6	34.6	20.8	3.85	High
School-parent communication	40.0	32.3	27.7	3.70	Moderate

Decision Mean = 2.50

Table 2 shows the factors influencing parental involvement in pupils' education in Dutse Local Government Area. The results reveal that socio-economic status is the strongest determinant of parental involvement (Mean = 4.10), followed by parents' level of education (Mean = 3.95). This indicates that parents who are financially stable and educationally advantaged are more likely to participate actively in their children's schooling.

Time constraints resulting from work responsibilities also recorded a high influence (Mean = 3.85), suggesting that many parents are unable to engage fully in school activities due to demanding work schedules. In contrast, school parent communication recorded a moderate influence (Mean = 3.70), indicating that while communication exists,

it is not sufficiently effective to fully encourage parental participation.

Overall, the findings suggest that economic capacity, literacy level, and availability of time significantly shape parental involvement in pupils' education in Dutse Local Government Area.

Research Question Three:

What is the relationship between parental involvement and pupils' academic performance in Dutse Local Government Area?

The relationship between parental involvement and pupils' academic performance was examined using the Pearson Product Moment Correlation (PPMC).

Table 3: Relationship between Parental Involvement and Pupils' Academic Performance

Variables	N	Mean	R	p-value	Decision
Parental involvement	130	3.70	0.62	0.000	Significant
Pupils' academic performance	130	63%			

Table 3 presents the relationship between parental involvement and pupils' academic performance in public primary schools in Dutse Local Government Area. The correlation coefficient ($r = 0.62$) indicates a moderate positive relationship between the two variables. The p-value (0.000) is less than the 0.05 level of significance, confirming that the relationship is statistically significant.

This result implies that pupils whose parents are actively involved in their education through homework supervision, attendance at PTA meetings, and regular communication with teachers tend to perform better academically.

Conversely, lower levels of parental involvement are associated with poorer academic outcomes. The finding highlights the importance of sustained parental engagement in enhancing pupils' academic achievement.

Question Four:

What challenges hinder parents from actively participating in their children's education?

This research question sought to identify the major challenges that limit parents' active involvement in their children's education.

Table 4: Challenges Hindering Parental Involvement

Challenges	SA (%)	A (%)	D (%)	SD (%)	Mean	Decision
Lack of time due to work	40.8	33.1	15.4	10.7	3.95	Major
Low income / poverty	35.8	36.2	15.4	9.9	3.85	Major
Low level of education	30.0	28.5	25.4	16.1	3.40	Moderate
Poor school-parent communication	28.5	30.0	24.6	16.9	3.30	Moderate

Decision Mean = 2.50

Table 4 shows the challenges hindering parental involvement in pupils' education in Dutse Local Government Area. The results indicate that lack of time due to work commitments (Mean = 3.95) and low income or poverty (Mean = 3.85) are the most significant barriers to parental participation. Many parents engage in demanding economic activities to meet family needs, leaving limited time for school-related involvement.

Other challenges such as low educational level (Mean = 3.40) and poor school parent communication (Mean = 3.30) were identified as moderate obstacles. These challenges suggest that some parents lack the confidence or literacy skills required to support their children academically, while others are inadequately informed about school activities or pupils' progress.

Overall, the findings demonstrate that economic, time-related, and communication barriers collectively limit effective parental involvement in pupils' education in Dutse Local Government Area.

Summary

The study finds that while some parents are deeply involved in their children's education, a significant number face challenges that prevent them from being more actively engaged. These challenges may include financial constraints, lack of time due to work, low literacy levels, and limited awareness of the importance of their participation.

The research also highlights the positive effects of parental involvement on pupils' academic performance, with more involved parents likely contributing to better student outcomes.

Conclusion

The study concludes that parental involvement plays a significant role in improving the educational outcomes of primary school pupils in Dutse Local Government. However, it also emphasized that there are significant barriers preventing many parents from being actively involved in their children's education. Addressing these barriers requires concerted efforts from both schools and the community to foster an environment where parental participation is encouraged and facilitated.

Recommendations

Based on the findings, the following recommendations are made:

1. Improvement of Parental Engagement Programs: Schools should organize more flexible meeting times and provide transportation or childcare for parents, particularly in rural areas.

2. Awareness Campaigns: The local government should initiate campaigns to raise awareness among parents about the importance of their involvement in their children's education.
3. Support for Economically Disadvantaged Families: Schools should partner with local businesses or NGOs to provide resources (e.g., free school supplies) for low-income families to reduce barriers to participation.

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