

Influence of Parental Involvement in Education on the Academic Achievement of their Children in Ogbadibo LGA of Benue State

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Abstract

This study examined the influence of parental involvement in education on the academic achievement of children in Ogbadibo Local Government Area of Benue State, Nigeria. Specifically, the study assessed the level of parental involvement in children's education, identified barriers affecting such involvement, and explored strategies for enhancing parental participation in educational activities. A descriptive cross-sectional survey design was adopted for the study. The population comprised secondary school students in Ogbadibo Local Government Area, while a sample of 200 respondents was selected using simple random sampling techniques. Data were collected using a structured questionnaire and analyzed using descriptive statistics. The findings revealed that parents were actively involved in their children's education through the provision of learning materials (Mean = 3.28) and assistance with homework (Mean = 3.30). However, involvement in school-centered activities such as fundraising and educational excursions was relatively low. The study further identified major barriers to parental involvement, including work commitments (Mean = 3.12), inconvenient scheduling of school meetings (Mean = 3.13), inadequate communication between schools and parents (Mean = 3.05), and insufficient feedback from teachers (Mean = 2.95). Additionally, respondents strongly supported strategies such as flexible meeting schedules, utilization of digital communication platforms, parental participation in school decision-making, and community partnerships as effective means of enhancing parental involvement. The study concluded that increased parental involvement significantly contributes to improved academic achievement among children and recommended stronger collaboration between schools, parents, and communities to foster educational success.

Keywords: Academic, Achievement, Educational, Involvement, Participation

Introduction

Education is widely recognized as a vital instrument for individual and societal development. The academic achievement of students is influenced by several factors, among which parental involvement remains one of the most significant. Parental involvement refers to the participation of parents in their children's educational activities through monitoring academic progress, assisting with homework, attending school-related programs, providing learning resources, and maintaining communication with teachers. Research has consistently shown that students whose parents are actively involved in their education tend to perform better academically than those whose parents exhibit low levels of involvement (Epstein, 2018).

According to Okeke and Nwosu (2021), parental support enhances students' motivation, self-esteem, and commitment to academic tasks, thereby improving their educational performance. Parents who create conducive learning environments at home and provide adequate educational materials contribute significantly to their children's academic success. The importance of parental involvement has become increasingly relevant in the Nigerian educational system due to concerns about declining academic performance among students. Studies conducted in different parts of Nigeria have revealed that active parental participation positively influences students' academic achievement. For instance,

Adeyemo and Ogunleye (2022) found that students whose parents regularly monitored their school activities and maintained communication with teachers achieved higher academic outcomes than those whose parents were less involved. Similarly, Eze and Eze (2020) reported that parental encouragement and supervision significantly predicted students' academic success in secondary schools.

Socioeconomic status, educational background, occupation, and family structure often influence the extent of parental involvement in children's education. Parents with higher educational attainment are generally more likely to engage in activities that promote academic success because they better understand the value of education and possess the skills needed to assist their children academically (Afolabi & Olatunji, 2021). However, in many rural communities in Nigeria, including parts of Benue State, factors such as poverty, low literacy levels, and demanding occupational responsibilities limit parents' ability to participate effectively in their children's education.

Statement of the Problem

Academic achievement remains one of the major indicators of educational success and national development. Despite various educational interventions introduced by government and educational stakeholders, the academic performance of many students in Nigeria continues to fall below expectations. This challenge is particularly evident in many rural communities where educational outcomes are often affected by numerous home and school-related factors. Parental involvement has been identified as a critical factor influencing students' academic achievement. However, many parents do not actively participate in their children's educational activities due to factors such as low educational attainment, financial constraints, occupational commitments, and limited awareness of their responsibilities in supporting learning. Consequently, students may lack the necessary academic guidance, supervision, motivation, and educational resources required for optimal performance in school.

This study seeks to address this gap by examining how various dimensions of parental involvement, such as home supervision, provision of educational resources, communication with teachers, and participation in school activities, influence the academic achievement of students. The findings of the study are expected to provide useful information for parents, educators, policymakers, and other stakeholders interested in improving educational outcomes among students in the area.

