

# Parental Involvement and Academic Achievement of Learners in Ibadan Metropolis: A Literature Review and Quantitative Empirical Analysis

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## Abstract

This study explores the relationship between parental involvement and students' academic achievement in Ibadan Metropolis, Nigeria. It examines home-based activities, school-based engagement, and teacher communication using data from one hundred and twenty (120) parents. Analyzed through Pearson Product Moment Correlation and Multiple Regression Analysis, results show a significant positive relationship between parental involvement and academic performance, with teacher communication being the strongest predictor. Parental involvement accounted for 25.5% of performance variance. The study underscores the importance of collaboration between parents, teachers, and schools, recommending strategies to enhance engagement and improve student outcomes, offering valuable insights for educators and policymakers.

**Keywords:** Parental involvement, Academic achievement, Home-Based activities, School-Based engagement

## 1. Introduction

It has long been known that parental involvement in a child's education has a big impact on academic success. Active parental involvement has been shown to positively correlate with better student outcomes, such as greater attendance rates, better grades, and stronger social-emotional development. According to Newman et al. (2019), Epstein's (2001) concept of six categories of parental participation, for example, highlights the significance of both home-based and school-based activities in improving students' academic achievement. Children who have involved parents also tend to do better academically, according to studies like that of Kaur (2024), because they receive constant help in juggling their home and school obligations. Additionally, Fan and Chen (2001) emphasize how important parental motivations and views are in determining the degree of parental participation and, in turn, the academic achievement of their children. From giving direct academic support at home to participating in school-related activities and building strong relationships with teachers, these frameworks highlight the diverse nature of parental participation. An atmosphere that promotes student learning and achievement is produced by the combined efforts of these initiatives.

In Nigeria, parental involvement remains a critical factor, especially in urban areas such as Ibadan Metropolis, where socio-economic diversity impacts educational access and quality. According to a study by Adeyeye (2024), factors such as socio-economic status and parents' educational background significantly influence the level of parental involvement in their children's education. While some parents take an active role in their children's education, others encounter obstacles including limited funds, low literacy, or ignorance of their own involvement in fostering educational growth. According to a related study by K, A. S. (2023), these socioeconomic and cultural variables frequently result in low parental engagement in urban schools in Nigeria. According to the survey, some parents are also ignorant of the ways in which their involvement might improve their kids' academic achievement. Children's educational attainment is impacted by these obstacles, especially in urban areas like Ibadan where a variety of socioeconomic issues still exist.

Ibadan Metropolis, one of Nigeria's largest cities, serves as an educational hub with a wide range of public and private schools catering to diverse populations. Concerns over the function of parental participation in closing these gaps are raised by the differences in educational results among students. Olawunmi, Ajibola, and Adeola (2024) looked at parental involvement in Ibadan and discovered that pupils' academic performance was significantly impacted by parents' active participation in school events. The academic achievement of students is greatly influenced by elements including teacher-parent collaboration, school-based activities, and home learning environments. The study also underlined how important it is for Ibadan schools to create policies that promote parental engagement because it has a big impact on students' results. A greater comprehension of the dynamics of parental participation in the particular sociocultural and educational setting of Ibadan is necessary to address these difficulties.

The research questions raised were, "What are the joint contributions of the independent variables (home-based activities, **school-based engagement** and **communication with**

**teachers**) and the dependent variable (academic achievement) of students in secondary school? And, two, what are the relative contributions of the independent variables (home-based activities, **school-based engagement** and **communication with teachers**) and the dependent variable (academic achievement) of learners in Ibadan metropolis?

This study's primary objective was to investigate the effects of parental involvement on kids' academic achievement in Ibadan Metropolis through activities conducted at home, school-based engagement, and efficient teacher-student communication. In order to enhance students' learning and development, the study also sought to identify the obstacles that hindered parental involvement and offer workable solutions for how families and schools may improve their collaboration.

## 2. Literature Review

One of the most important elements in a child's educational development has long been thought to be parental participation. Numerous facets of student accomplishment have been demonstrated to be greatly impacted by this involvement, which ranges from attending parent-teacher conferences to offering homework assistance. In many educational contexts around the world, there is ample evidence of the connection between parental participation and academic achievement. More regional studies that take into consideration regionally specific socioeconomic, cultural, and educational elements are still needed, especially in Nigerian cities like Ibadan Metropolis.

Higher academic achievement, better attendance at school, and better social-emotional development are all frequently linked to parental participation. Epstein's (2001) concept of six types of parental involvement—parenting, communication, volunteering, learning at home, decision-making, and community collaboration—has been widely adopted in research worldwide, according to Newman et al. (2019). Her concept places a strong emphasis on the various ways parents may help their kids' education at home and at school. Research has repeatedly demonstrated that parental involvement results in better learning attitudes and higher grades (Fan & Chen, 2001). Additionally, parental involvement in their kids' education at home promotes motivation and a healthy self-image, both of which improve academic achievement.

