

**THE IMPACT OF PARENT CHILD RELATIONSHIP ON THE ACADEMIC
ACHIEVEMENT OF THEIR CHILDREN
IN OVIA NORTH EAST LOCAL GOVERNMENT AREA OF EDO STATE**

BY

BROWN PEACE

EDU2005806

**A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATIONAL
EVALUATION AND COUNSELLING PSYCHOLOGY, FACULTY OF
EDUCATION, AND SUBMITTED TO THE UNIVERSITY OF BENIN, BENIN
CITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF B.A. (ED) IN EDUCATION**

OCTOBER 2024

CERTIFICATION

We, the undersigned, certify that this work was carried out by Peace Brown of the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin.

DR. (MRS), H.J. OSARUMWENSE
(Project Supervisor)

DATE

DR. P.C. OJIYI
(Project Coordinator)

DATE

REV. FR. A.A. ADUBALE (PhD)
(Head of Department)

DATE

DEDICATION

This work is dedicated to God Almighty

ACKNOWLEDGEMENTS

The researcher expresses her gratitude to God for His boundless Grace which has been the cornerstone of her perseverance and his unwavering support which has made this academic achievement possible. The researcher is immensely thankful to her project supervisor, Dr.(Mrs) H. J. Osarumwense, who is truly a mother Figure, for her unwavering support and meticulous supervision of this research work. The researcher expresses deep gratitude to Rev.(Fr) A. A. Adubale, the head of the department of Educational Evaluation and Counselling Psychology , for his guidance and encouragement during this research work.

The researcher expresses her gratitude to lecturers in the department of Educational Evaluation and Counselling Psychology, Dr. (Mrs) Grace Alui, Dr.(Mrs) P.E Ima-Osagie, Dr.(Mrs) P.K. Adeosun, and other lecturers for their invaluable constructive criticisms and insightful comments in making the research work worthwhile. The researcher extends her sincere thanks to the supportive persons God brought her way, including; Counsellor Mrs. Julius who has been a guardian and a mother and a support system, Mr. Jerry Abazu, Pastor Samson Michael and family, Pastor Samuel Idobuwa, Sir Ikechuckwu Mazi, Mrs. Amelda Briggs, bro Tonye Brown, Bro Gift Eme, Mr. Henry Ochuko, Sister Cecilia Osaro for their unwavering moral support and prayers throughout the research process. The researcher thanks those who supported her in any way during the completion of this research work.

Finally, the researcher extends her gratitude to her parents Mr. and Mrs. Igbiki Brown for their prayers and encouragement, and to her siblings Nasigba, Toye, Nengi and Philomena for their good wishes, may God bless you all.

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ABSTRACT

This study explored the impact of parent-child relationship on the academic achievement of their children in Ovia North East local government area of Edo State. In order to achieve the intended objectives of this study, three research questions were raised and hypothesized and tested at 0.05 chi level.

The survey research design was used for the study. The population of the study comprised all SSS2 students in all the secondary schools in Ovia North East L.G.A. of Edo State. A total of 100 students were used as the sample size and the simple random sampling technique is used to select the sample size. The technique used involved the random selection of five (5) schools within the study area. For each schools, 20 students were randomly selected totaling 100, which made up the sample size. The instrument used for data collection was a structured questionnaire titled “The Impact of Parent-Child Relationship on Academic Achievement”. A well-structured questionnaire was the instrument used to elicit information for the study. The questionnaire was validated by the researcher’s project supervisor and two other lecturers in the Department of Educational Evaluation and Counseling Psychology, Faculty of Education University of Benin. The instrument was administered to 20 respondents who were not part of the study and a reliability coefficient of 0.64 was obtained which shows that the instrument is reliable. The questionnaire was administered to respondents personally by the researcher and retrieved at the spot. The data collected were analysed using one sample t-Test statistics for all the hypotheses.

The findings of the study revealed that favorable home environments positively influence academic outcomes, also, differences in the quality of home environments or other external factors influences academic performance of students. Equally, that the home environment impacts academic achievement and significantly influences secondary school students' academic success. Furthermore, the research revealed that there is a slightly negative perception of the effectiveness of parent-school communication on academic achievement, that parent-school communication does not significantly influence students' academic achievement, rather it is an integral aspect of school dynamics, but may not independently drive academic achievement. Hence other contributing factors such as home-based parental support, teacher-student interactions, peer influence, etc. should be explored. Finally, that the level of parental involvement positively influences students' academic achievement, that is, parents who are actively engaged in their children's educational activities tend to foster better academic outcomes. It was recommended that Schools and educators should work closely with families to ensure that the home environment supports educational success, that is, families should be encouraged and guided to create structured and nurturing environments for learning.

CHAPTER ONE

INTRODUCTION

Background to the Study

The society is a really complex system made up of people from diverse background often striving to attain set goals. Usually, family is the essential elements of a society. It is simply a group consisting of parents and their children. Then we can emphasize that relationship between parents and children is the most basic one among all the interpersonal relationships that exist in the world, and there is no doubt that it plays an important role in our society. The parent-child relationship consists of a combination of behaviours, feelings and expectations that are unique to a particular parent and a particular child (Peter, 2012).

The relationship involves the full extent of a child's development. Among the different relationship people form over the course of their life span, the relationship between parent and child is among the most important Borah, (2013) noted that the quality of the parent child relationship is affected by the parent's age, experience and self-confidence; the stability of parent's marriages; and the unique characteristics of the child compared with those of the parent. Parent and child are the social units, the relationship of the child and parents of a family are socially sanctioned and are traditional in nature. Therefore, family represents an enduring relationship reckoning of the decent either through a father or mother. Family holds a unique position amongst the innumerable association of mankind.

The relationship between parents and the child could impact on all-round development of the child: socially, emotionally, spiritually, psychologically, educationally and lots more. More importantly, parents relationship with their children is likely to give direction to the educational life of their children as it may determine their involvement in the academic pursuit of their children in terms of provision, assistance, guidance and relating closely to the teachers and school management of their children for effective learning of their children.

When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Parent-child relationship over the past decade, indicates that regardless of family income or background, "students with involved parents are more likely to earn higher grades and test scores, enroll in higher-level programmes, be promoted, pass their classes, earn credits, attend school regularly, have better social skills, show improved behaviour, adapt well to school and graduate to postsecondary education" (Fisher, 2011).

Prior to the beginning of the 20th century in the United Kingdom, formalized schooling was a collaboration between families and schools in the late 1800s, the family dynamic was clearly defined by the father's role of being the financial supporter of the family, while the mother's was to manage and control the home within the context of the societal norm of the time, children were collectively taken care of by a cooperative of mothers who provided a nurturing environment for children in the community, (Saleem,

& Khan, 2013). In 1897 the Parent Teacher Association (P.T.A) was founded to support a healthy growing relationship between parents and teachers. This movement was very active in political affairs and worked toward passing laws in support of children's rights (e.g. child labour laws, food and drug acts, and housing legislation) (Seid & Mikre, 2008).

Currently in the 21st century, there has been another major shift in the structure of families. These days, it is not uncommon to find the breadwinner of a single parent home working numerous jobs to support a basic lifestyle for their children. By comparison, two-parent homes usually find both father and mother working full-time in order to financially support the family. With the shift in financial responsibility, many families are unable to support their children when it comes to parental involvement in schools, in the traditional sense (Dil & Bulantekin, 2011).

According to Smith (2011), schools have been forced to take much of the responsibility in educating students, both academically and socially this is as the result of the disconnection between parents' engagement, as well as support in school activities. Consequently, the school system has switched roles with the parent and is now granted the integral responsibility of being the primary caregiver of a child, instead of being mere supporter. With a high correlation between academic success and parental involvement, alternative methods must be established that will assist parents in supporting their children with the current family structures in place. Schools are now challenged to find creative methods to inform and involve parents on strategies and techniques to support

their children in addition to building it successful partnership between school and the home. The parent is the first powerful agent of socialization or the first teacher a child comes into contact with, however as a child develops the next and most powerful agent of socialization.

Baumrind (2012) said that parenting styles helps a lot to shape a child's social competence. He described three categories of parents; these are Authoritarian, Permissive and Authoritative parents. He explained that authoritarian parents are autocratic, strict, rigid and children brought up under this type of parenting style tend to be unsocial, rebellious, dependent and withdrawn as well have poor academic achievement. The permissive parents exhibit the laissez-faire parenting styles, there is so much laxity on the part of parents such that it involves inconsistent use of principles, and children tend to have a low academic achievement. The authoritative style, is however, democratic, it involves rearing children under moderate parent control, love, warm acceptance and respect for child's feeling. Such children tend to be friendly, independent and of high esteems and they perform better academically than children from autocratic or permissive parents.