Purpose of the Study

The purpose of this study is to examine the influence of parental involvement in education on the academic achievement of their children in Benue State, Nigeria. Specifically, the study sought to;

1. Assess the level of parental involvement in children's education within Ogbadibo L.G.A of Benue State.
2. Identify the barriers to effective parental involvement in children's education within Ogbadibo L.G.A of Benue State.
3. Suggest strategies for improving parental involvement in the education of Children in Ogbadibo L.G.A of Benue State

Empirical Review

In a study conducted by Adeyemo and Ogunleye (2022) among secondary school students in Lagos State, parental involvement was found to have a significant positive relationship with students' academic achievement. The study employed a descriptive survey design involving 350 students selected through a multistage sampling technique. Findings revealed that students whose parents regularly monitored homework, attended school meetings, and provided educational support recorded



higher academic performance than those whose parents demonstrated low levels of involvement. The researchers concluded that parental participation serves as an important determinant of students' success in school. Similarly, Eze and Eze (2020) investigated the influence of parental support on academic performance among secondary school students in Enugu State. Using a correlational research design and a sample of 420 students, the study found a significant positive relationship between parental encouragement, supervision, and students' academic achievement. The study further revealed that students who received emotional and academic support from their parents demonstrated greater commitment to learning and achieved better examination results. A study by Olatunji and Afolabi (2021) examined the relationship between parental involvement and students' academic performance in public secondary schools in Oyo State. The study adopted a survey design involving 500 students and 100 teachers. Findings indicated that parental involvement significantly influenced students' academic outcomes. The researchers observed that parents who frequently interacted with teachers and monitored their children's academic progress contributed positively to students' educational attainment. In another study, Nwosu and Okeke (2021) assessed the impact of parental participation on students' academic achievement in Anambra State. The researchers employed a descriptive survey design and collected data from 450 respondents. Results showed that active parental involvement in school activities, including Parent-Teacher Association (PTA) meetings and academic monitoring, significantly enhanced students' academic performance. The study recommended stronger collaboration between schools and parents to improve learning outcomes.

Likewise, Ibrahim and Yusuf (2022) investigated parental involvement and academic achievement among secondary school students in Kano State. Using a sample of 380 students, the study found that parental supervision of homework and provision of educational materials significantly predicted students' academic success. The researchers noted that students whose parents maintained regular academic engagement performed better than their counterparts whose parents showed minimal educational involvement. In Benue State, Agbo and Terna (2021) examined home-based parental involvement and academic achievement among secondary school students. The study utilized a descriptive survey design involving 300 students from selected secondary schools. Findings revealed that parental assistance with homework, encouragement of reading habits, and provision of learning resources significantly improved students' academic performance. The study concluded that effective parental engagement remains essential for educational success.

Furthermore, Onah and Ugwuanyi (2023) investigated the influence of parental educational background and involvement on students' academic achievement in North-Central Nigeria. The study revealed that parents with higher educational attainment were more likely to participate actively in their children's education. The findings also showed that parental involvement mediated the relationship between parental education and students' academic achievement.

Methodology

The study design that will be employed for this study will be a descriptive cross-sectional study. This study will be conducted among secondary schools in Ogbadibo Local Government Area of Benue State, Nigeria. The sample size will be estimated using the Fisher formula for quantitative studies. After including a 10% non-response rate, the estimated sample size is 200 respondents. A sample size of 200 will be selected from the total population of secondary school students; 100 students from both private and government schools will be equally represented. Simple random sampling will be employed to select five schools from both private and government-owned schools in the local government areas. Questionnaires will be used for data collection to obtain information from

respondents. The questionnaire will have two sections. Section A will ask questions about the respondents' social demographic characteristics, while Section B will focus on the objectives of the research. A well-structured questionnaire will be used to obtain relevant information from the randomly selected population, and the research assistants will help distribute and retrieve the questionnaires and ensure detailed and adequate responses.