Furthermore, Ates (2021) synthesizes more than 50 studies on the relationship between parental participation and academic achievement and concludes that adolescents do better academically when their parents are more involved. Supporting academic abilities, rewarding good behavior, and actively taking part in school events are just a few ways that this involvement might manifest. For instance, volunteering at school functions, attending parent-teacher conferences, and maintaining a disciplined home environment have all been connected to better student outcomes (Henderson & Mapp, 2019).

### 2.1 Socio-Cultural Context and Barriers to Parental Involvement

Although there is ample evidence of a beneficial relationship between parental participation and academic success worldwide, the degree and kind of parental involvement are greatly influenced by the sociocultural setting. Cultural conventions, low literacy rates, and

socioeconomic difficulties all affect how involved parents are in their children's education in various African nations, including Nigeria. For instance, Lawrence and Fakuade (2021) note that although parental involvement is widely acknowledged to be an important factor, many Nigerian parents, particularly those living in urban areas, encounter obstacles to active participation because of their limited financial resources, lack of education, and poor comprehension of their responsibilities within the educational system.

The gap between pupils whose parents can provide significant educational support and those whose parents struggle to meet their basic necessities is further widened in Ibadan Metropolis by socioeconomic inequality. According to research by Olayemi (2015), parents in low-income areas frequently lack the funds to purchase educational materials like books or additional instruction, which has an effect on their kids' academic performance. To make matters more complicated, school settings might not necessarily make it easier for parents and schools to communicate. Cultural differences may cause teachers and parents to misinterpret their separate roles in the educational process, or schools may lack the infrastructure or resources necessary to properly engage parents.

### *2.2 Home-Based Parental Involvement*

Home-based parental participation, especially homework assistance and creating a conducive learning environment, is one of the most researched types of parental involvement. According to studies, students often do better academically when their parents invest the time and energy necessary to assist them with their schoolwork. However, depending on the parent's educational background, the impact of involvement at home differs. Treviño et al. (2021) claim that parents who earn more money and have more education are more likely to participate in home-based learning activities, which benefits their kids' academic performance. In metropolitan regions with higher levels of education, this trend is particularly noticeable.

This trend is also present in Nigeria. According to Yahya, Khadijah, and Adekunle (2022), parents who helped their kids with their homework and created a calm study space saw a direct improvement in their kids' grades. However, in homes where parents are illiterate or lack the means to assist with schooling, parental involvement in homework is frequently minimal. These obstacles emphasize how crucial it is to comprehend the unique educational difficulties that parents in various socioeconomic contexts, like Ibadan, encounter.

### *2.3 School-Based Parental Involvement*

Activities like volunteering at school functions, attending parent-teacher conferences, and taking part in school governance are all considered forms of school-based parental involvement. Higher academic accomplishment is regularly associated with this type of involvement, according to research. According to Newman et al. (2019), schools create more supportive learning environments for students when they aggressively promote and facilitate parent involvement in school events. For instance, pupils are more likely to achieve academic success when parents actively participate in decision-making processes and are kept updated on their children's progress. Nigerian school-based engagement relationships, however, are more intricate. Many schools in cities like Ibadan might not have organized initiatives that

promote proactive parental involvement. Furthermore, cultural considerations or a lack of awareness of the significance of such involvement may deter some parents from taking part in school-based activities. According to a study by Yahya, Khadijah, and Adekunle (2022), parents in Nigeria, particularly those from lower socioeconomic backgrounds, frequently felt cut off from their kids' schools, which made it difficult for them to participate in school-related activities.

#### *2.4 Communication between Parents and Teachers*

It is often acknowledged that one of the most important aspects of parental participation is effective communication between parents and instructors. Students' academic results increase when parents and teachers work together and exchange information about their needs, conduct, and academic development. Communication between parents and instructors is particularly crucial for students in the early stages of education, according to Chan et al. (2021). The authors contend that providing parents with frequent updates on their child's behavior and performance enables them to stay informed and respond appropriately when their child is having difficulties.

The efficacy of this partnership, however, may be severely constrained in Nigeria by obstacles to communication between parents and educators. According to Eden, Chisom, and Adeniyi (2024), a lack of institutional channels for communication, inadequate infrastructure, or language hurdles make it difficult for many Nigerian parents, particularly those living in rural and peri-urban areas like Ibadan, to obtain timely and pertinent information from schools. Disengagement results from this ineffective communication since parents are less likely to step in when needed because they are ignorant of their kids' academic demands.