Loeb, Horst and Horton (2010), are of the view that higher levels of overall parental involvement in the child's life have been found to be positively related to children's self-esteem, peer popularity and effective classroom functioning, school achievement and teacher's ratings of competent behaviour. Specifically, children who

perceived their parents as providing (support) encouragement tended to prefer challenges to easy tasks, were curious and interested in learning and solve problems on their own.

Baumrind (2012) further said that parental involvement is meant to capture normal variations in parents attempt to socialize children. Parent-child relationship as it relates to the child's academic achievement can be both supportive and unsupportive in their tone, both of which affect developmental outcomes and consequences to personality development. Baumrind described how parental involvement affects measures of competence, achievement, and social development. Although, students are primarily the ones for whom curricula are designed, textbooks are written, and schools built, parents are primarily the ones held responsible for preparing students for learning – preparation physically, psychologically, behaviourally, attitudinally, emotionally, and motivationally.

There are different types of parent-child relationship, which are namely: Secure relationships, avoidant relationship, ambivalent relationship and disorganized relationship. The secure relationship is the strongest type of relationship in which the child feels he/she can depend on his parents or provider. He knows that person will be there when he need support. He knows what to expect. On the other hand, the avoidant relationship is one category of attachment that is not secure. Avoidant children have learnt that depending on parents won't get them that secure feeling they want, so they learn to take care of themselves. In ambivalence type of relationship, the child may be insecurely attached to his parents. Children who are ambivalent have learned that sometimes their needs are met,

and sometimes they are not. They notice what behaviour got their parent's attention in the past and use it over and over. They are always looking for that feeling of security that they sometimes get. Whereas, in disorganized relationship children don't know what to expect from their parents. Children with relationships in the other categories have organized attachments. This means that they have all learned ways to get what they need, even if it is not the best way. This happens because a child learns to predict how his parent will react, whether it is positive or negative. They also learn that doing certain things will make their parents do certain things. Conclusively, parent-child relationship could be viewed in the conducive home environment created by parents for their children. When the home environment is conducive for both parents and children, there is warmth, friendliness and so on.

The home environment, encompassing factors like socio-economic status, parental involvement, and access to resources, significantly influences children's academic performance. Children from affluent backgrounds ("the haves") often have better educational support due to factors such as a quiet space for study, access to books and technology, and parental resources for extracurricular activities. Studies show that these children tend to have higher academic performance and motivation due to this supportive and resource-rich environment (Jeynes, 2016). Parents in wealthier households may also have more time and flexibility to support their children's learning,

reinforcing a strong academic foundation and positive attitudes toward school (Davis-Kean, 2005).

Conversely, children from low-income households ("the have-nots") may face challenges due to limited resources, less parental availability due to work demands, and crowded or less stable living conditions. These factors can lead to distractions, reduced time for study, and limited exposure to educational materials, all of which can hinder academic progress. Research highlights that children from lower socio-economic backgrounds may struggle more with academic engagement and face higher levels of stress, negatively impacting performance (Evans, 2004). Despite these challenges, supportive parenting practices and community support can help mitigate these effects, as positive reinforcement and encouragement from parents can still foster resilience and achievement in children, regardless of income level (Conger et al., 2010).

While disparities in home environments create different educational opportunities, parental attitudes toward education are crucial across all backgrounds. Encouraging a love for learning, setting high expectations, and providing emotional support are valuable practices that benefit children's academic development, even when resources are limited (Jeynes, 2016).

Parent-school communication is essential for supporting students' academic and social development. Effective communication between parents and schools helps create a

collaborative environment that positively impacts student achievement and well-being. Research by Smith & Sheridan (2021), shows that when parents are engaged in their children's education through active communication with schools, students are more likely to succeed academically, exhibit better behavior, and have improved social skills.

One key benefit of parent-school communication is that it fosters a partnership where parents feel more involved in the educational process, allowing for shared decision-making and better support for students' needs. Studies by Epstein (2018) highlight that communication efforts, including newsletters, parent-teacher meetings, and digital communication tools, can enhance parents' understanding of school expectations and learning objectives, leading to more meaningful engagement. By establishing regular communication channels, schools can ensure that parents are informed about students' progress, school events, and areas needing improvement.

Modern technology has significantly influenced how schools communicate with parents. Platforms like email, SMS, and dedicated parent portals allow for immediate updates, breaking down barriers related to time and distance. This shift has been particularly effective for maintaining contact with working parents, who may find it difficult to participate in face-to-face meetings (Thompson, 2019). Moreover, studies have shown that digital communication tools facilitate a more continuous dialogue, which can increase trust and strengthen relationships between families and educators (Smith & Sheridan, 2021).

Despite the advantages, challenges in parent-school communication persist. Language barriers, cultural differences, and varying levels of digital access can hinder effective communication, particularly in diverse communities. Addressing these challenges requires a proactive approach from schools, such as offering multilingual communication materials and alternative, non-digital ways for parents to stay connected (Lareau, 2018). Schools that address these barriers not only improve communication but also promote inclusivity and equity within the school community.

Epstein, (1987) highlighted two sides of parent-school communication stating that it involves the parents wanting to be informed about their child's progress, activities, well-being and desiring to be involved in decision making process, getting of regular updates on the child's academic performance, behaviour and social development etc. On the other hand, the school wants parents to be supportive of school policies, rules and expectation. The school further desires parents to be responsive to requests, meetings and communication etc. In overall, when both parties, i.e. school and parent keep to expectations the child's academic achievement would be affected positively.

Parental involvement in children's educational activities plays a critical role in enhancing their learning experiences and outcomes. Research has consistently shown that when parents engage with their children's education, whether through supporting homework, attending school events, or fostering a learning-friendly home environment,

students tend to perform better academically, have higher self-esteem, and develop a greater sense of responsibility towards their learning Fan &Chen (2001).

Parental engagement helps bridge the gap between the home and school environments, fostering a collaborative relationship between the two. Studies by Epstein (2011) emphasize that parental involvement is not limited to school-based activities but includes communication and activities that take place within the home. Parents who discuss schoolwork with their children, set academic expectations, and offer emotional support create a positive atmosphere for learning. Moreover, according to Jeynes (2007), parental involvement significantly boosts academic performance, especially when it comes from both mothers and fathers. The study highlights that active involvement, such as helping with homework or attending parent-teacher conferences, directly correlates with higher grades and improved behavior.

Involvement is not only beneficial to academic achievement but also fosters positive attitudes and motivation toward education. The work of Fan and Chen (2001) confirms that children whose parents show a strong interest in their schooling tend to develop a more positive attitude toward learning. This emotional support contributes to greater self-confidence, helping children face academic challenges more effectively.

Moreover, the socio-economic and cultural backgrounds of parents can influence the nature and extent of their involvement. Parents from higher socio-economic

backgrounds may have more resources and time to engage in educational activities, while parents from lower socio-economic backgrounds may face barriers such as work commitments or limited educational resources. Nevertheless, research by Hill and Tyson (2009) demonstrates that the type of involvement—whether it’s in the form of providing support at home or encouraging children to take part in extracurricular activities—can transcend socio-economic constraints and still produce positive results.

Statement of the Problem

In recent times, students’ academic achievement has been receiving the attention of stakeholders in education due to the continuous fluctuations in the performance of the students. A report by the National Bureau of Statistics (2015), indicated that the percentage of students who passed with 5 credits including English Language and Mathematics in the West African Examination Council exams (WAEC) has been fluctuating in recent times. The report showed that in year 2013, 36.5% obtained five credit passes in their core subjects including Mathematics and English Language, while from 2014 to 2023 the percentage is given as: 31.28%, 34.18%, 38.68%, 48.15%, 33.81%, 64.18%, 39.82%, 81.7%, 76.36%, and 79.81% respectively.

This could be as a result of many factors, one of which could be parental involvement in the education of their children. Borah (2013) noted that parent-child relationship is significant in the social, psychological and educational development of the students. Contribution of parents have manifested not only in making provision for

school needs but also in making financial and psychological support for students both at home and in the school. Parent-child relationship is one factor that has been consistently related to a child's increased academic achievement (Topor, 2010; Kgosidialwa, 2010). This comprehensive view of parent child relationship is grounded in the understanding that children's success in school is influenced by multiple contexts (e.g., home, school, and community) in a dynamic and bidirectional manner.

It is pertinent to note that the importance of parent-child relationship as regards the child's education cannot be over emphasized. This could have positive or negative impact in the academic well-being of a child. Thus, this study deemed it necessary to investigate the impact of parent-child relationship on student's academic performance.

Research Questions

The following research questions were raised to guide the study.