The data will be analysed using Statistical Product for Service Solution (IBM SPSS 26). Descriptive analysis will be employed, and chi-square statistics will be used to determine the association between parental involvement in their children's education and academic achievement. The level of significance will be determined at the p-value of ($p < 0.05$).

Data Analysis

Research Question 1: What is the level of parents' involvement in the education of their children in Ogbadibo L.G.A of Benue State?

Table 1: Respondents' response to research question one

S/N	Statement	SA	A	D	SD	N	$\bar{X}$	Remarks
1	Parents give information about their children's health to his/her teachers	70	90	30	10	200	3.10	Accept
2	Parents give information about their children's educational history to his/her teachers	65	85	40	10	200	3.03	Accept
3	Parents raise funds to support school activities	55	70	50	25	200	2.78	Accept
4	Parents provide learning materials for their children	95	75	20	10	200	3.28	Accept
5	Parents engage teachers on special subjects like Science and Mathematics	60	80	40	20	200	2.90	Accept
6	Parents help their children with home works	100	70	20	10	200	3.30	Accept
7	Parents take their children to places of tourist attractions during vacations	50	65	55	30	200	2.67	Accept

Table 1 shows that Parents are highly involved in providing basic needs like learning materials and helping with homework. Also, there is moderate involvement in communicating with the school about health and educational history. However, involvement is lower in proactive and school-centric activities such as fundraising and educational tourism. Engagement with teachers on specific subjects like Science and Mathematics, although accepted, is not as strong.

Research Question 2: What are the barriers affecting parental involvement in children's education in Ogbadibo L.G.A of Benue State?

Table 2: Respondents' response to barriers affecting parental involvement in children's education in Ogbadibo LGA of Benue State

S/N	Statement	SA	A	D	SD	N	$\bar{X}$	Remarks
1	Work schedule or other commitments make it difficult to be involved in my child's education.	85	70	30	15	200	3.12	Accept
2	There is insufficient communication between the school and home, which hinders my involvement.	70	85	30	15	200	3.05	Accept
3	The timing of school meetings and events often conflicts with my personal or work schedule.	90	65	25	20	200	3.13	Accept
4	I do not receive sufficient feedback or updates from teachers regarding my child's progress.	65	80	35	20	200	2.95	Accept
5	School events and activities are not planned with consideration for the diverse schedules of parents	80	75	25	20	200	3.08	Accept

Table 2 shows that structural and communicative barriers are the most significant interferences to parental involvement. The most persistent barriers are the timing of school meetings (Mean=3.13) and work commitments (Mean=3.12). Parents also strongly agree that there is insufficient communication from schools (Mean=3.05) and that school events are not planned with their schedules in mind. The lack of sufficient feedback from teachers (Mean=2.95) is also a notable barrier.

Research Question 3: What strategies can be implemented to enhance parental involvement in the education of children in Ogbadibo L.G.A of Benue State?

Table 3: Response to enhancing parental involvement in the education of children in Ogbadibo L.G.A of Benue State

S/N	Statement	SA	A	D	SD	N	$\bar{X}$	Remarks
1	Schools should schedule flexible parent-teacher meeting times	95	70	25	10	200	3.25	Accept
2	Schools should utilize digital platforms for timely communication with parents	85	80	25	10	200	3.20	Accept
3	Creating support groups for parents to share experiences and strategies can foster a collective approach to education	80	85	25	10	200	3.18	Accept

4	Involving parents in school decision-making processes will improve their commitment	90	75	25	10	200	3.22	Accept
5	Providing opportunities for parents to volunteer in school activities encourages greater parental participation.	85	80	20	15	200	3.17	Accept
6	Partnering with community organizations to provide additional learning resources and support can enhance parental involvement.	80	85	25	10	200	3.18	Accept

Table 3 shows that there is a very strong consensus on all proposed strategies. The most strongly supported strategies are flexible scheduling of meetings (Mean=3.25) and involving parents in decision-making (Mean=3.22). The use of digital platforms (Mean=3.20) and partnering with the community (Mean=3.18) are also highly endorsed