#### *2.5 The Impact of Socio-Economic Status on Parental Involvement*

One of the most important factors affecting parental involvement is socio-economic status (SES), which has been shown to increase the likelihood that parents will participate in their children's education in a variety of ways, such as volunteering at school, going to meetings, and providing educational resources at home (Cheng & Wang, 2017). In Nigeria, SES also has a significant impact on parental involvement, with parents from wealthier backgrounds better able to provide educational materials and a conducive environment for learning, while those from lower-income households frequently find it difficult to meet their children's educational needs (Engonul, 2022).

Disparities in parental participation have resulted from the socioeconomic disparity between urban and suburban communities in Ibadan Metropolis. In metropolitan areas, wealthier families can provide their children with more support since they have more access to educational resources. However, it is extremely difficult for parents from lower socioeconomic backgrounds to offer their children the same kind of support, which has a detrimental effect on their academic performance (Eden, Chisom, & Adeniyi, 2024).

#### *2.6 Conclusion*

Parental participation is important in a variety of educational contexts, as evidenced by the

literature on the subject and its effects on academic attainment. Even while research from around the world repeatedly demonstrates the advantages of active parental involvement, the distinct sociocultural and economic circumstances of urban Nigerian places, such as Ibadan Metropolis, add more complications that call for more study. Financial limitations, low literacy rates, and insufficient parent-school contact are some of these issues. Furthermore, the extent to which parents can participate in their children's education is further impacted by socioeconomic differences.

Addressing the obstacles to parental involvement in Nigeria, and especially in Ibadan Metropolis, calls for an all-encompassing strategy involving communities, schools, and legislators. Educational stakeholders can create more successful plans for involving parents in their children's education by comprehending the difficulties that parents encounter in this urban setting. As a result, Nigerian schools will see an improvement in academic performance and a reduction in the educational achievement gap.

### **3. Research Methodology**

#### *3.1 Materials and Methods*

In order to investigate the association between parental participation and students' academic progress in Ibadan Metropolis, this study used a quantitative, descriptive research approach. The main goal was to evaluate the relationship between students' academic achievement and various types of parental involvement, including communication with teachers, school-based involvement, and activities conducted at home. In order to ensure a deliberate selection of respondents from both public and private schools, the study focused on parents who were actively involved in their kids' education. Using a purposive selection technique, 120 parents in all were chosen to reflect a range of backgrounds and parental engagement levels.

#### *3.2 Data Collection Instrument*

A standardized questionnaire intended to evaluate three important facets of parental involvement—communication with teachers, school-based participation, and activities conducted at home—was used to collect data. Parents' participation in school functions, their frequency and caliber of interactions with instructors regarding their children's academic achievement, and their involvement in educational activities at home were all included in the questionnaire. A 5-point Likert scale, with 1 denoting "strongly disagree" and 5 denoting "strongly agree," was used to measure the replies, offering a consistent method of measuring parental engagement.

#### *3.3 Validation and Reliability*

To guarantee content validity, clarity, and relevance, the questionnaire was evaluated by specialists in education. To improve the tool and guarantee its dependability, a pilot test was carried out with a limited sample of parents. Internal consistency was evaluated using Cronbach's alpha, which produced a respectable value suggesting good dependability.



### *3.4 The Process of Data Collection*

In order to promote communication between the researcher and the parents, school administrators served as middlemen during the four weeks of data collecting. Administrators helped distribute and collect the questionnaires and made sure participants fulfilled the requirements for active parental involvement.

### *3.5 Data Analysis*

Both descriptive and inferential statistics were used in this study's data analysis to evaluate how parental participation affected adolescents' academic performance. The respondents' demographic traits and degrees of parental participation were summed up by descriptive statistics. The associations between parental participation and academic achievement were investigated using inferential statistics, such as correlation analysis. Communication with instructors, school-based involvement, and home-based activities explained 25.5% of the variance in academic attainment ( $F = 13.175$ ,  $p < 0.05$ ), according to Multiple Regression Analysis (MRA). Communication with instructors was the most influential of these characteristics, followed by engagement at school and at home.

Significant positive correlations between academic achievement and all types of parental involvement were further supported by Pearson Product Moment Correlation (PPMC), underscoring the vital role that parental engagement plays in improving student outcomes. SPSS software was used for statistical studies in order to guarantee precise hypothesis testing and to produce both descriptive and inferential findings.

### *3.6 Ethical Consideration*

The respondents willingly supplied their informed digital permission, guaranteeing their participation was based on understanding the study's goal and their rights. Confidentiality was maintained throughout, with personal data anonymised. In accordance with ethical research norms, participants were guaranteed the freedom to leave at any time without facing any repercussions.