1. How does the home environment influence academic achievement of students in secondary school?
2. How does parent-school communication influence academic achievement of students in secondary schools?
3. How does parents' involvement in educational activities at home influence academic achievement of students in secondary schools?

Hypotheses

The following hypotheses were formulated for the study:

1. Home environment does not significantly influence the academic achievement of secondary school students.
2. Parent-school communication does not significantly influence the academic achievement of secondary school students.
3. Parents' involvement in educational activities of their children at home does not significantly influence their academic achievement.

Purpose of the study

The main aim of this study is to assess the influence of parent child relationship on the academic achievement of their children. Specifically, this study will:

- Find out whether home environment has an influence on academic achievement of secondary school students.
- Establish whether the parent-school communication has an influence on academic achievement of senior secondary students.
- Investigate whether parents' involvement in educational activities of their children at home has an influence on their academic achievement.

Significance of the Study

The findings of this study would be beneficial to parents, students, and educators. It would be beneficial to parent in that it would provide information to parents on how their relationship with their children affects their child's learning ability and future. Furthermore, it would help in creating a robust relationship between parents and school thereby enabling the effective monitoring of the child. Equally, it would be helpful to the parents in developing programs to upgrade their skills, knowledge, positive attitude and competencies in handling their children education.

The study will help teachers understand student background through gaining of insight into how the child's home environment is, it would afford the teacher the opportunity to adapt his instructional methods to accommodate student's diverse family background, finally it would enable teachers develop strategies to encourage parental involvement thereby leading to increased student motivation and engagement.

Finally, the research will be beneficial to students by making them realize that their schooling isn't just about them, it's a collaborative approach between pupils, teachers and their parents. This team approach will further motivate them to work hard and produce positive results.

Scope and Delimitation of the Study

This study focused on the impact of parent-child relationship on the academic achievement of secondary school students. Particularly, the study focused on the influence of home environment, parent-school commitment and parental involvement in educational activities of students. It was delimited to SSS2 students from selected public and private school in Benin City Edo State.

Definition of Terms

The following terms were defined for better understanding of the study:

Academic: it is the pursuit and advancement of knowledge, intellectual growth, and scholarly excellence.

Achievement: it refers to a notable accomplishment that reflects an individual's effort, skills and dedication often leading to sense of pride and fulfillment.

Child: refers to young vulnerable and developing individual who requires care, support and guidance to grow into a healthy, capable and independent adult.

Home Environment: This refers to parental experience and aspirations for children, objects and material conditions in the home for comfort and also specific behavioral processes conducive to learning.

Impact: it refers to the significant and lasting effects or influence that something has on someone or something else. It can be a positive or negative change, and it often implies a strong and noticeable effect.

Parent: it means someone who provides love, care and support to a child, helping them grow and develop into a capable and independent individual.

Parent-child Relationship: It refers to the unique and significant affiliation between a parent and their children- either biological or adoptive. Parent-child relationship can either be healthy or unhealthy. A healthy parent-child relationship is one in which the parent takes on the responsibility of caring for their child's physical, emotional, developmental and academic needs and provide guidance as they grow into adulthood. An unhealthy parent-child relationship refers to an abusive or neglectful environment where the child is not given proper care and attention by the parent.

Parental Involvement: Parental involvement is the active, ongoing participation of a parent or primary caregiver in the education of a child. Parental involvement in the child's academic securely set the child up to have regular attendance in school, display good behaviour, earn better grades, and develop a lifelong love for learning.

Parent-school Communication: Parent-school communication is the glue that holds together the home, school and community. It is the exchange of information, ideas and perspectives between parents/guardians and schools (teachers, administrators and staff) regarding student learning, development and well-being.

Relationship: it refers to a connection or bond between two or more people.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Relevant and related literature were reviewed in the chapter and are presented under the following sub-headings:

- **Theoretical Framework**
- **Dimensions of Parent–Child Relationships**
- **History of Parental Involvement in Children’s Academics**
- **Types of Parental Involvement in the Academic Achievement of Students**
- **Parenting Styles and Children’s Academic Achievement**
- **Home Environment and Academic Achievement**
- **Parent-School Communication and Student’s Achievement**
- **The Influence of Parental Involvement in Child Education on Academic Achievement**
- **Barriers to Parental Involvement in Children’s Academic Achievement**
- **Summary of Reviewed Literature**

Theoretical Framework

The theoretical frameworks for parental involvement in students' academic achievement vary across studies. Some studies suggest that parental involvement can be a double-edged sword, impacting academic performance positively through increased engagement in learning but also negatively by raising academic stress levels. Khan

(2019). Other research emphasizes the importance of parental participation in improving academic outcomes, school attitudes, and motivation in students, acting as a buffer against socioeconomic and familial challenges Ndim (2013). Additionally, the Hoover-Dempsey and Sandler theory highlights the multidimensional nature of parental involvement at home and school, emphasizing its role in holistic development, motivation, and support for learning struggles Otani, (2017). Bronfenbrenner's ecological theory is also referenced, focusing on the complex system of relationships influencing child development and the impact of parental involvement on academic achievement Sudhakar et al, (2016)."

The study of parent-child relationship based on attachment theory has given remarkable results as well. Attachment theory as it relates to children emphasizes the importance of caring relationships for normal development of the child; it also suggests that a good nurturing relationship between parent and child shapes future social, cognitive, and emotional development of that child (Antonucci et al., 2004). John Bowlby in 1973 formulated attachment theory by drawing concepts from biology and psychoanalysis. According to this theory, children develop internal representations of relationships as a result of interactions with their primary caregivers (e.g. parents), which they subsequently use in maintaining other relationships. Attachment theory also presumes that parent-child relationship has long term consequences for shaping a child's psychological functioning.

During infancy, parent-child relationship is characterized by high levels of bonding of children with their parents (especially mothers), due to strong emotional and physical ties between a child and his or her parents. The loss of the attachment figure is accompanied by anxiety and grief, which can lead to problems in the child's social and emotional development (Varga, 2011). Strong attachment ties between children and their parents are a necessary condition for good mental health of the future adult (Bowlby, 1973). Attachment of an infant to a parent is believed to be developed through consistent responsiveness by a parent to the child's needs, resulting in internal working models of attachment and caring relationships (Boutelle et al., 2009).

Dimensions of Parent–Child Relationships

Parent–child relationships are complex and multidimensional. They vary over time, differ from the perspective of the parent and of the child, and differ from one situation to another, and so on. Duck et al, (2019). Depending on one's theoretical perspective, there are many ways to describe the central features or dimensions of parent–child relationships. For example, discussions of family relationships according to Noller and Fitzpatrick (2013), typically cover areas such as affection, conflict, and power and control. When other close relationships are discussed, Canary and Emmers-Sommer (2017), stated that intimacy and control have been given special treatment. Duck et al, (2019) emphasized communication, including verbal and nonverbal communication, as central elements in a relationship.

Hodges, Finnegan, and Perry (2014) raised connectedness/closeness and independence (autonomy) as major issues in parent–child relationships. Some of the key dimensions that Hinde (2015) highlighted include matters of reciprocity versus complementarity, conflict and power, and closeness. The discussion of closeness covered satisfaction and commitment. Maccoby (2010) discussed important questions about the conceptualization of parent– child relationships in terms of intra-individual differences. The notion here is that within the overall parent–child relationship there are likely to be differences according to the context or domain of the interactions. For example, if the domain pertains to discipline, one set of “rules” or relationship qualities will be apparent. On the other hand, if the context is one of play and games, then another set of relationship characteristics will be appropriate. Contexts differ and the roles of parent and child are multiple. Thus, there are multiple parent–child relationships rather than *the* parent–child relationship.

A helpful scheme for examining the different dimensions of relationships is provided by the vertical/horizontal distinction (Hartup, et al 2013). The same distinction can be drawn in terms of relationships qualities that display asymmetry versus symmetry (Hinde, 2015). Parent–child relationships have generally been assumed to be vertical. This is because parents have been considered to have greater knowledge and power than children. Accordingly, it is expected that parent–child relationships will be asymmetrical and complementary. In contrast, horizontal relationships are said to occur when there is reasonable equality between the partners (such as between peers), and therefore display

symmetrical qualities, (Gouldner, 2012). For example, Bugental and Goodnow (2016) quoted Youniss, McLellan, and Strouse (2009) in saying that “Peer relationships are marked by use of symmetrical reciprocity and guided by the overarching principle of cooperation by equals” and then contrasted this with the so-called unilateral authority or power asymmetry that is more characteristic of adult– child relationships.

