

## Parental Involvement as a Correlates of Primary School Pupils' Academic Performance in Dutse Metropolis, Jigawa State

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Article History	Abstract
<b>Original Research Article</b>	<p><i>The study examined parental involvement as a correlates of primary school pupils' academic performance in Dutse Metropolis, Jigawa State, Nigeria. Two objectives, two research questions and their corresponding hypotheses guided the conduct of the study. Descriptive survey was adopted as the research design. The sample size was 210, which comprised 200 primary school teachers and 10 ten headmasters, drawn through proportionate stratified random sampling technique, from a population of 415 teachers and 51 head masters in public primary schools in the study area. Two validated researcher - developed instruments named Teachers' parental Involvement Assessment Questionnaire (TPIAQ) and Head-teachers' Parental Involvement Assessment Questionnaire (HTPIAQ), were used as data collection instruments. The internal consistency reliability of the instruments was 0.888 for TPIAQ and 0.867 for HTPIAQ. Descriptive statistics of Mean, Standard deviation, and Person Product Moment Correlation (PPMC) were used as statistical tools for data analyses. The results of the analyses indicated that, both home-based and school-based parental involvement enhances pupils' academic performance. Based on this finding, it was concluded that, pupils' academic performance has a significant correlation with parental involvement in primary schools. Among the recommendations offered were that; schools should actively encourage parents to participate in their children's learning processes through regular communication with teachers, provision of resources, and engagement in school activities among others.</i></p> <p><b>Keywords:</b> Parental Involvement, Learning Processes, Pupils' Academic Achievement.</p>
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### Introduction

Primary education is a fundamental element in the hierarchy of the educational system of every nation. It is the foundation upon which all other levels of education and educational accomplishments are based. It equipped the young learners with the basic of reading, writing, skill acquisition, information and attitudes required for proper integration in the society, hence preparing the mind and trains the kid for higher and tougher academic pursuits (NPE, 2013). To achieve these aims we need a partnership between home and school.

In recent years, education stakeholders have emphasized the need for community participation in school governance, especially through parental involvement for fostering accountability, improving school infrastructure, and supporting students academically, (Angwaomaodoko,

(2023). According to Idris (2023) "government funding to education is often insufficient considering the level of decay and pervasive condition of ineptitude in many public primary schools". In such context, Parental involvement has increasingly become a concerned to families that value quality education for their children. Parental involvement in education involves setting aside time and resources that would give the child material, emotional and financial support which have a direct impact on his/her academic performance, as they create an enabling environment for effective instructional process, (Selolo, 2018).

However, despite the significance of parental involvement in the attainment of primary education objectives, many parents feel uninformed about current educational practices and needs, and how they can be more involved in their

children's learning process. Many scholars in Nigeria attribute the cause of low learning achievements in primary schools to the inability of the parents to get actively involved in the learning process of their children, (Angwaomaodoko, 2023). But, whoever to be blamed, the fact remains that parental involvement in the education system plays a significant role in ensuring pupils' attendance, retention and completion of primary school, which enviably improves the quality of primary education. On the basis of the above exposition, this study was set to examine the extent to which parental involvement correlates with pupils' academic performance in primary schools in Dutse metropolis.

## Literature Review

Numerous facets of pupil accomplishment have been demonstrated to be greatly influenced by parental involvement. According to Newman, Taylor and White, (2019) the concept of parental involvement placed a strong emphasis on the various ways parents may help their children's learning efforts at home and at school. Hill and Tyson (2019) viewed parental involvement as "participation and support given by parents at home and in the school, which directly and positively influence the academic achievement of their children". Parental involvement on their children's education promotes motivation and a healthy self-image, both of which improved academic performance.

Parental involvement on pupil's academic career could be categorized into home-based and school-based involvement. Home - Based involvement refers to the support parents provide within the family setting, such as assisting with homework, monitoring study habits, encouraging reading, and creating a conducive learning environment that reinforces what is taught in school. According to Yahya, Khadijah, and Adekunle (2022) Pupils often performed better academically when their parents assisted them with schoolwork. They Further reported that pupils whose parents provided a calm study environment and homework support showed significant academic improvement. This form of parental involvement suggests financial support such as investment in levy fees, uniforms, and learning facilities. Academic monitoring as to actively keep track of their child's academic progress, home-work, test scores, attendance, and overall learning behavior and Nutritional support which presupposes healthy diets that encourage brain development and concentration, (Adimora, Onyishi and Helen, 2019).