## **4. Research Findings and Results**

### *4.1 Results*

**Research question one:** What are the joint contributions of the independent variables (home-based activities, **school-based engagement** and **communication with teachers**) and the dependent variable (academic achievement) of learners in Ibadan Metropolis, Oyo state?

Table 1 shows that there is joint contributions of the independent variables (home-based activities, **school-based engagement** and **communication with teachers**) and the dependent variable (academic achievement) of learners in Ibadan Metropolis, Oyo state is significant. The result yields a coefficient of multiple regressions  $R = .504$ ;  $R^2 = .254$  and adjusted R-square = 0.235. This suggests that these three factors combined account for 25.5% ( $Adj.R^2 = .235$ ) variance in the prediction of academic achievement of learners in Ibadan Metropolis, Oyo state. This implies that there is significant joint contributions of the

independent variables (home-based activities, **school-based engagement** and **communication with teachers**) to the dependent variable (academic achievement) of learners in Ibadan Metropolis, Oyo state. The other factors accounting for the remaining variance are beyond the scope of this study. The ANOVA result from the regression analysis shows that there is a significant joint contributions of the independent variables (home-based activities, **school-based engagement** and **communication with teachers**) and the dependent variable (academic achievement) of learners in Ibadan Metropolis, Oyo state ( $F_{34, 116} = 13.175$ ;  $P < 0.05$ ). This thus implies that there are significant joint contributions of the independent variables (home-based activities, **school-based engagement** and **communication with teachers**) and the dependent variable (academic achievement) of learners in Ibadan Metropolis, Oyo state.

Table 1. Summary of multiple regression analysis showing the interactive effects of the independent variable on the dependent variable

Model	Sum of squares	Df	Means Square	F	Sig.
Regression	3231.503	3	1077.168	13.175	.000 <sup>b</sup>
Residual	9484.089	116	81.759		
Total	12715.592	119			
R = .504 <sup>a</sup> R <sup>2</sup> = .254 Adjusted R <sup>2</sup> = .235 Std. Error of the Estimate = 9.042					

\*Denotes significant relationship at 0.05 significance level.

**Research question two:** What are the relative contributions of the independent variables (home-based activities, **school-based engagement** and **communication with teachers**) and the dependent variable (academic achievement) of learners in Ibadan metropolis?

Table 2 reveals the relative contributions of each of the independent variables (home-based activities, **school-based engagement** and **communication with teachers**) and the dependent variable (academic achievement) of learners in Ibadan metropolis.

These independent variables constitute the potent predictors of academic achievement of learners in Ibadan metropolis. The result shows that there is a significant relative contribution of communication ( $\beta = .424$ ;  $t = 3.190$ ;  $P < 0.05$ ), and there is a significant relative contribution of home base ( $\beta = .296$ ;  $t = 2.342$ ;  $P < 0.05$ ), also there is a significant relative contribution of school based ( $\beta = .276$ ;  $t = 2.420$ ;  $P < 0.05$ ) to academic achievement of learners in Ibadan metropolis. As this result reveals, the most potent predictor is communication followed by home based and school based respectively. This implies that there is relative contributions of the independent variables relative contributions of the independent variables (home-based activities, **school-based engagement** and **communication with teachers**) to the dependent variable (academic achievement) of learners in Ibadan metropolis.



Table 2. Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	26.050	5.341	-	4.877	.000
Home Based	.490	.146	.296	2.342	.002
School Based	.326	.229	.276	2.420	.006
Communication	.751	.235	.424	3.190	.000

Dependent Variable: academic achievement; \*Denotes significant at  $P < 0.05$ .

#### 4.2 Hypotheses

**Ho1:** There was a no significant positive relationship between home-based activities and the academic achievement of learners in Ibadan Metropolis, Oyo state.

Table 3. PPMC; The relationship between home-based activities and the academic achievement

Variable	N	Mean	Std. Dev.	DF	R	P	Remark
Home-Based	120	32.52	6.25				
Academic achievement	120	53.56	10.33	116	.419**	.000	Sig.

\*Correlation is significant at 0.05(2-tailed).

Table 3 shows that there is significant positive relationship between home-based activities and the academic achievement of learners in Ibadan Metropolis, Oyo state ( $r(116) = .419^{**}$ ,  $p < .05$ ). The mean for academic achievement were obtained as 53.56 and Standard deviation 10.33. Further, the mean and standard deviation for home base were obtained as 32.52 and 6.25 respectively. Although, the result confirms that a positive relationship exists between them, such a relationship is significant one. This implies that there is significant relationship exist between home-based activities and the academic achievement of learners in Ibadan Metropolis, Oyo state

**Ho2:** There was no significant positive relationship between school-based engagement and the academic achievement of learners in Ibadan Metropolis, Oyo state.

