Chukwuemeka Odumegwu Ojukwu University Journal of Arts and Social Science Education (COOUJOASSE) Vol. 3, No.1, October, 2023

PARENTAL INVOLVEMENT AS A CORRELATE OF STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN ONITSHA SOUTH

Ibekwute Blessing, Anochili Elizabeth, Nnaji Chinwe, Ezea Grace.
Department of Educational Foundations, COOU, Igbariam.

ABSTRACT

The study examined parental involvement as a correlate of students' academic performance in secondary schools in Onitsha South of Anambra State. The aim of the study was to identify the relationship between parent's communication with teachers and students' academic performance in Onitsha South LGA, determine the relationship between parent's homework support and students' academic performance in Onitsha South LGA, and identify the relationship between parent's encouragement and motivation and students' academic performance in Onitsha South LGA. Three research questions were formulated for the study. The study was based on James S. Coleman's Social Capital Theory because of its relatedness. Correlational research design was used for the study. 300 respondents were sampled in the study area. Structured questionnaire was used for data collection; valid 290 questionnaires were returned which formed the sample size. Data collected were analysed using Pearson Product Moment Correlation Coefficient (PPMCC) for the research questions, and t-test of significance of correlation was used to test for the hypotheses at .05 level of significance. The findings of the study showed that parent's communication with teachers and students' academic performance in Onitsha South LGA; that parent's homework support has a positive relationship with students' academic performance in Onitsha South LGA; and parent's encouragement and motivation has a strong positive relationship with SS1 student academic performance in Onitsha South LGA of Anambra state. Based on the findings, the study concluded that Active participation of parents in their children's education positively influenced various aspects, including higher grades, improved behavior, increased motivation, and enhanced self-esteem. The study therefore recommended that Government should conduct awareness campaigns and workshops to educate parents about the importance of their involvement in their children's education; Schools should establish clear and regular communication channels between parents and teachers; and Schools should involve community stakeholders, such as local leaders, NGOs, and businesses, in supporting parental involvement efforts.

Keywords: Parental Involvement Academic Achievement.

Introduction

Education plays a vital role in shaping individual lives and societies at large. A key aspect of education is students' academic performance, which refers to their achievements and outcomes in various academic tasks and assessments. Understanding the factors that influence students' academic performance is crucial for educators, policymakers, and researchers to enhance educational systems and provide effective support to students. In recent years, the role of student motivation in academic performance has gained considerable attention. Research by Li and Lerner (2018) demonstrated a positive correlation between intrinsic motivation and academic success. Students who are intrinsically motivated tend to be more engaged in their studies,

exhibit greater persistence, and achieve higher grades. Conversely, extrinsic motivation, such as rewards or punishments, has shown to have a limited and short-term impact on academic performance of learners.

Another significant factor influencing students' academic performance is the quality of teacher-student interactions. Studies by Brown and Miller (2020) have highlighted the importance of positive teacher-student relationships in fostering students' engagement and learning outcomes. A supportive and respectful classroom environment, characterized by effective communication, individualized attention, and encouragement, can contribute to improved academic performance. Technology's integration into education has also been a subject of interest in relation to academic performance. Research by Chen and Jones (2022) explored the impact of technology-enhanced learning environments on students' academic achievement. They found that properly implemented technology tools, such as interactive simulations and multimedia resources, can enhance students' understanding, engagement, and overall academic performance.

Furthermore, students' sleep patterns and quality of sleep have emerged as factors influencing their academic performance. Recent studies by Johnson et al. (2021) have revealed that inadequate sleep duration and poor sleep quality negatively impact students' cognitive abilities, attention span, and memory retention, ultimately leading to lower academic achievement. Educators and parents should promote healthy sleep habits and prioritize sufficient rest for students to optimize their academic potential. In addition to these factors, the impact of parental involvement on students' academic performance has been extensively studied. Research by Davis and Nguyen (2019) highlighted the positive effects of parental support, including monitoring homework completion, communicating with teachers, and fostering a conducive home environment. Such involvement can contribute to increased motivation, higher attendance rates, and improved academic outcomes for students.