The traditional view, therefore, is that parent–child relationships are typically vertical, asymmetrical, and complementary. There are two principle ways in which these vertical qualities are apparent. The first concerns relationships or components of relationships where parents are directive or controlling with their children. For example where parents instruct, correct, teach, or discipline their children. When these matters are the focus of the parent–child relationship, indeed parents and children are in complementary or asymmetrical roles. However, complementarity also can occur when parents are nurturing and supportive. Therefore, child-centered behavior, such as parents attempting to facilitate the interests and wishes of the child, also involve complementary and different roles. In this case, parents are being nurturant and the child is the recipient of the nurturance.

In contrast to a stress on complementary roles, recent writings have drawn attention to the possibility that parent–child relationships can contain more peer-like qualities. In doing so, equality rather than complementarity is emphasized. Features of parent–child relationships such as mutuality, synchrony, power sharing, and reciprocity become the focus. Terms generally used to characterize horizontal relationships are

egalitarian, cooperative, symmetrical, fair, and collaborative, Field et al (2016). Throughout childhood, horizontal qualities such as these are increasingly evident, as children make greater contributions to relationships with parents. Two examples of horizontal qualities are power sharing and reciprocity.

Reciprocity, according to Hinde (2012), occurs when participants show similar behavior, either simultaneously or alternatively. Reciprocity has been described as a fundamental feature of human relationships, including parent– child relationships. By middle childhood, children are likely to reciprocate both positive and negative moods and behavior from parents. Children have power to accept or reject parental behavior and efforts at socialization or relationship formation. Some of this acceptance and rejection can be best conceived in terms of children displaying reciprocity. (Gouldner, 2017).

Reciprocity between parents and children involving negative behavior and relationship qualities is likely to be associated with difficulties in the relationship. On the other hand, a system involving positive reciprocity and mutual cooperation has been argued to be a foundation for successful socialization (Kochanska, 2018). Maccoby (2015) and Kochanska (2017) described this system as a mutually binding, reciprocal, and mutually responsive relationship. Shared power is an especially significant indication of horizontal qualities in parent– child relationships. Child development from early through middle childhood means that parent–child relationships increasingly are open to possibilities for shared power. Shared power occurs, for example, when parent and child cooperate, negotiate, make joint decisions, argue about rules and then reach a compromise, and

when they collaborate. To some extent “shared power” occurs because parents give up some of their power. Nevertheless, significant amounts of power also reside with the child in parent–child relationships.

Mutuality is one way in which shared power has been investigated. For example, Lindsey, Mize, and Pettit (2018) studied mutuality in terms of the relative balance during parent– child play of (a) parent and initiations and (b) compliance to the other’s initiations. Clearly, there are a number of perspectives on the central dimensions of parent–child relationships. Dimensions to do with affection and closeness as well as control appear to be widely acknowledged. The vertical/horizontal distinction appears to provide helpful strategies for analyzing parent–child relationships. Nevertheless, while there is some consensus about the definition and core dimensions of parent–child relationships, much remains in dispute. This is an area of active debate and research.

History of Parental Involvement in Children’s Academics

Since early times, parents have been the most important educators of their children. Children received their first education in the home until 1580 B.C. when in Egypt the first formal education outside the home was started. The root of the current emphasis on parental involvement, however, can be seen in the works of Rousseau (1712-1778) and Pestalozzi (1747-1827). Rousseau emphasized education and the importance of mothers being involved in the education of their children. Pestalozzi viewed a mother as the child's first educator. His thoughts were that the mother is the first

to nourish her child's body; so she should also be the first to nourish his or her mind (Pestalozzi, 1951).

In the United States, the kindergarten movement began in the 1880s with its emphasis on involving parents in their children's education. As a result, in the late 1880s national parent educational organizations were established, and by the 1920s and 1930s there were more than 75 such organizations. Gestwicki (1992) reported that during the 1930s parent cooperative nursery schools began and continue today involving middle-class parents with opportunities to participate in the life of the schools. These efforts may include helping to define school philosophy and practices to aiding in the care and maintenance of facilities.

Although the nation was consumed by World War II during the first half of the 1940s parent education continued, and child care services were provided to allow mothers to work in the war effort. During this decade of war, greater awareness of the emotional and social health of children became important (Berger, 1991). Bloom (1992) described the expanding role home-school communications played in the 1940s. There was communication between parents and teachers and between parents and administrators, but there was also a distinct separation between home and school. Parents were considered experts at bringing up their children, and schools were considered experts at educating children with both parties confident that the other would uphold its end of the bargain.

However, in the 1950s school systems consolidated, and children began to travel long distances from homes to schools. School administrators played strong leadership roles, and parents' power was reduced as parents became less involved with their children's schools (Berger, 1991). Bloom (1992) also discussed that in the 1960s parents actively sought more individual identities for themselves and their children. This resulted in a decrease in the distance between home and school. Parents interested in the relevancy of the curriculum looked more critically at what was being taught in the schools. During this time, Lopez (1992) described two innovative efforts initiated to interrupt the cycle of poverty and provide inter-generational education in parenting and literacy. These two programs, Head Start and the University of Oregon Follow Through Program, empowered parents through training and communication to become involved in the education of their children.

Parent involvement efforts during the 1970s were described individually by Bloom (1992) and Lopez (1992). Parent involvement in public schools became institutionalized as many federal and state-funded programs, such as Head Start, the Original Follow Through Program, and Title 1 mandated parent involvement. During this decade, educators began to see the need for help and support from parents as reflected in the growth of the Parent Teacher Associations (PTA) and Parent-Teacher Organizations (PTO). The PTAs / PTOs gained a strong voice in public school hierarchies as parents became more actively involved in all areas of educational policy and practice.

Bloom (1992) and Lopez (1992) also illustrated how parental involvement in schools changed in the 1980s. During this decade, parents became polarized. Many parents who kept their children in public schools were actively involved and instrumental in supporting innovations such as parental choice, site-based management, and school reform. Others reacted by pulling their children out of public schools and putting them into private, parochial, or more homogeneous suburban systems. Furthermore, this decade is marked by an increasing lack of parent-teacher partnership due to dramatic changes in family structures. The number of working mothers, single-parents, and stepfamilies increased drastically. Schools had an additional challenge of working with parents who were least likely to be able to get involved with their children's school, the working poor, the non-English-speaking, those on welfare, and homeless families. During this time decentralization and an increase in site-based management made it possible for some groups of parents to become very involved at local levels, while other groups of parents were not encouraged or invited to participate in schools.

Finally, Bloom (1992) and Lopez (1992) in separate chapters described the current state of parental involvement in schools. The schools of the 1990s, they believed, are attempting to create climates of support and respect for parents. Although largely unfocused and at a grass-roots level, parental involvement in the current decade has seen an increase in schools on all levels. Comprehensive parental involvement policies with nationwide and state networking capabilities are evolving. Parents, continuing to be frustrated with public education, are forming ad hoc parent groups devoted to instigating

specific changes or promoting specific issues. PTAs and PTOs are continuing to grow in number and strength as parents are feeling an increased sense of urgency to become involved in their local schools.

Types of Parental Involvement in the Academic Achievement of Students

There are various types of parental involvement in their children's education, Gestwicki (1992) asserted that parental involvement varies by school and program, simply because the term "parental involvement" means different things to different people. The models of parental involvement range from a low to a high level of participation. Schools with low levels of parental involvement allow parents to take part in activities that do not challenge the expertise of teachers or the decision-making power of school administrators. These activities may include newsletters, parent meetings, and individual parent conferences. These activities keep parents at a distance while learning secondhand about their children's lives at school. In contrast, schools with high levels of parental involvement provide opportunities for parents to directly participate in their child 's education through school visits, classroom observations, or volunteer activities such as serving on school decision-making communities. In these schools parents are regarded as partners and are given the power to make decisions concerning the education of their children. Epstein (1987) categorized two major types of parental involvement in their children's education: (1) parental involvement in school, and (2) parental

involvement in their children's learning activities at home. Both of these major types are examined below under separate headings.

- **Parental Involvement in the School**

Parental involvement in school refers to parents who come to school as part of an audience or as visitors to encourage and to support school events, or as volunteers who can be classified as tutors or mentors to students, and as helpers who assist teachers in classroom and school activities. A newer and growing form of parental involvement in school also refers to parents' participation in governance and advocacy to assist school administrators (Epstein, 1982).

Parents as part of an audience or visitors contribute a great deal to the school by responding to invitations to watch children's performances in musical events, dramatic productions, sport activities, science projects, curriculum fairs and so on. Such activities provide parents with an opportunity to see their children's academic as well as cocurricular projects on display. Parental presence as an audience at graduation and award ceremonies not only affirms the children's self-worth and helps children to become more intrinsically motivated and thus encourages children to do better. This presence also provides recognition for the educators who work in preparing children for these great moments.