Table 4. PPMC; The relationship between school-based engagement and the academic achievement of learners in Ibadan Metropolis, Oyo state

Variable	N	Mean	Std. Dev.	Df	R	P	Remark
School-Based	120	29.19	5.71				
Academic achievement	120	53.56	10.33	116	.241**	.008	Sig.

\*Correlation is significant at 0.05(2-tailed).

Table 4 above shows that there is relationship between **school-based engagement** and the academic achievement of learners in Ibadan Metropolis, Oyo state ( $r = .241^{**}$ ,  $p < .05$ ). The mean for academic achievement were obtained as 53.56 and Standard deviation 10.33. Further, the mean and standard deviation for school base were obtained as 53.56 and 10.33 respectively. Although, the result confirms that a positive relationship exists between them, such a relationship is significant one. This implies that there is a significant positive relationship between **school-based engagement** and the academic achievement of learners in Ibadan Metropolis, Oyo state.

**Ho3:** There was no significant positive relationship between **communication with teachers** and the academic achievement of learners in Ibadan Metropolis, Oyo state.

Table 5. PPMC; The relationship between **communication with teachers** and the academic achievement of students in secondary school

Variable	N	Mean	Std. Dev.	Df	R	P	Remark
<b>Communication with teachers</b>	120	28.08	5.83				
Academic achievement	120	53.56	10.33	116	.410**	.000	Sig.

\*Correlation is significant at 0.05(2-tailed).

Table 5 above shows that there is positive relationship between **communication with teachers** and the academic achievement of learners in Ibadan Metropolis, Oyo state. ( $r = .410^{**}$ ,  $p < .05$ ). The mean for Academic achievement were obtained as 53.66 and Standard deviation 10.33. Further, the mean and standard deviation for **Communication with teachers** were obtained as 28.08 and 5.83 respectively. Although, the result confirms that a positive relationship exists between them, such a relationship is significant one. This implies that there is significant positive relationship between **communication with teachers** and the academic achievement of learners in Ibadan Metropolis, Oyo state

#### 4.3 Analysis of Socio-Demographic Characteristic of the Respondents

Table 6. Distribution by gender of the Respondents

Sex	Frequency	Percent
Male	40	33.3
Female	80	66.7
<b>Total</b>	<b>120</b>	<b>100.0</b>

Table 6 shows the number and percentage of gender sample learners in Ibadan Metropolis, Oyo state. Most 80 (66.7%) of the respondents were female, while 40 (33.3%) of the respondents were males.

Table 7. Distribution by age of the Respondents

Age	Frequency	Percent (%)
18 to 25years	46	38.3
30 to 39years	56	46.7
40 to 49years	9	7.5
50 years and above	9	7.5
<b>Total</b>	<b>120</b>	<b>100.0</b>

Table 7 reveals the age group of respondents with means and standard deviation of  $(32.14 \pm 10.97)$ . 56(46.7%) of the respondents are between 30 to 39 years while 46(38.3%) were between 18 to 25 years and 9(7.5%) were 40 to 49 years and 50 years and above of age respectively. This therefore reveals that the age group of majority of the respondents were range between 30 to 39 years.

Table 8. Distribution by Educational level of the Respondents

Educational Level	Frequency	Percent
Primary	37	30.8
Secondary	62	51.7
Higher Education	15	12.5
Other levels	6	5.0
<b>Total</b>	<b>120</b>	<b>100.0</b>

Table 8 reveals educational level of the respondents. 62(51.7%) of the respondents were secondary school education, 37(30.8%) of the respondents were primary education and 15(12.5%) of the respondents were Higher Education while other levels were 6(5.0%) of the respondents. Implies that majority of the respondents have secondary education.

Table 9. Distribution by Employment status of the Respondents

Employment status	Frequency	Percent
Employed	42	35.0
Self employed	52	43.3
Unemployed	26	21.7
<b>Total</b>	<b>120</b>	<b>100.0</b>

Table 9 reveals employment status of the respondents. 52 (43.3%) of the respondents were self-employed 42(35.0%) of the respondents were employed and 26 (21.7%) of the respondents were unemployed. Implies that majority of the respondents self-employed

## 5. Discussion

The study's conclusions are consistent with a number of current academics' viewpoints about parental participation and academic success. The study supports the opinions of some academics who stress the significance of these elements in educational results by highlighting the important contributions of contact with teachers, school-based involvement, and home-based activities.