Parental involvement in students' school activities has long been recognized as a significant factor influencing students' educational outcomes and overall development. It refers to the active participation of parents or guardians in their children's schooling, including activities such as attending parent-teacher conferences, volunteering in school events, assisting with homework, and engaging in regular communication with teachers. Ikegbusi (2022) noted that there are numerous ways parents can get involved in school activities of their children; this can be communication with teachers, homework support, encouragement and motivation, monitoring academic progress, etc.

Communication with Teachers: Parents can maintain regular communication with teachers to stay informed about their child's progress, assignments, and areas of improvement. Homework Support: Parents can assist their children with homework by providing guidance, answering questions, and helping them understand the subject matter. Monitoring Academic Progress: Parents can actively monitor their child's academic progress by reviewing report cards, test scores, and assignments. Encouragement and Motivation: Parents play a crucial role in motivating and encouraging their children to excel academically.

Numerous studies have emphasized the positive impact of parental involvement on students' academic performance. Research by Smith and Johnson (2019) found that students with highly involved parents tend to have higher grades, improved attendance rates, and greater motivation to succeed academically. Active parental engagement demonstrates to students that education is valued and prioritized, leading to increased student effort and dedication towards their studies (Davis & Nguyen, 2019). Parental involvement has been linked to positive socio-emotional development in students. Studies by Thompson and Davis (2018) have shown that when parents actively participate in their children's school activities, it promotes a sense of belonging, self-esteem, and overall well-being. Such involvement fosters a supportive and nurturing environment, which positively influences students' social skills, resilience, and emotional regulation.

The role of parental involvement in enhancing students' behavior and discipline has also been explored. Research by Brown and Miller (2020) indicated that when parents are engaged in their children's school life, it reinforces the importance of following rules and expectations. Students with involved parents are more likely to exhibit positive behavior, demonstrate self-discipline, and engage in pro-social activities within the school setting. Furthermore, studies have examined the impact of parental involvement on students' educational aspirations and future career choices. Research by Roberts and Johnson (2019) found that students with involved parents are more likely to have higher educational aspirations and a clearer understanding of available career paths. Parental involvement provides students with access to information, guidance, and resources necessary for making informed decisions about their educational and professional trajectories.

The influence of cultural and linguistic factors on parental involvement has also been explored. Studies by Garcia and Nguyen (2023) suggest that cultural values, language barriers, and immigrant status can impact the extent and nature of parental involvement. Recognizing and respecting the diverse backgrounds of families is crucial in promoting inclusive parental involvement practices that cater to the unique needs and preferences of different cultural and linguistic communities. With the advent of digital platforms and communication tools, parents now have increased opportunities to engage in their children's education. Research by Chen and Johnson (2022) indicates that technology-based interventions, such as online parent portals and mobile applications, can facilitate regular communication between parents and teachers, enhance parental awareness of students' progress, and promote collaboration in supporting students' academic success. Lee and Kim (2022) suggests that parental involvement remains significant from early childhood education through to secondary and higher education. The nature of parental involvement may evolve as students’ progress through different educational stages, but consistent parental support and engagement continue to positively impact students' educational outcomes and well-being. However, in many schools today, parents are not made to understand the role they are supposed to play in the academic growth of their children. This has significantly affected the performance of many of these students.

Statement of the Problem

Parental involvement in students' school activities has been recognized as a crucial factor in influencing students' academic performance in secondary schools in Onitsha South Local Government Area. However, several gaps and issues exist in understanding the extent and impact of parental involvement in this specific context. Firstly, there is a lack of comprehensive research on the current level of parental involvement in secondary schools in Onitsha South, which hinders the development of targeted interventions. Secondly, the factors that influence parental involvement in this area are not well understood, including socio-cultural, economic, and contextual factors. Understanding these influences is essential for designing effective strategies to enhance parental engagement.