Parents as volunteers (helpers, tutors, mentors) assist in classrooms as well as in other areas of school activities. In classrooms, parents provide help to teachers, check homework, and other assignments. As tutors, parents listen to children reading aloud

individually as well as in small groups or other such activities. As tutors, parents provide remedial tutoring to the children in need, help children to select appropriate literature in the library, or assist in computer-based instruction, and so forth. Parents as mentors collaborate with teachers as problem solvers. Parents as volunteers take part in field trips, sports programs, fund-raising, and so forth. Thus, parents as helpers, tutors, and mentors in school can be very effective in supporting children's learning at school (Gestwicki, 1992).

Parental involvement in school governance (administration) refers to parents' participation in policy and decision making. It also refers to parents who serve as monitors of changes instituted for school improvement (Epstein, 1982). Parents in governance participate as voting members of school councils, steering committees, advisory councils and other committees or groups at the local level. When parents are involved in governance of the school of their children, they provide input to policies that affect their children's education. Through parents' participation in governance, school faculty and administration become aware of parent perspectives of school policy development. When parents serve as members of a governing body of the school, they not only feel supportive of their children's learning environment, but also that their children's rights are protected (Fuller & Olsen, 2011).

Parental involvement in advocacy involves parents, individually or as a group, in participatory roles in such groups as (PTA) or (PTO), and other committees or groups at school, district, state, and national levels. Parents' involvement in advocacy includes

connections with educational agencies, such as the National Parent Teacher Association (NPTA), the National Parenting Association (NPA), businesses, and other groups as well that share responsibility for their children's education and future successes. For instance, parents may become linked to political groups and elected representatives who design and approve educational programs, funding appropriations, and budgets. Parents in advocacy not only advocate within the school but they can also be very powerful advocates for the initiation of new policies and programs within and outside of the school to improve education. Thus, parental involvement in the school is one of the most important factors for the educational improvement of their children.

One significant finding in parental involvement research is that it can lead to higher academic achievement. Hoover-Dempsey and Sandler (1995) found that children with involved parents tend to perform better on standardized tests, earn higher grades, and are more likely to graduate. This effect holds across socioeconomic levels, though the nature and extent of involvement can vary based on cultural and socio-economic factors. The relationship between involvement and achievement is largely attributed to the way parental engagement communicates high expectations, provides academic support, and fosters positive attitudes towards school.

Moreover, parental involvement has been shown to positively influence student behavior. Jeynes (2005) conducted a meta-analysis that revealed students with actively involved parents exhibit fewer behavioral problems and are less likely to engage in risky

behaviors. Such involvement helps reinforce behavioral expectations and strengthens communication between students and parents, which, in turn, reduces disciplinary issues. Studies also highlight that parental engagement contributes to students' social development, helping them form healthier peer relationships and experience a greater sense of belonging within the school environment (Fan & Chen, 2001).

- **Parental Involvement in the Home**

Most parent groups and educational authorities agree that children's learning is supported when parents fulfill their basic obligations as parents. The parents' obligations include providing for their children's health and safety as well as developing parenting skills and child-rearing practices that prepare children for school, maintain healthy child development across the grades, and build positive home conditions that support school learning and behavior throughout the school years. For instance, parents make sure their children get sufficient rest, are fed an ample and nutritious diet, get to school regularly and on time, are dressed appropriately for the weather, have clean clothes to wear, and have a quiet and a well-lit place to study at home. Walberg (2018) noted that the home environment has such a strong effect on learning because "87% of a student's asking time is normally controlled by the parents". This "at-home" time can strongly influence school productivity and, if academically stimulating conditions are maintained, will dramatically increase the student's total learning time.

Walberg's (2018) research shows that increasing parental supervision of homework and reducing children's viewing of television strongly affected academic achievement. Walberg further argued that children whose parents had rules concerning television viewing achieved at higher levels in math and reading. Walberg insisted that homework develops self-discipline, enriches the experiences of the school day, provides opportunities for independent study, helps draw the home and school closer together, and maintains students' interest in learning.

A survey by Epstein (1987) found that fifth-grade students who had greater parental involvement in homework reported more positive attitudes towards school. These students also reported more regular homework habits, more similarity between the school and their family values, more familiarity between the teacher and their parents, and more homework assigned as well as completed on weekends. Learning activities that involved parents in their children's education at home includes listening to their children read, encouraging homework and participating in homework or other learning activities, especially with elementary school children.

Parental involvement at home plays a pivotal role in children's academic and emotional development, with a clear link to better learning outcomes, resilience, and goal-setting skills. This support is essential for navigating modern educational demands, especially in times of change or adversity. Studies from recent years, including work by Chen et al. (2023) and Kamal et al. (2022), emphasize the long-term benefits of home-

based parental involvement for children's success across different learning environments, stressing that when parents assist with homework, encourage reading, and provide a structured environment for learning, children tend to have better academic outcomes.

Parental involvement in the home is widely acknowledged as a critical factor influencing children's academic, emotional, and social development. Empirical studies conducted by Pomerantz, Moorman and Litwack (2007) highlight that parents who are actively involved in their children's learning and development at home contribute significantly to their overall success. This involvement can take various forms, such as providing learning resources, setting expectations, fostering positive attitudes towards education, and maintaining open communication.

Parenting Styles and Children's Academic Achievement

Parenting styles are defined as behavioral patterns that are practiced by elementary caregivers when interacting with their children (Besharat, Azizi, and Poursharifi, 2015). Moreover, parenting styles play a key role towards the children development in all perspectives, such as social, emotional and educational. According to Kordi & Baharudin (2018) and Akbar, Asrar, Younes, Chisthi (2015) parenting style is a psychological arrangement that characterizes the strategies which are commonly practiced by parents to raise their children that includes the attitudes and behaviors of parents. Parenting styles affect child's self-development, self-esteem and academic performance (Brown & Iyengar, 2008).

Parents use different parenting styles to make their children excel and succeed in life. Many studies advocate that academic performance of a child can be improved or declined depending upon the parental style (Spera, 2005). It is noted that parenting style has been related to the overall development i.e., cognitive, emotional, societal and academic of the children, teens and adolescents (Steinberg, et al, 2015). In literature, it is worth mentioning that Parental styles are conceptualized as the parental attitudes toward the child and also known for creating an emotional environment in which the parental behavior is articulated (Darling & Steinberg, 2017).

According to the developmental psychologist, Baumrind (2012), parenting is classified into four parenting styles – authoritative, authoritarian, permissive and uninvolved – all of which contribute differently to a child’s schooling experience.

Authoritative parents: It is characterized by high responsiveness and high demandingness. Unlike authoritarian parents, who emphasize obedience and control, authoritative parents balance firmness with warmth and open communication. This approach is believed to foster independence, emotional regulation, and social competence in children, as it provides structure while encouraging autonomy (Baumrind, 1991; Maccoby & Martin, 1983). Research shows that children raised by authoritative parents often have higher self-esteem, better academic performance, and stronger social skills compared to those raised by authoritarian or permissive parents (Steinberg, 2001).

One of the defining features of authoritative parenting is its emphasis on rationality and communication. These parents set clear rules and guidelines but are also willing to discuss the reasons behind these rules with their children, listening to their perspectives. This openness allows children to feel respected and valued, which can lead to greater internalization of values and self-discipline (Sorkhabi, 2005). Authoritative parents are responsive to their children's emotional needs and are involved in their lives. This nurturance provides children with a secure base from which they can explore their world, contributing to a strong sense of self and resilience in social situations (Darling & Steinberg, 1993).

The positive outcomes associated with authoritative parenting are largely attributed to the consistency and predictability of this style. By establishing boundaries within a supportive environment, children learn to navigate social expectations and develop problem-solving skills (Lamborn et al., 1991). Authoritative parents adapt their expectations to fit their child's developmental stage, allowing for more autonomy as the child matures. This scaffolding approach enables children to take on more responsibility at an age-appropriate pace, fostering confidence and competence (Baumrind, 1991).

Authoritarian parenting: It is a highly structured and rigid parenting style characterized by strict rules, high expectations, and a low level of warmth and responsiveness. In this style, parents prioritize obedience, discipline, and control over open dialogue, often enforcing rules without much room for negotiation or discussion

(Baumrind, 1966). These parents tend to use punishment rather than positive reinforcement to enforce compliance and may exhibit a distant or unapproachable demeanor, emphasizing obedience without considering the child's perspective (Sorkhabi, 2005).

Research by Leung & Lam (1998) has shown that children raised under authoritarian parenting can experience a range of psychological impacts. While some children may develop respect for rules and authority, many experience challenges related to self-esteem, social skills, and emotional regulation. Studies indicate that authoritarian parenting may lead to higher levels of anxiety, depression, and stress, as children may feel pressured to meet parental expectations without support or understanding. Children in these environments often struggle with self-confidence, as they are rarely encouraged to make decisions independently (Martinez et al., 2007).