**1) Home-Based Activities:** According to Lawrence and Fakuade (2021), parental involvement in the home environment—such as helping with homework, setting expectations, and encouraging learning—plays a crucial role in student performance. This study's finding that home-based activities significantly contribute to academic achievement is consistent with their findings. According to their model, these activities raise students' academic motivation and foster good attitudes toward learning, which is consistent with the study's positive correlation ( $r = .419$ ,  $p < 0.05$ ). Parental involvement in the home is a significant predictor of academic success, particularly in the early years of schooling, according to Jeynes' (2007) meta-analysis, which is also supported by the study's substantial contribution of home-based activities to academic achievement ( $\beta = .296$ ).

**2) School-Based Engagement:** In line with Epstein's (2001) paradigm, the study also identifies school-based engagement as a strong predictor of academic achievement ( $\beta = .276$ ). Epstein's research on school, family, and community partnerships emphasizes how cooperation between families and schools creates a nurturing atmosphere for learning, strengthening the link between academic achievement and school-based participation. Even if communication with teachers and activities conducted at home had a greater contribution than school-based involvement, its influence cannot be overlooked. This idea is supported by Kirksey, Gottfried, and Freeman (2023), who claim that students' academic performance is improved when they actively participate in school activities, such as volunteering, attending parent-teacher conferences, and supporting school events.

**3) Communication with Teachers:** In keeping with Fan and Chen's (2001) research, which found that teacher participation was one of the most potent predictors of students' academic success, the study highlights that communication with instructors had the most significant influence on academic accomplishment ( $\beta = .424$ ). This result is especially in line with the report's emphasis on the critical role that communication between teachers and parents plays in fostering student learning. According to the study's findings, pupils' academic performance is enhanced when parents and instructors have regular and open channels of contact since this enables a more individualized and encouraging learning environment. Furthermore, Kirksey, Gottfried, and A. Freeman (2023) noted that greater academic accomplishment results from teachers actively interacting with parents and giving them feedback on their children's development.

**4) Socio-Demographic Characteristics:** Important background information is provided by the sociodemographic profile of the study's participants. The majority of participants (66.7%) were female, which is consistent with findings from other research that indicate mothers are more likely to be involved in their children's education, particularly in poor nations like

Nigeria (Adeyeye, 2024). Parents' educational attainment also has a significant impact on how involved they are and, in turn, how well their kids do academically. According to research by Chan et al. (2022),<sup>1</sup> parents' educational attainment plays a significant role in their ability to support school-based engagement and participate in activities at home.

The study's conclusions imply that parents with higher levels of education are typically more involved and proactive, which could account for the beneficial effects on their kids' academic achievement.

**5) Implications for Practice:** The study's conclusions have significant ramifications for community development, policymaking, and educational practices. Given the important role that communication with teachers plays, educational policy ought to support and enable fruitful parent-teacher collaborations. Schools should give parents regular opportunities to interact with instructors, according to Kaur (2024). Programs aimed at enhancing school-based and home-based involvement should also be created to enable communities and parents to take an active role in their children's educational growth. This backs up Epstein's (2001) suggestion that in order to improve academic attainment, schools create all-encompassing initiatives that connect the dots between the community, school, and family.

### *5.1 Results*

The results of this study are in line with an expanding corpus of research that highlights the complex relationship between parental participation and academic achievement. Academic attainment is strongly influenced by a combination of school-based engagement, home-based activities, and communication with instructors, with communication with teachers serving as the most potent predictor. These results not only support the theoretical frameworks put forward by Epstein, Hoover-Dempsey, Sandler, and others, but they also offer helpful suggestions for enhancing learning outcomes in Ibadan Metropolis and, consequently, other comparable educational settings. Future studies could gain more understanding of the intricate connections between parental participation and academic success by broadening the focus to include additional elements like peer pressure or socioeconomic status.

### *5.2 Implications of Findings for Parents, Teachers, Students, Society and Government*

The substantial impact of home-based activities to academic accomplishment demonstrates the critical role parents play in their children's academic success. The study emphasizes how crucial it is to establish a nurturing and engaging learning environment at home. By giving study materials, allocating specific time for homework, and promoting reading habits, parents can take an active role in their children's academic endeavors. Motivation and dedication to learning can be increased by regular conversations regarding academic achievement and school activities. Additionally, in order to track their children's development and quickly resolve issues, parents and teachers must work together by keeping lines of communication open. This collaboration guarantees that any emotional or intellectual problems can be resolved successfully, producing superior results.

The study highlights the crucial role teachers play in educational outcomes by showing that communication with teachers has the greatest impact on students' academic progress. Effective

communication with parents and kids must be a top priority for educators. Teachers can improve students' comprehension of academic concepts and create a positive learning environment by giving prompt feedback, direction, and encouragement. Teachers can also use inclusive and interesting teaching strategies that promote inquiry and active engagement. Strong teacher-student bonds can increase students' self-esteem and drive, which will improve their academic achievement. In order to foster cooperation between schools and households, teachers should also arrange frequent sessions with parents to talk about their children's development and potential improvement plans.