Moreover, there is a need to investigate the specific impact of parental involvement on students' academic performance in Onitsha South secondary schools. While studies have shown a positive correlation between parental involvement and academic outcomes, it is necessary to examine whether similar patterns hold true in this particular context. Additionally, exploring potential variations in the effects of parental involvement across different student populations, such as gender, socio-economic status, and academic ability, can inform interventions that address specific needs.

The role of schools and educators in facilitating and promoting parental involvement needs to be examined as well. Understanding the perspectives and experiences of teachers and school administrators regarding parental involvement can help identify challenges and effective strategies to encourage and support parents' engagement in their children's education. The present study therefore, tried to find solution to these problems by examining parental involvement as a correlate of students' academic performance, using secondary schools in Onitsha South LGA as a case study.

Objectives of the Study

The main objective of the study is to examine parental involvement as a correlate of students' academic performance, using secondary schools in Onitsha South LGA as a case study. Specifically, the study intends to:

i. identify the relationship between parent's communication with teachers and students' academic performance in Onitsha South LGA
ii. determine the relationship between parent's homework support and students' academic performance in Onitsha South LGA
iii. identify the relationship between parent's encouragement and motivation and students' academic performance in Onitsha South LGA

Scope of the Study

The study is delimited to parental involvement as a correlate of students' academic performance. The area it covered is public secondary schools in Onitsha South. The study tried to identify the relationship between parent's communication with teachers and students' academic performance in Onitsha South LGA, determine the relationship between parent's homework support and students' academic performance in Onitsha South LGA, and identify the relationship between

parent's encouragement and motivation and students' academic performance in Onitsha South LGA.

Research Questions

The following research questions guided the study:

i. What is the relationship between parent's communication with teachers and students' academic performance in Onitsha South LGA?
ii. What is the relationship between parent's homework support and students' academic performance in Onitsha South LGA?
iii. What is the relationship between parent's encouragement and motivation and students' academic performance in Onitsha South LGA?

Research Hypotheses

i. there is no significant relationship between parent's communication with teachers and students' academic performance in Onitsha South LGA
ii. there is no significant relationship between parent's homework support and students' academic performance in Onitsha South LGA
iii. there is no significant relationship between parent's encouragement and motivation and students' academic performance in Onitsha South LGA

Review of Related Literature

Concept of Parental Involvement

The concept of parental involvement in education is a vital aspect of promoting student success and academic achievement. It refers to the active participation and engagement of parents or guardians in their children's educational journey, both inside and outside of the school environment. Research consistently highlights the positive effects of parental involvement on various aspects of students' academic, social, and emotional development. Parental involvement encompasses a range of activities, including regular communication with teachers, attending parent-teacher conferences, volunteering in schools, assisting with homework, and engaging in educational activities at home. A study by Hill and Tyson (2018) found that parental involvement positively correlates with students' academic achievement. When parents take an active interest in their children's education, it can lead to improved attendance, increased motivation, and enhanced learning outcomes.

Moreover, parental involvement plays a crucial role in fostering positive relationships between parents, teachers, and schools. In a study conducted by Fan and Chen (2020), it was observed that when parents are actively involved in their children's education, they develop a better understanding of the school's expectations and educational practices. This understanding allows parents to support their children more effectively and establish collaborative partnerships with teachers, leading to a supportive learning environment. Furthermore, parental involvement has been associated with increased student self-esteem and motivation. A research study conducted by Jeynes (2019) highlighted the positive influence of parental involvement on students' psychological well-being. When parents show interest in their children's education and provide emotional support, students are more likely to develop a positive attitude toward learning, leading to improved self-confidence and academic engagement.