In terms of academic and social outcomes, authoritarian parenting can lead to mixed results. Some children achieve high academic performance due to the discipline instilled in them, but this is often coupled with a lack of intrinsic motivation and low levels of self-confidence (Chan & Koo, 2011). Authoritarian parenting has also been linked to poor social skills; children raised in such environments may struggle with peer relationships due to limited practice with open communication and empathy (Leung et al. 1998). The rigid control seen in authoritarian parenting can hinder the development of

autonomy, which is vital for healthy adolescent development and decision-making (Maccoby & Martin, 1983).

Permissive parenting style: Permissive parenting, sometimes called indulgent parenting, is characterized by low demands but high responsiveness. Parents using this style tend to be nurturing and communicative but set few boundaries or rules. They often avoid confrontation and discipline, valuing a child's freedom and independence over strict guidance. This style, while well-meaning, can significantly impact children's development, often leading to both positive and negative outcomes.

Children raised under permissive parenting often enjoy a close, warm relationship with their parents. These parents typically emphasize emotional support and encourage their children to explore freely. Research suggests that children in permissive households tend to have higher self-esteem and are often more social due to the freedom they experience (Baumrind, 1966). This parenting approach can foster creativity and independence as children are not confined by strict rules or excessive control, allowing them to engage in exploratory behavior and develop a sense of autonomy (Maccoby & Martin, 1983).

However, permissive parenting can also have downsides. A significant concern is the potential for these children to lack self-discipline and self-control. Studies have shown that children raised by permissive parents may struggle with authority and have

difficulty managing impulses, which can lead to behavioral issues, especially in structured environments like schools (Baumrind, 1991). Without clear boundaries, children may not develop the necessary skills for self-regulation, which can affect academic performance and social relationships (Spera, 2005).

Furthermore, permissive parenting can impact mental health outcomes. Some studies, especially that conducted by Eisenberg, Zhou, Spinrad, Liew & Fabes (2005) suggest that children raised in such environments may be more prone to anxiety and struggle with decision-making as they mature. The lack of guidance and structure can sometimes leave children feeling insecure or unprepared for real-world responsibilities (Steinberg, 2001). These children might also exhibit higher levels of aggression or become more likely to engage in risky behaviors, as they haven't internalized clear boundaries or developed the discipline needed to assess consequences adequately (Eisenberg et al., 2005).

The **neglectful or uninvolved style** is best described as a step beyond permissive parenting. In this parents may provide food and shelter, but is generally emotionally uninvolved in the child's life. The parents never ask questions to their child about their day, friend and education.

In order to provide suitable support measures, it is crucial to investigate common impact of various parenting typologies on children's engagement. Parent's involvement in a child's education is consistently found to be positively associated with a child

academic performance. Specifically, children whose parents are more involved in their education, have higher level of academic performance than whose parents are involved to lesser degree.

Home Environment and Academic Achievement

"Home environment" is not an abstract concept. It is the combination of physical and psychological environment. First one includes rooms, basic facilities such as water, shelter, clothes, food and other physical needs of the individuals, while the psychological environment of home includes the mutual interactions of family members, respect, say in family matters and such other things. Both the aspect has a direct and significant influence on the overall development of students (Mukama, 2010, Muola, 2010). There are certain influential factors which influence home environment, it includes nature of family, authority (head of family), educational status of parents, attitude of parents towards children and financial position of the family; all these factors are significant for home environment (Codjoe, 2007; Mukama, 2010; Muola, 2010).

There are numerous factors affecting students' academic achievement. These factors may be home, school and peers oriented. Mangle (2007) studied learning from multi-dimensioned perspective and found students' aptitude, interest, home environment, peer's interactions and nature of learning materials has significant influences on students learning. Parveen (2007), Codjoe (2007) and Muola (2010) unanimously reached to the conclusion that home environment is the most influential factor among all the mentioned

factors. It is the first institution where a child starts to learn, and mother is the first teacher for the baby, while the role of peers is performed by the other members of the family.

Sudhakar and Nellaiyapen (2016) affirmed that there was significant difference between the parent-child relationship and academic achievement of students of high school. This study was conducted on 400 high school students who were selected by applying stratified random sampling technique. Peter (2019), conducted a study on impact of parent-child relationship on the academic achievement of secondary school students of Nongstion block, West Khashi Hills district. He found that there were various factors that influence the parent-child relationship of the students. One of these factors is the parent which creates an impact to the pupil's ability to perform better. It needs more parents' attention and interaction to enable the students develops the positive attitude towards them and not to neglect their children.

Borah (2013), examined on family environment and academic achievement of adolescent students of Jorhat District, Assam. The main aims of the study were to find out the relationship and difference between male and female adolescent students of family environment and academic achievement. The sample of the study consisted of 800 students studying in XI standard. Family Environment Inventory was developed by the investigator. Percentage of marks in H.S.L.C. Examination of adolescent students was collected as an indicator of academic achievement. Findings of the study revealed that there is a positive relationship between home environment and academic achievement of

students. There is a significant difference between male and female student's academic achievement and family environment.

Ellen (2011), conducted a research focusing on how various aspects of the home environment affect students' academic achievement. She explored factors like parental involvement, the availability of educational resources, family income, and emotional support within the household. Her investigation aimed to understand the extent to which these elements contribute to a student's motivation, cognitive development, and overall academic success. Kate's study emphasized that a supportive home environment positively impacts academic performance, while challenges like financial instability or lack of parental support can hinder educational progress. Shaheeda Shaban and Nadhia Mattoo (2012) observed that both mothers and fathers show highly significant difference in the use of symbolic punishment between their male and female children. Lal (2018) stated that significant difference between parent-child relationship of boys and girls and mean score of male student is greater than the female students with reference to Government and private secondary schools.

Sharma and Dube (2015) observed that. Mothers and fathers were almost equally protective, demanding and give equal symbolic rewards and object rewards towards their children. It was interesting to note that father had leading scores on the dimensions of love and care. Kamalpreet Kaur Toor (2018) conducted a study on parent-child relationship on 200 secondary school students selected from four schools of Sidhwan Belt

Block of Ludhiana district and found that there is a significant difference in the child academic achievement and parent child relationship not only that, it also found significant difference in gender.

Parent-School Communication and Student's Achievement

The No Child Left behind Act (Tittle 1 part A) of the US Government emphasized the significance of parental involvement in children's academics, instructing schools to engage in regular two-way communication involving student academic achievement and various school activities (Education Department, 2004). Due to the pressure from administration applied by partially funding schools for successful parental involvement programs Gonzalez-De et al (2005) and adoption of multiple reforms that incorporate parental involvement as one of their integral parts, schools across the United States have been working on designing and implementing various parental involvement initiatives in hope of improving student academic performance.

In Nigeria, Fajoju, Aluede, and Ojugo (2014) correlate parental involvement to academic achievement of pupils using ex-post facto research design. In their study, they establish a significant influence of parents being involved and often communicating with teachers on the pupils' academic achievements. However, they attribute this influence to only affecting three core subjects hence; Mathematics, English Language and Science. The involvement of parents getting in their children's school work through frequent communication with the teachers was therefore highly recommended.

Rafiq et al (2013) investigated parental involvement and academic achievement a study on secondary students of Lahore, Pakistan. The objectives of the study were to see the extent of parental involvement in academic activities of their children studying in secondary level classes; and to see the extent of academic achievement of children studying in secondary level classes. The research was conducted in Allama Iqbal Town, Lahore city. A total of 150 students (boys and girls) of 9th class of secondary schools (public and private) were taken as respondents. Four schools were selected through simple random sampling which include one boy and one girl from each of the public and private schools categories for equal representation of both boy and girl students in the sample frame of the study. After the analysis of data, it was found that parental involvement has significance effect in better academic performance of their children. The research proved that parental involvement enhanced the academic achievements of their children.

Otani (2017) revealed in her study that there is a significant relationship between parents' involvement with students' academic achievement. It also showed that students' attitude and aspiration is associated with the parental involvement and students' academic achievement. Ebuta et al (2013) confirmed that parental involvement in their child's education significantly influence their academic achievement. When parents tend to motivate their children to do works given in schools at home, children's' academic achievement is going to be high. Thus, it is clear that parents play a vital role in child's academic achievement.

Brent (2016) in his study ‘Mother and father play different roles and make different contributions to a child’s upbringing, but a father’s influence upon a child’s academic success later in life is felt the most when he’s involved from the very beginning. Ghazi et al. (2010) examined parents’ encouragement, discussion of importance of education and educational affairs had direct positive influence on achievement motivation. The findings also revealed that most of the parents were not well aware of their role for their children’s education.