Conversely, school-based involvement is characterised as parents' active engagement in activities related to school, such as attending parent-teacher conferences, PTA meetings, classroom activities and open days, volunteering and regular communication with teachers, support for

curricular and co-curricular activities, involvement in school management, and participation in mentorship programs and guidance (Trinidad, 2019). Research studies have empirically shown that parental participation enhances the academic achievement of students. For instance, parental involvement raised students' homework rates, (Selolo, 2018), improves language skills, reduced absenteeism, (Gubbinsa and Otero, 2016). Also parents could improve their children's academic performance by taking them to centers where learning is intensive such as libraries and museums, reading, watching scientific broadcasting and discussing about them, and viewing film in other languages, (Pinquart and Ebeling, 2019).

## Statement of the problem

One of the issues facing primary education in Dutse metropolis is the challenge of how to effectively engage the parents of kids in the academic affairs of the schools to boost improved academic performance. Parental involvement in the form of developing interest and support to school activities has a considerable impact on children's attitudes and educational achievement, especially considering the level of deterioration and widespread conditions of ineptitude prevalent in most primary schools. But many parents believe they are not informed about what is needed and what is being done in education today, and how they may get more involved in their children's learning process. To promote home-school ties a number of measures have been put in place such as the creation of PTAs although the documentation of these initiatives particularly to some parents is inadequate. Parents do not take part in the governance of the school but in activities like helping with fundraising or aiding instructors with academic or extra-mural activities.

Apparently, despite various government efforts to enhance primary education in Nigeria, many primary school pupils in Dutse metropolis still perform below expectations. One suspected contributing factor is the level of parental involvement on their education. Consequently, the question one might likely ask is; what is the level of parental involvement on the academic activities of their children in primary schools in Dutse metropolis.

## Objectives of the study

The study was set to;

1. To examine the impact of parental involvement in Home-Based relations on the academic performance of primary school pupils in Dutse metropolis.
2. To examine the impact of parental involvement in School-Based relations on the academic performance of primary school pupils in Dutse metropolis.

## Research Questions

1. What is the impact of parental involvement in Home – Based relation on the academic performance of primary school pupils in Dutse Metropolis?
2. What is the impact of parental involvement in School – Based relation on the academic performance of primary school pupils in Dutse Metropolis?

## Research Hypotheses

**H<sub>01</sub>:** There is no significant correlation between parental involvement in Home – Based relation and pupils' academic performance in primary school in Dutse Metropolis.

**H<sub>02</sub>:** There is no significant correlation between parental involvement in School- Based relation and pupils' academic performance in primary school in Dutse Metropolis.

## Methodology

The research used a descriptive survey design. The sample size was 466 teachers, which included 415 instructors and

51 head-teachers. The sample for the study was 210 based on the recommendation of Krejcie and Morgan (1970) Table for selecting sample size. A Proportionate stratified random selection procedure was used to pick 10 teachers from 20 public elementary schools and 10 head-teachers from research region. The data collection tool was the researcher-made questionnaires titled Teachers' Parental Involvement Assessment Questionnaire (TPIAQ) and Head-teachers' Parental Involvement Assessment Questionnaire (HTPIAQ). The surveys were designed on five point Likert scales of measurement as follows; Strongly Agree =5, Agree = 4, Undecided =3, Disagree =2 and Strongly Disagree =1. The questionnaires were evaluated and internal consistency reliability coefficient of .888 and .867 was achieved. The response rate recorded 201 copies of the instruments. To address the study questions, mean and standard deviation were used and the null hypotheses were tested by PPMC test.

## Result

**Research Question 1:** What is the impact of parental involvement in Home – Based relations on the academic performance of primary school pupils in Dutse Metropolis?

**Table 1: Presents the result of impact of Home – Based Parental Involvement on the Academic Performance of Primary School Pupils in Dutse Metropolis.**

Variable	N	Mean	Standard Deviation	Mean Difference	Standard Deviation
Home – Based Involvement	201	4.03	0.56	1.01	0.39

**Average mean = 3.02**

The result in table 1 indicates a significant difference between the calculated mean of 4.03 and standard deviation 0.56 and the average mean of 3.02. This implies that parental involvement in home – based relation significantly impact on pupils' academic performance in primary schools in Dutse Metropolis. The difference between the two means, (mean difference = 1.01).

**Research Question 2:** What is the impact of parental involvement in School – Based relation on the academic performance of primary school pupils in Dutse Metropolis?

**Table 2: Presents the result of impact of School – Based Parental Involvement on the Academic Performance of Primary School Pupils in Dutse Metropolis.**

Variable	N	Mean	Standard Deviation	Mean Difference	Standard Deviation
School – Based Involvement	201	4.10	0.49	1.08	0.66

**Average mean = 3.02**

The analysis in table 2 reveals that, parental involvement in school – based relation has a positive impact on pupils' academic performance. The calculated mean 4.10 and standard deviation 0.49 is greater than the average mean 3.02. The difference between the two means, (mean difference = 1.08).