Parental involvement also plays a crucial role in promoting students' social and emotional development. According to a study by Edwards and Boyd (2021), parental involvement contributes to the development of stronger parent-child relationships, which in turn positively impact students' social skills and emotional well-being. When parents are actively involved, students feel supported, valued, and more connected to their families, leading to improved social interactions and emotional resilience. Parental involvement has been found to have a particularly significant impact on the academic success of marginalized and disadvantaged students. In a study by Rogers et al. (2022), it was observed that parental involvement plays a crucial role in narrowing the achievement gap between students from different socio-economic backgrounds. When parents from disadvantaged backgrounds are involved in their children's education, they can provide additional resources, support, and guidance, thereby enhancing their children's opportunities for success. It is worth noting that parental involvement should not be seen as a one-size-fits-all approach, as the level and nature of involvement may vary across families and cultural contexts. A study by Gonzalez-DeHass et al. (2018) emphasized the importance of recognizing and respecting diverse family dynamics and cultural values when promoting parental involvement. Schools and educators should strive to create inclusive environments that actively involve all parents, regardless of their background, and provide resources and strategies that are sensitive to cultural differences.

Concept of Academic Performance

Academic performance refers to the measurable outcomes and achievements that students demonstrate in their educational endeavors. It primarily focuses on the quantitative aspects of academic achievement, such as grades, test scores, and class rankings. Academic performance serves as a crucial indicator of students' mastery of academic content and their ability to meet the expectations set by educational institutions. Grades are a common measure of academic performance, reflecting students' achievement in coursework, assignments, and assessments. A study by Hidi and Renninger (2019) highlighted the significance of grades as an external motivator that influences students' effort, engagement, and overall academic performance. The feedback provided through grades can guide students' learning and help them identify areas for improvement.

Standardized tests are another widely used measure of academic performance. These tests aim to assess students' knowledge, skills, and abilities in specific subject areas. Research by Roediger and Marsh (2018) emphasized the role of standardized tests in providing an objective evaluation of academic performance, enabling comparisons across different schools, districts, and regions. However, it is important to consider the limitations of standardized tests, including their narrow focus on content knowledge and the potential for bias in their design and administration. Class rankings provide a comparative assessment of students' academic performance within their peer group. A study by Strauss and Shapira (2020) discussed the impact of class rankings on students' motivation and self-perception. High class rankings are often associated with academic success and may confer certain advantages, such as scholarship opportunities or admission to prestigious educational institutions. However, class rankings can also create a competitive environment and increase stress levels among students. In addition to grades, standardized tests, and class rankings, academic performance can be evaluated through various forms of assessments,

including projects, presentations, and portfolios. These alternative assessments provide a more comprehensive view of students' knowledge, skills, and abilities beyond traditional exams. A study by Darling-Hammond and Adamson (2019) emphasized the importance of performance-based assessments in promoting deeper learning, critical thinking, and problem-solving skills, which are crucial for academic success and real-world application.

The concept of academic performance is influenced by multiple factors. Research by Lehto et al. (2021) highlighted the role of student motivation in predicting academic performance. Intrinsic motivation, characterized by students' interest, curiosity, and enjoyment of learning, has been found to positively correlate with academic performance. On the other hand, extrinsic motivation, driven by external rewards or pressures, may not consistently lead to sustained academic success.

The quality of instruction and educational experiences significantly impact academic performance. A study by Pianta et al. (2020) emphasized the role of effective teaching practices, such as clear instruction, engaging learning activities, and supportive classroom environments, in promoting students' academic performance. Skilled and responsive teachers can create a positive learning atmosphere that enhances students' motivation, comprehension, and retention of academic content.

Theoretical Framework

Social Capital Theory, developed by James S. Coleman, (1988), is a sociological theory that examines the role of social relationships, networks, and resources in facilitating individual and collective success. Coleman proposed that social capital, similar to economic or human capital, is an important asset that individuals and communities possess, and it can have significant impacts on various aspects of life, including education. According to Social Capital Theory, social capital is built through social interactions, trust, and reciprocity within social networks. These networks can be formal or informal and encompass relationships with family, friends, neighbors, colleagues, and community members. The theory suggests that social capital can be accessed and mobilized to achieve individual and collective goals, including educational attainment.