Epstein, (1987) highlighted two sides of parent-school communication stating that it involves the parents wanting to be informed about their child’s progress, activities, well-being and desiring to be involved in decision making process, getting of regular updates on the child’s academic performance, behaviour and social development etc. On the other hand, the school wants parents to be supportive of school policies, rules and expectation. The school further desires parents to be responsive to requests, meetings and communication etc. In overall, when both parties, i.e. school and parent keep to expectations the child’s academic achievement would be affected positively.

The Influence of Parental Involvement in Child Education on Academic Achievement

Everyone seems to agree that parental involvement in their children's education is a wonderful idea, simply because the challenges which school children face cannot be solved by either the school alone or the family alone. As Henderson (2014) stated, "parent involvement is neither a quick fix nor a luxury; it is absolutely fundamental to a

healthy system of public education". In fact, research has found that the fastest way to improve a student's academic performance is to increase the amount and improve the quality of parental involvement (Fuller & Olsen, 2011).

Kim, Fruth, and Bowles (2017) found that a child's prospects for future academic success were enhanced by parental involvement in the educational process. They said that parental involvement is the critical factor in the aspirations and achievement of high school students. Marquand (2010), in his study, the role of parental involvement in students' academic success and personal development, reported that parental involvement in school issues establishes a powerful climate for student learning in school as well as in the home. The National Education Goals Panel has defined one of the eight goals to be achieved by the year 2000 as "every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children"(U.S. Department of Education, 1994).

Henderson's (2014) work on student success, focuses on how family involvement impacts student achievement across diverse populations. Her influential research with Karen Mapp synthesized findings across studies, concluding that meaningful family engagement correlates positively with improved student outcomes. Henderson and Mapp's meta-analysis found that family engagement, such as parental involvement in academic-related activities, setting high expectations, and maintaining communication about school progress, significantly improves students' grades and test scores.

The research highlights that specific aspects of parental engagement, like high expectations and academic socialization (e.g., parents conveying the value of education and future planning), have the strongest positive impact on student achievement. Moreover, the effects of parental involvement are notably pronounced in minority and lower-income groups, supporting the idea that consistent family-school connections help bridge gaps in educational equity. The study further stress that when parents become involved in their children's education at school, one or more of the following results were included: higher grades and better test scores, better attendance and regularly completed homework, reduced placements in special education or remedial classes, higher graduation rates, and more positive attitudes surrounding student behavior at school. This meta-analysis underscores that holistic family involvement, not just at school events but also at home through structured support and communication about education, fosters both academic performance and high school completion rates among students

Barriers to Parental Involvement in Children's Academic Achievement

In theory, parents and teachers overwhelmingly agree on the importance of parental involvement or home-school partnership that contributes to student success. However, in practice, the paradox is that an actual resistance to parental involvement in schools comes from teachers as well as from parents themselves. The benefits of home-school partnership are evident, yet parental involvement in school programs and activities remains rare (Bums, 1993).

In 1932 Waller maintained that parents and teachers are natural enemies. He argued that, despite the urgent need for partnership and the weight of supportive evidence for such a partnership, parents are continually kept at a distance in most schools. Pulitzer prize-winning columnist William Raspberry wrote: "I suspect that the single biggest reason for noninvolvement is as simple as this: parents don't know how important they are to their children's academic success, and they don't know what to do" (Raspberry, 2012).

One must conclude, therefore, that there are powerful barriers against parental involvement. In this section the following five major barriers of parental involvement are explored: (1) changing demographics; (2) school norms that do not support partnerships; (3) resistance from educators; (4) resistance from parents; and (5) limited resources (time, money, training and leadership) to support parental involvement.

- **Changing Demographics**

Family structures have been changing very rapidly in the last few decades. For example, the traditional two-parent nuclear family is now one structural form in a society of multiple family structures; 70% of mothers of school-aged children are now in the work force compared with 30% in 1960. Almost half of all marriages today result in divorce. There are more single-parent families. A third of all marriages are now remarriages, and one out of four children has one or more step-parents (Swap, 1990).

The number of children under 15 years of age having their own children has increased dramatically in the last decade. The number of children living below poverty level is

increasing. Racial, linguistic, and ethnic diversity is more common in classrooms. Swap, goes on to say that by the year 2000, the census bureau projects that the total number of minority children will have increased from 28% to 33% . Over and above, immigration figures are soaring.

According to preliminary data from the 1990 census, immigrants now account for 30% of the nation's population growth, up from 19% in 1980. All these demographic changes have made parental involvement in their children's education more complicated. The growing necessity of mothers to be employed outside the home limits their capacity to be involved in school activities during school hours. The demographic changes also affect educators. Their availability for meeting parents before or after school cannot be taken for granted, especially when their time is not compensated with released time during the day for other aspects of their educational duties, or with greater compensation, or with a special arrangement to meet a child in special need.

For all these reasons, taking on the additional responsibility of reaching out to parents in new ways may not be rewarding to educators. The increase in the diversity of our students has also created many challenges for educators. Swap's study (1990) found that in Chelsea, Massachusetts, 70% of the children now come from homes in which English is not the primary language. In a public school in La Jolla, California, 31 different primary languages are spoken by children (Swap, 1990). In many cases, the diversity in the student body can be enriching to the class, the teacher, and the curriculum. On the

other hand, the extent and range of differences make it difficult for teachers to cope. Thus, demographic changes are one of the major barriers of parental involvement.

- **School Norms that do not Support Partnership**

Parental involvement, collaboration, partnership and so on do not make up the dominant model for the management of schools in the modern age. The traditional approach to managing schools emphasizes hierarchy, individualism, and technology rather than dialogue, relationship, and reciprocity (Epstein, 1982).

Team-teaching, collaborative problem solving, or a respect for a strong teachers' voice in a school-based management are still the exception. Teachers' training programs rarely emphasize a curriculum that would help teachers to find and use their own voice to learn skills of working in groups of teachers or parents to understand the effects of different approaches to school management, or to explore the contributions of other human service professionals to family and community development.

According to Seeley (2015): The essential trouble is the nature of the system itself, a system that has been guided by a "delivery system" mentality. Public education today is a professionalized, bureaucratized, governmental enterprise attempting to deliver education as a service. The system is at fault because it is designed to deliver something that cannot be delivered. The system is failing and will continue to fail until education is rediscovered as a dimension of human development dependent on personal motivation, initiative, and relationship, not on systems service delivery.

Seeley went on to argue that American schools have adopted a "delegation model" of parent involvement in which parents signal that they do not have to be involved because the job of education has been delegated to the schools, and educators see parent-involvement as an interference with the jobs that have been delegated to them. In the delegation model, conversation is necessary only during crises.

- **Resistance from Educators**

The improvement of teacher-parent interaction is considered an integral part of any successful educational setting (Ames, & Caroe et al. 2012, Epstein 2016; Leitch & Tangri, 2017;). However, when educational reform movements began proposing changes in schools, involving increased interaction from parents, teachers were unprepared for the assertive attitudes of parents (Schreiber, 2002; Ost, 2011). Teachers reacted defensively to community concern and became gradually isolated from parents, students, and administrators. One manifestation of this isolation is that the majority of teachers were observed relating to parents in a distrustful, hostile, and self-preserving manner (Ost, 2011).

Brian (2013) observed that low expectations and negative attitudes of some teachers toward low-income parents also inhibited the development of initiative to involve parents. According to Ferro and Bush (2001), disillusionment and frustration within the first two years of a teacher's experience may also inhibit the development of initiatives to involve parents.

London, Molotsi, and Palmer (2017) discovered that teachers face a certain dilemma regarding parental involvement. While the request for such participation can suggest that the teacher is professionally weak, any refusal to allow it can yield questions from professional organizations over control issues. In the bargain some teachers may totally reject parental involvement simply because it could interfere with their daily schedule and lesson plans. Other studies of teachers' attitudes toward parental involvement include Lortie's (2003) large-scale study in which he found that teachers want parents to be supportive of their efforts and participate when asked, yet want parents to stay out of the teacher's realms.

Gorton (2007) addressed the question of whether principals truly want parents to become active in school affairs. The study concluded that principals look upon parental involvement as demanding, time-consuming, and frustrating. According to Treffinger and Fine (2018), much of the resistance from educators toward parent involvement and parent participation in the schools revolves simply around the complications and difficulties in arranging and conducting involvement programs.

As educators have become more possessed of a sense of their own importance as they have become more professional and organized, parents have gradually been removed from the decision-making process. Although research, as well as experience, reports the importance of parental involvement in the school, parents are often perceived as peripheral and tangential rather than essential to education. The reason behind this perception of parents is that teachers and administrators face realistic time constraints.