The success of students in school is mostly dependent on them. The results highlight how crucial it is to actively participate in learning activities at home and at school. By turning in assignments on time, studying for tests, and participating fully in class discussions, students can assume responsibility for their education. Students must learn how to create goals and manage their time well if they want to succeed academically. Furthermore, it is crucial to keep lines of communication open with parents and instructors since this creates a network of support that can assist pupils in overcoming obstacles. Additionally, students need to develop a positive outlook on learning and acknowledge that their efforts play a major role in their achievement.

A society that prioritizes education benefits from a more skilled and knowledgeable workforce, which drives economic growth and development. The findings have wider societal implications, emphasizing the collective responsibility of communities in promoting quality education. In addition, society must strive to remove cultural barriers or stigmas that prevent students from accessing education, ensuring that every child has an equal chance to succeed. Community members, organizations, and religious institutions can support parents and schools by creating extracurricular activities, mentorship opportunities, and after-school programs that complement formal education.

The results highlight how important it is for the government to foster an atmosphere that supports academic achievement. Priority should be given to laws and programs that improve home-school collaborations. To ensure that instructors are prepared to address the various requirements of pupils, the government should fund teacher training programs that improve their pedagogical and communication abilities. Funding should also be set aside to upgrade school facilities, supply instructional resources, and guarantee that all students have access to technology. Parental participation programs, such training sessions and workshops, can enable parents to take an active role in their children's education.

Addressing the socioeconomic issues that could impair pupils' academic achievement is another duty of the government. These obstacles can be removed and fair access to education ensured by initiatives like school food programs, free or subsidized education, and financial aid for low-income families. In addition, policies that support inclusive education are essential for meeting the needs of underserved populations, such as children from underprivileged homes or those with impairments.

To sum up, the results highlight how parents, educators, students, society, and the government all play a part in supporting academic success. To establish a nurturing learning environment



where kids can flourish, cooperation amongst various stakeholders is crucial. Significant progress can be made in enhancing educational performance and eventually fostering a more prosperous society by addressing the consequences that have been highlighted.

### *5.3 Recommendations*

Based on the study's findings, a number of suggestions can be made to improve children's academic performance by addressing the responsibilities of parents, educators, students, society, and the government.

By creating a nurturing atmosphere at home, parents can take an active role in their kids' education. This entails keeping an eye on schoolwork, supplying educational resources, and promoting reading habits. In order to stay updated on their child's development and work together to overcome obstacles, parents are also urged to keep in regular contact with teachers. Additionally, by scheduling academic activities and having conversations about academics, parents can foster a culture of learning at home.

Effective communication with parents and kids must be a top priority for educators. In order to inspire students to achieve, they should establish trusting relationships, give timely feedback, and offer tailored coaching. It is essential to implement inclusive teaching practices that address a range of learning requirements. In order to coordinate efforts between the home and the school to support students, teachers should also promote active engagement in the classroom and hold frequent meetings with parents.

By establishing academic goals, managing their time well, and participating fully in both in-class and at-home activities, students may take charge of their education. Overcoming academic obstacles requires cultivating productive study habits and keeping lines of communication open with parents and teachers. Students should stick to their academic objectives and ask for help when they need it.

In addition to formal education, community members and organizations should establish support networks. This entails setting up community-based projects, extracurricular activities, and mentorship programs to remove obstacles to education. Encouraging education as a social priority guarantees that every child has the chance to achieve academic success.

Policies that improve home-school cooperation should be put in place by the government, such as providing financing for teacher preparation programs and family involvement initiatives. Enough funds must be set aside to upgrade school facilities, supply instructional aids, and guarantee technology access. Fostering academic success requires addressing socioeconomic barriers, advancing inclusive education, and guaranteeing that all students have fair access to high-quality instruction.

By putting these suggestions into practice, interested parties can collaborate to establish a setting that fosters students' academic success and long-term success.

## **6. Conclusions**

The results of this study highlight how important parents, educators, students, society, and the

government are in influencing academic success. Every one of these parties has a significant impact on how students learn. Children's attitudes toward learning and their general academic achievement are influenced by their parents' active participation, resource provision, and supportive home surroundings. In a similar vein, educators have a duty to promote learning by implementing inclusive teaching methods, encouraging good communication, and cultivating close bonds among learners and their families. Since students are the main focus of education, they must take charge of their education by developing good study habits, establishing objectives, and participating fully in class activities. But they need society's assistance to thrive; they cannot do it alone. Communities must create settings that value education by offering extracurricular activities, mentorship, and removing social barriers to education. Additionally, government action is essential for establishing policies that promote inclusive education and home-school partnership, as well as for enhancing school infrastructure and ensuring fair access to education.