In the context of parental involvement as a correlate of students' academic performance in secondary schools in Onitsha South LGA, Social Capital Theory can be related by examining the impact of social relationships, networks, and resources on students' educational outcomes. According to Social Capital Theory, parental involvement creates social connections and networks that contribute to the formation of social capital. In Onitsha South LGA, parental involvement can manifest through activities such as communication with teachers, participation in school events, assistance with homework, and engagement in educational activities at home. These forms of involvement allow parents to establish relationships with teachers, school administrators, and other parents, thereby building social capital.

By actively engaging with their children's education, parents in Onitsha South LGA can access valuable resources and support through their social networks. For instance, parents who are involved in parent-teacher associations or participate in school activities are likely to develop

relationships with teachers and administrators, which can lead to increased communication and collaboration. These relationships provide parents with information about their children's progress, insights into effective learning strategies, and access to additional educational resources or opportunities.

The presence of social capital created through parental involvement can positively influence students' academic performance. Students whose parents are actively involved in their education may experience improved academic outcomes due to the resources and support available to them. For example, parents who establish strong relationships with teachers can collaborate to address students' individual needs, develop tailored learning plans, and provide additional academic support outside the classroom.

Method

Research Design

The study adopted correlational research design. A correlational design seeks to establish the degree of relationship that exists between two or more variables. According to Nworgu (2015), a correlational research design indicates the direction and magnitude of the relationship between two or more variables. The rationale for adopting this is to ascertain the relationship between parental involvements and students' academic performance in secondary schools in Onitsha South LGA.

Area of study

The study was carried out in public secondary schools (SSI) in Onitsha South Local Government Area. The Lingua Franca of the areas is Igbo and English language. There are 50 public secondary schools in the Onitsha South Local Government Area. Majority of the secondary schools in this area are mixed schools; and the major languages spoken are English and Igbo.

Population of the study

In connection with this study, the population of study is made up of Senior Secondary Schools students in Ontisha South Local Government Area..

Sample size/Sampling techniques

300 Senior Secondary school students in Onitsha South Local Government Area formed the sample for this study. Respondents were randomly selected from six Senior Secondary schools in the area which are Christ The King College, (C.K.C.), Onitsha; Learning Field International School, Bridge-Head Housing Estate, Onitsha; Modebe Memorial Secondary School, Onitsha; Metu Memorial Secondary School, Onitsha; Urban Girls' Secondary School, Onitsha; and Urban Boys' Secondary School, Onitsha. Fifty respondents were randomly sampled from each school. The random sampling technique was used for the study. This sampling was suitable because it ensured homogeneity of the sample.

Instrument for Data Collection

Structured questionnaire was used for data collection. The items of the instrument were placed on 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The range of the scores were weighted as 4,3,2 and 1.

Method of Data Analysis

The data collected were analysed using Pearson Product Moment Correlation Coefficient (PPMCC) for the research questions, and t-test of significance of correlation was used to test for the hypotheses at .05 level of significance.

Decision rule for research question:

0.8 – 1.0 – very strong relationship
0.6 – 0.79 – strong relationship
0.4 – 0.59 – moderate relationship
0.2 – 0.39 – low relationship
0.0 – 0.19 – very low relationship

For the hypothesis, P-value was used to determine the significance of the prediction at .05 level of significance.

For p-value when

p-value <.05: Reject H_0 and Accept H_1
p-value > .05 Accept H_0 and Reject H_1.

Result Presentation

Research Question 1: What is the relationship between parent's communication with teachers and students' academic performance in Onitsha South LGA?

Table 1: Coefficient (r) on the relationship between parent's communication with teachers and students' academic performance in Onitsha South LGA

Variation	N	coefficient(r)	r^2	remarks
Parent's communication	290	.853		strong positive relationship
Academic performance	290		. 584	

Result in Table 1 showed the relationship between parent's communication with teachers and students' academic performance in Onitsha South LGA. The coefficient(r) of .853 indicated a strong positive relationship between parent's communication with teachers and students' academic performance (r=0.853, N=290). The coefficient of determination (r^2) =0.584) for student academic performance 58.4% of total variability in SS1 student academic performance in Onitsha South LGA can be explained by parent's communication with teachers.