## Hypotheses Testing

**H<sub>01</sub>:** *There is no significant correlation between parental involvement in Home – Based relation and pupils' academic performance in primary school in Dutse Metropolis.*

Variable	N	Mean	SD	R	p-value	Decision
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<b>Home-Based Relation</b>	201	4.03	0.56	0.62	0.000	H01 Rejected
<b>Academic performance</b>	201	3.21	0.71			

0.05

The PPMC result reveals that, the calculated p value of 0.000 is less than 0.05 level set for the study as such home – based relation has a significant correlation with the academic performance of primary school pupils in Dutse Metropolis. The descriptive statistics also confirms the existence of significant correlation mean 4.03 > 3.02 mean

set for the study. Therefore the null hypothesis which states that, there is no significant correlation between parental involvement in Home – Based relation and pupils’ academic performance in primary school in Dutse Metropolis is hereby rejected.

***H02: There is no significant correlation between parental involvement in School- Based relation and pupils’ academic performance in primary school in Dutse Metropolis.***

Variable	N	Mean	SD	R	p-value	Decision
<b>School-Based Involvement</b>	201	4.10	0.49	0.59	0.000	H02 Rejected
<b>Academic performance</b>	201	3.21	0.71			

0.05

The result from the PPMC conducted revealed that, the calculated p value of 0.000 is less than 0.05 level set for the study as such school – based relation has a significant correlation with the academic performance of primary school pupils in Dutse Metropolis. The descriptive statistics also confirms the existence of significant correlation mean 4.10 > 3.02 mean set for the study. Therefore the null hypothesis which states that, there is no significant correlation between parental involvement in school- based relation and pupils’ academic performance in primary school in Dutse Metropolis is hereby rejected.

encouraging reading, and creating a conducive learning environment that reinforces what is taught in school, providing needed learning materials, discussing areas of concern for the children and organizing extra lesson especially in core subjects positively improves learners’ academic performance. This also supports the finding of Hill and Tyson (2019) that, Pupils often performed better academically when their parents assisted them with schoolwork.

### Discussion of the Findings

The finding of research question and hypothesis one revealed that, home – based parental involvement on the academic matters of their children strongly correlates well with the academic performance of the children. This support the finding of Hill and Tyson (2019) who emphasized that when parents assist children to complement what was learnt in the school, children exhibit improved commitment and better classroom readiness. This implies that, parental assistance and guide with school work or assignment, and the encouragement they give to children to ask constructive questions during learning positively improves academic performance. Furthermore, this finding lends credence to the observation by Yahya et al. (2022) who found that active parental home engagement significantly promotes learners’ cognitive and social development. This means that, parental involvement such as assisting with homework, monitoring study habits,

The finding of research question and hypothesis two revealed that, school – based parental involvement on the academic activities of their children correlates positively with the academic performance of the children. This finding lend credence to the findings of Trinidad, (2019) that, active participation of parent in PTA meetings, classroom events, and open days, volunteering, and maintaining regular communication with teachers, supporting curricular and co-curricular activities, participation in school management improves accountability and ensure programs aligned with learners’ needs. According to him problems militating against effective learning are easily identified collectively addressed. This also agreed with Newman, Taylor, and White (2019) assertion that pupils excel academically when parents were active in school events and decision-making.

Furthermore, this finding lends support to Selolo (2018) revelation that, Attending School Meetings and regular parental presence at PTA meetings builds shared understanding and correlates with higher student motivation. In addition, this finding also agrees with Pin

quart and Ebeling (2019) observation that, Parental support for sports and cultural events improves holistic learning and student confidence. However, Yahya et al. (2022) note that in Nigerian urban contexts including Dutse metropolis, cultural factors and lack of awareness often limited these participation. In essence, as Adimora et al. put it straight, parental involvement in both home – based and school – based pupils’ academic activities strengthen growth in pupils’ mindset, resilience, attendance and long – term academic success.

## Conclusion

Based on the findings of the study, the researchers concluded that, Parental involvement is a critical predictor of pupils’ academic performance in primary schools. This suggest that, Parental home- based involvement including supervising homework and maintaining a conducive study environment are essential for improving pupils’ academic performance. In addition, Parental school- based involvement such as; attending PTA meetings, volunteering, and collaboration positively impacts on pupils’ learning performance. Furthermore, Parental involvement in guidance and mentorship, motivate pupils, instill discipline, and enhance academic performance. However, challenges face by parents such as limited finances and time constraints, reduce effective involvement and consequently affect pupils’ academic performance.

## Recommendations

On the basis of the findings and conclusions of this study, the following recommendations were made as follows;

1. Schools should actively encourage parents to participate in their children’s learning processes through regular communication with teachers.
2. Parents should provide adequate learning materials, supervise homework regularly, and ensure that their children study in a conducive home environment.
3. Parent should participate actively in school meetings, events, and programs, as such collaboration promotes better understanding of pupils’ learning needs.
4. Education policy makers should strengthen guidelines that promote active parental involvement in management of primary schools.

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