In summary, academic success is a complex process that necessitates the active participation of all parties involved. A strong foundation for academic achievement can be established by encouraging cooperation between parents, educators, students, society, and the government. By stressing the value of communication, resource provision, and the development of supportive environments, the study emphasizes the necessity of a team effort to overcome issues in education. In the end, when various stakeholders collaborate, students are given the tools they need to succeed, which advances both their individual development and the advancement of society at large.

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## Appendix

Appendix 1. Survey Question for Parental involvement and academic achievement of students

### QUESTIONNAIRE

**PARENTAL INVOLVEMENT (Home-based activities, school-based engagement and communication with teachers AND ACADEMIC ACHIEVEMENT OF LEARNERS IN IBADAN METROPOLIS: A LITERATURE REVIEW AND QUANTITATIVE EMPIRICAL ANALYSIS**

Dear parent,

This survey/questionnaire aims at collecting data on the role of parental involvement in the academic achievement of learners in Ibadan Metropolis. Your responses will provide valuable insights into how different types of involvement as a parent involvement influence academic outcomes. Please answer each question honestly and to the best of your ability. Please be sincere in your responses as there is no right or wrong answers. All information given will be treated with extreme confidentiality.

Thank you for your cooperation.

#### SECTION A: DEMOGRAPHIC DATA

Please tick as appropriate:

1. Parent/Guardian Name: .....(Optional)
2. Gender:  Male  Female  Other
3. Age:  18-29  30-39  40-49  50 and above
4. Education Level:  Primary  Secondary  Higher Education  Other (please specify)
5. Employment Status:  Employed  Self-employed  Unemployed
  
6. Relationship to the child:  Mother  Father  Guardian  Other
7. Child's grade level:  Primary  Secondary  Other
8. Number of children in your household:  1  2  3  4  5+
9. Type of School Attended by Child: Public  or Private
10. Number of Children: 1, 2-3, 4 or more
11. Level of the Child: Junior Secondary School (JSS), Senior Secondary School (SSS)

#### SECTION B: Home-based Activities scale

*Please rate how often you engage in the following activities with your child:*

1 = Never | 2 = Rarely | 3 = Sometimes | 4 = Often | 5 = Always

S/N	Items	1	2	3	4	5
1	I monitor my child's homework to ensure it is completed.					
2	I set a consistent study schedule for my child.					

3	I provide my child with necessary learning materials (e.g., books, stationery, access to online resources).					
4	I engage in educational activities at home (e.g., reading together, discussing school topics).					
5	I encourage my child to explore topics outside the school curriculum.					
6	I check my child's schoolbag regularly for important notices or assignments.					
7	I praise my child for completing homework or academic tasks.					
8	I help my child organize study materials and notes					
9	I limit distractions (e.g., TV, phone) during my child's study time.					
10	I encourage my child to ask questions when they don't understand something.					

**SECTION C: School-based Engagement**

*Please indicate your level of agreement with the following statements:*

1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

S/N	Items	1	2	3	4	5
1	I regularly attend parent-teacher meetings at my child's school.					
3	I attend academic functions, such as award ceremonies or science fairs, to support my child.					
4	I actively participate in decisions related to school policies or programs.					
5	I stay informed about the school's activities and events.					
6	I regularly communicate with school staff about my child's performance.					
7	I help my child prepare for school events or academic competitions.					
8	I encourage my child to participate in extracurricular activities organized by the school.					
9	I meet with teachers to discuss my child's academic goals					
10	I support my child's involvement in school clubs or after-school programs.					



**SECTION D: Communication with Teachers scale**

*Please rate how often the following occurs:*

1 = Never | 2 = Rarely | 3 = Sometimes | 4 = Often | 5 = Always

S/N	Items	1	2	3	4	5
1	I communicate with my child's teacher(s) to discuss academic progress.					
2	I seek feedback from teachers regarding my child's strengths and areas for improvement					
3	I inform teachers about any personal or family challenges that might affect my child's performance					
4	I maintain a positive and open relationship with my child's teacher(s).					
5	I actively follow up on recommendations provided by teachers to help my child improve.					
6	I discuss my child's academic goals with teachers at the beginning of the school year.					
7	I feel comfortable approaching my child's teacher(s) with concerns.					
8	I have regular communication with the school about any behavioural or academic issues my child may face.					
9	I participate in teacher-parent conferences to discuss my child's					

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