Research Question 2: What is the relationship between parent's homework support and students' academic performance in Onitsha South LGA?

Table 2: Coefficient (r) on the relationship between parent's homework support and students' academic performance in Onitsha South LGA

Variation	N	coefficient(r)	r^2	remarks
Parent's homework support	290	.773	.453	strong positive relationship
Academic performance	290		. 574	

Table 2 showed that coefficient (r) of parent's homework support and students' academic performance in Onitsha South LGA (r =0.773) had a strong positive relationship. The coefficient of determination (r2 =0.453) indicated that 45.3% of total variability in SS1 student academic performance in Onitsha South LGA e can be explained by parent's homework support.

Research Question 3: What is the relationship between parent's encouragement and motivation and students' academic performance in Onitsha South LGA**?**

Table 1: Coefficient (r) on the relationship between parent's communication with teachers and students' academic performance in Onitsha South LGA

Variation	N	coefficient(r)	r^2	remarks
Encouragement and motivation	290	.793		strong positive relationship
Academic performance	290		. 684	

Result in Table 1 showed the relationship between parent's encouragement and motivation and students' academic performance in Onitsha South LGA. The coefficient(r) of .793 indicated a strong positive relationship between parent's encouragement and motivation and students' academic performance (r=0.793, N=290). The coefficient of determination (r^2) =0.684) for student academic performance 68.4% of total variability in SS1 student academic performance in Onitsha South LGA can be explained by parent's encouragement and motivation.

Testing of Hypotheses

Hypothesis 1

There is no significant relationship between parent's communication with teachers and students' academic performance in Onitsha South LGA.

Table 4: Test of significance of correlation of parent's communication with teachers and students' academic performance in Onitsha South LGA

Variation	N	coefficient(r)	r^2	p-value	remarks
Communication with teachers significant	290	.853		.591	.018
Academic performance	290				

Table 4 showed that p-value of .018 is less than .o5 alpha level, this means that the null hypothesis of significant relationship between parent's communication with teachers and students' academic performance was rejected (r290 = .853). p= .018, p<.05. Hence, there is a significant relationship between parent's communication with teachers and SSI students' academic performance in Ontsha South LGA of Anambra state.

Hypothesis 2

There is no significant relationship between parent's homework support and students' academic performance in Onitsha South LGA

Table 5: Test of significance of correlation between parent's homework support and students' academic performance in Onitsha South LGA

Variation	N	coefficient(r)	r^2	p-value	remarks
Parent's homework support	290	.543	.453	.04.1	significant
Students' academic performance	290				

Result presented in Table 5 revealed that p-value of .031 is less than .05 alpha level, which means that the null hypothesis of no significant relationship between parent's homework support and students' academic performance in Onitsha South LGA was rejected (r290 =.543),p =.041, p<.05. Therefore, there is a significant relationship between parent's homework support and secondary schools students' academic performance in Onitsha South LGA of Anambra state.

Hypothesis 3

There is no significant relationship between parent's encouragement and motivation and students' academic performance in Onitsha South LGA

Table 6: Test of significance of correlation of parent's encouragement and motivation and students' academic performance

Variation	N	coefficient(r)	r^2	p-value	remarks
Encouragement and motivation	290	.783		.574	.018
significant					
Academic performance	290				

Table 6 showed that p-value of .018 is less than .o5 alpha level, this means that the null hypothesis of significant relationship between parent's encouragement and motivation and students' academic performance was rejected (r290 = .783). p= .018, p<.05. Hence, there is a significant relationship between parent's encouragement and motivation and academic performance of SS1 student in Onitsha South LGA of Anambra state.

i. there is no significant relationship between parent's communication with teachers and students' academic performance in Onitsha South LGA
ii. there is no significant relationship between parent's homework support and students' academic performance in Onitsha South LGA
iii. there is no significant relationship between parent's encouragement and motivation and students' academic performance in Onitsha South LGA

Findings

The findings of this study as shown in Table 1 showed that parent's communication with teachers and students' academic performance in Onitsha South LGA. The result from the null hypotheses also indicated that there is a significant relationship between parent's communication with teachers and students' academic performance in the local government area. This implies that parent's communication with teachers seriously influence the academic performance of the students in SS1. This finding is supported by Hill and Tyson (2018) who noted that there is need for parents to be communicating with the teachers who are teaching their students. This will enable them to have good understanding of the performance and behavior of their children.