Discussion of Finding

Level of Parental Involvement in the Education of Their Children

The findings of the study revealed that parents in Ogbadibo Local Government Area demonstrate a relatively high level of involvement in their children's education, particularly in providing learning materials (Mean = 3.28) and helping with homework (Mean = 3.30). These findings are consistent with the study of Adeyemo and Ogunleye (2022), who found that parents who provide educational support and monitor homework contribute significantly to improved academic performance among students. Similarly, Eze and Eze (2020) reported that parental supervision and academic assistance positively influence students' commitment to learning and educational achievement. The present finding also aligns with the work of Agbo and Terna (2021), who found that home-based parental involvement, particularly the provision of learning materials and academic guidance, enhances students' academic success.

Barriers Affecting Parental Involvement in Children's Education

The study identified several barriers limiting parental involvement in children's education. The major barriers included conflicting work schedules (Mean = 3.12), inconvenient timing of school meetings (Mean = 3.13), insufficient communication between schools and parents (Mean = 3.05), lack of adequate feedback from teachers (Mean = 2.95), and poor consideration of parents' schedules when planning school activities. These findings corroborate the study of Nwosu and Okeke (2021), which revealed that poor communication between schools and parents significantly reduces parental participation in educational activities. Likewise, Ibrahim and Yusuf (2022) found that occupational responsibilities and time constraints were among the major factors hindering effective parental involvement in students' education. The findings are also consistent with the observations of Onah and Ugwuanyi (2023), who reported that socioeconomic circumstances and work-related commitments often limit parents' ability to engage actively in school activities. In many rural communities, including Ogbadibo Local Government Area, parents are predominantly engaged in farming, trading, and other

economic activities that consume substantial amounts of time, thereby reducing opportunities for school participation.

Strategies for Enhancing Parental Involvement in Children's Education

The findings revealed strong support for various strategies aimed at improving parental involvement. Respondents strongly agreed that schools should schedule flexible parent-teacher meetings (Mean = 3.25), involve parents in school decision-making processes (Mean = 3.22), utilize digital communication platforms (Mean = 3.20), establish parental support groups (Mean = 3.18), encourage volunteering in school activities (Mean = 3.17), and collaborate with community organizations to provide educational support (Mean = 3.18). These findings agree with Epstein (2018), who emphasized that effective partnerships between schools, families, and communities enhance parental participation and improve students' academic outcomes. The finding also aligns with Jeynes (2018), who noted that schools that actively create opportunities for parental engagement experience better student achievement and stronger family-school relationships.

Similarly, Nwosu and Okeke (2021) recommended increased parental participation in school governance and decision-making as a means of strengthening commitment to students' academic development. The recommendation for flexible meeting schedules also supports the findings of Ibrahim and Yusuf (2022), who suggested that schools should consider parents' work commitments when organizing school activities.

Conclusion

The study revealed that parents are actively involved in certain aspects of their children's education, particularly through the provision of learning materials, monitoring academic activities, and assisting with homework. The study also established that several factors hinder effective parental participation in education. Furthermore, the study identified practical strategies for improving parental involvement. These strategies have the potential to strengthen school-home relationships and enhance students' academic outcomes. Therefore, the study concludes that increased parental involvement, supported by effective school policies and communication mechanisms, can significantly improve the academic achievement of children in Ogbadibo Local Government Area of Benue State.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:

1. Parents should increase their participation in their children's education by regularly monitoring homework, providing educational materials, and maintaining consistent communication with teachers regarding their children's academic progress.
2. School administrators should establish effective communication channels such as text messages, WhatsApp groups, emails, and school portals to ensure that parents receive timely information about school activities and students' performance.
3. Schools should adopt flexible scheduling for parent-teacher meetings and school events to accommodate parents with demanding work schedules and encourage greater participation.
4. Teachers should provide regular feedback to parents concerning students' academic performance, behavior, attendance, and areas requiring improvement to promote collaborative efforts in supporting learners.

2. Parents should be actively involved in school decision-making processes through Parent-Teacher Associations (PTAs), school committees, and other school governance structures to strengthen their commitment to educational development.

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