In the same vein, the findings in Table 2 showed that parent's homework support has a positive relationship with students' academic performance in Onitsha South LGA. The result from the null hypotheses also shows there is a significant relationship between evaluative feedback and student academic performance. This implies that parent's homework support seriously impact on student academic performance. This finding of the study is in line with the findings of Fan and Chen (2020) who posited that students whose parents and guardians are helping in their homework learn faster than those who only learn from the class.

In table 3 indicated that parent's encouragement and motivation has a strong positive relationship with SS1 student academic performance in Onitsha South LGA of Anambra state. The result from the null hypotheses also indicated that there is a significant relationship between corrective feedback and student academic performance in the local government area. This implies that parent's encouragement and motivation seriously influence the academic performance of the students.

Conclusion

Through the research process, it was observed that parental involvement plays a significant role in students' academic performance. Active participation of parents in their children's education positively influenced various aspects, including higher grades, improved behavior, increased motivation, and enhanced self-esteem. The study findings align with previous research conducted in different contexts, affirming the universal significance of parental involvement in education. The assessment of parental involvement in Onitsha South LGA revealed varying levels of engagement among parents. While some parents actively participated in their children's education through monitoring homework, attending school events, and communicating with teachers, others displayed limited involvement due to factors such as time constraints, lack of awareness, and socioeconomic challenges.

Recommendations

i. Government should conduct awareness campaigns and workshops to educate parents about the importance of their involvement in their children's education.
ii. Schools should establish clear and regular communication channels between parents and teachers.
iii. Schools should involve community stakeholders, such as local leaders, NGOs, and businesses, in supporting parental involvement efforts.
iv. Parents teachers association (PTA) should organize workshops that equip parents with skills and knowledge to support their children's learning.

References

Brown, J., & Miller, S. (2020). The impact of positive teacher-student relationships on academic performance: A review. *Journal of Educational and Developmental Psychology*, 10(1), 18-26.

Chen, L., & Johnson, M. (2022). The impact of technology-enhanced learning environments on students' academic achievement: *A review of research. Journal of Educational Technology Systems*, 50(3), 233-255.

Davis, R., & Nguyen, L. (2019). The effects of parental involvement on students' academic performance. *International Journal of Educational Studies*, 6(2), 78-88.

Garcia, M., & Nguyen, T. (2023). Exploring the impact of cultural and linguistic factors on parental involvement in education. *Journal of Multilingual and Multicultural Development*, 44(1), 32-49.

Ikegbusi, N. (2022). Parental involvement in the education of secondary school students: A literature review. *Journal of Educational Research and Practice*, 1(2), 65-82.

Johnson, S., et al. (2021). The influence of sleep patterns on academic performance: A systematic review. *Sleep Medicine Reviews*, 61, 101514.

Lee, J., & Kim, S. (2022). Parental involvement in children's education: A comprehensive review. *Journal of Child and Family Studies*, 31(3), 897-916.

Li, S., & Lerner, R. (2018). Associations of intrinsic and extrinsic motivation with academic performance: A meta-analysis. *Frontiers in Psychology*, 9, 2307.

Roberts, H., & Johnson, L. (2019). Parental involvement and educational aspirations: A literature review. *Review of Education*, 7(1), 73-96.

Smith, A., & Johnson, T. (2019). The impact of parental involvement on academic achievement: A meta-analysis. *Educational Psychology Review*, 31(2), 435-464.

Thompson, A., & Davis, H. (2018). Parental involvement in education and its effects on students' academic performance: A meta-analysis. *Educational Psychology Review*, 30(3), 771-799.