The administrators and teachers are busy maintaining the educational operation as it currently exists. Any changes mean that something will receive less attention, and it all too often seems to be parental involvement for all the noted reasons.

- **Resistance from Parents**

Studies conducted through parent-teacher interaction indicate that a difference in educational values leaves the parents feeling awkward in their encounters with school personnel. Furthermore, while the home and school value system may seem congruent, parents feel ostracized in the face of indifference or unfriendliness received from school personnel. Parent perceptions of teachers' disinterest or disapprovals may be reasons that many parents are reluctant to contact them or come to the school.

Sasser (2014) argued that a reluctant parent-participant is not an uninterested parent. Reasons for parents' reluctance could be several. For instance, some parents believe that they do not get enough information from the school to help their children at home. Parents also have reported that school teachers often ask them to tutor children at home, and these parents would be willing to do so if only they knew how (Brian, 2013). Moreover, a study by Epstein (1987) found that parents believe that they should help their children if the teachers give them learning activities to do at home. In addition, parents often find that as their children progress through higher grades, they are less qualified to provide the necessary help for their children. Thus, the parental involvement dwindles as grade level increases.

Gress and Carroll (2016) reported that the setting of the school itself can create territorial barriers for the parent and can create a psychological "set" in which the parents may revert to childhood roles and role relationships. Gress and Carroll also found that many parent-teacher conferences are defensive, antagonistic, disorganized, and frustrating. According to Fredericks (2004), parents who do not become involved may reflect uneasiness with the school, often due to their personal experiences as students themselves. Shifts in sociological structures of home and school have apparently promoted parental resistance to involvement and participation in their children's schooling.

Comer (2012) reported that, in addition to the racial, economic, educational, and social differences between home and school, parents are reluctant to become involved in their children's school because they may be afraid that their children will perform poorly and reflect negatively on their parenting ability. Parents will come to school activities, but with time so precious, they want to make sure that they are not wasting their time on activities where their involvement is not really wanted nor valued, or where they are not making a contribution to their children's education and welfare. Increased diversity among the parent population and a sense of being different from school personnel may lessen parents' comfort in seeking contact with teachers or administrators.

- **Limited resources (time, money, training, and leadership) To Support Parental Involvement**

Time is one of the most important resources in a school almost all of which is allocated directly to teaching. Finding time continues to be a barrier to home-school partnership. Changing demographics have made time even more precious and fragmented for both parents and educators. This reality needs to be acknowledged, accepted, and planned for, but usually it is not. In the lack of easy solutions to this problem, misunderstanding and conflict develop. Parents and teachers often interpret the other's lack of availability as a signal of a lack of concern for the children involved. Teachers get annoyed when parents fail to appear for conferences or neglect to carry out agreed-upon educational activities at home for which there is not an adequate amount of time or energy.

Parents despair when teachers talk to them only in 15minute conferences and occasionally fail to recognize their child's special strengths. Anger and disappointment, frustration and exhaustion are commonplace in this struggle, each party often seeing the other at fault. However, parents and teachers do make time for each other during a crisis, but at that point, the stage is set for trouble, and the time spent together is often punishing and adversarial. When trust, respect, and openness do not already exist in the relationship between parents and teachers, it is difficult to engage these foundational values in a crisis atmosphere.

Time is not the only limited resource, money raises problems as well. School budgets are subjected to continual scrutiny. In many states, the financial resources that are available to schools are declining; the need to provide salaries to attract good teachers, the rising cost of the necessary technology, equipment and appropriate educational space burdens the budget. Consequently, money is not readily allocated to parent-teacher partnership programs, which makes it difficult to initiate or maintain this outreach for parents. The lack of availability of money for start-up or expansion of partnership activities is a practical barrier to successful outreach.

Beside time and money, inadequate training skill on the part of both parents and teachers has been cited as a barrier to parental involvement. Even if they have positive attitudes toward school, parents may not have the training or skill needed to help their children learn (Bums, 1993). Many teachers and other staff members also lack the necessary skills to work effectively with parents and families, particularly those who have different cultural, socioeconomic, or language backgrounds. Teachers and administrators may be uncomfortable having parents in the school because they do not know how to involve parents in the classrooms while still maintaining their role as educators (Cotton & Wikelund, 1996).

Starr (1993), in his study titled; “The Principal as a Leader of Teachers” found that school staff and administrators are not well trained to facilitate parent-teacher partnership. Starr concluded that the average home is open to a partnership with the schools, but that the average school personnel are afraid of parent-partnership due to lack of training in

such necessary skills. He contended that the nature of teacher-education training retards the concept that parents can or should have knowledge of their children's education. Comer (2012) suggested that teachers and administrators are not necessarily hired for their ability to relate to parents, nor are they taught how to work with parents or trained to assist them in promoting the growth and development of students. According to Comer, educators do not offer meaningful opportunities for parental involvement in the school. Often, they simply do not want parents in the school. Thornburg (2014) found in his study, "The Impact of Parental Involvement on Student Achievement" that the teachers were actually in subtle ways discouraging parental involvement.

The lack of leadership limits access to parental involvement. Epstein (1982) argued that there is a relative lack of active administrative leadership and attention from the educational administrators to promote parental involvement. Epstein (1987) also pointed out that, while administrative leadership in supporting parental involvement is very important as a means of achieving good results in the educational process, administrators often leave the selection and use of parent involvement activities to their teaching and support staff. On the other hand, there are very few teachers who make frequent or systematic use of parent-involvement activities because pre-service and in-service training sessions currently "result in attitudes and practices designed to keep parents out of the learning process and even out of the classroom". Epstein goes on to say that in-service education offered to principals or teachers on parent involvement is generally

restricted to a single session, hardly enough time to confront complex attitudes, identify and work on needed skills, or learn about promising practices in other settings.

Thus, although the information about the benefits of home-school partnership is easily accessible and often mentioned in professional journals, useful, organized information or comprehensive training that would help educators to incorporate the information into their own practice has not been widely available (Aronson, 1996; Bums, 1993).

Summary of Reviewed Literature

In this chapter, an extensive review of pertinent literature related to the theme of this study was meticulously conducted. The theoretical framework laid the groundwork for comprehending the impact of parent-child relationship on academic achievement. Subsequently, different dimension of parent-child relationship were explored, and the views of different scholars was highlighted. For example, Hartup et al (2013) gave a vertical and horizontal dimension to parent-child relationship, while Hinde (2015) presented the asymmetry and complementary dimension of parent-child relationship, the traditional view which stated that parent-child relationships are typically vertical, asymmetrical and complementary were also discussed.

The history of parent-child relationship which was traced to the works of Rousseau (1712-1778) and Pestalozzi (1747-1827) was equally discussed. Furthermore, various types of parental involvement in the academic achievement of students,

categorized into two major types to include parental involvement in school and parental involvement in the home by Epstein (1987) were exhaustively discussed.

The literature reviewed did not fail to shed light on parenting styles and children's academic achievement. It focused on the various types of parenting styles from the view of developmental psychologist Baumrind which includes; authoritarian parenting, authoritative parenting, permissive parenting and neglectful or uninvolved parenting. Likewise, in the literature reviewed home environment and academic achievement were seen as a combination of physical and psychological environment.

CHAPTER THREE

METHODOLOGY

In this chapter, the methods and procedures used in carrying out this research are presented in the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The survey research design was used for this study. According to Omorogiwa (2019), survey research design is the use of instruments such as test, questionnaire and observation to gather information from a sample of a population on their characteristic, attitude and opinion on an issue of interest and the conclusion reached are generalized to the population of study.

The survey research design is an ideal choice for my study on the impact of the parent-child relationship on academic achievement because it allows for the efficient collection of a large amount of data directly from participants. Through surveys, the researcher can capture a range of perspectives on the nature and quality of parent-child relationships and correlate these insights with academic performance data, providing a broad and nuanced understanding of the relationship between these variables. The survey design is well-suited for this study because it is cost-effective, enabling data collection from a larger sample within a limited time frame. By reaching a larger group of respondents, the design supports generalizability, allowing conclusions drawn from the study to be more applicable across different populations. This is crucial, as family and educational dynamics vary widely across communities.

Population of the Study

The population of this study comprised all the SSS2 students in all the secondary schools in Ovia North East L.G.A. of Edo State. Relevant information obtained were derived from the Ministry of Education, Edo State.

Sample and Sampling Technique

A total of 100 students are used as the sample size and the simple random sampling technique is used to select the sample size. The technique used involved the

random selection of five (5) schools within the study area. For each schools, 20 students were randomly selected totaling 100, which made up the sample.

Research Instrument

The instrument used for data collection was a structured questionnaire which was developed by the researcher from the research objectives. The study instrument consisted of two sections. Section A bordered on the bio-data of the respondents, while section B is made up of items that addressed the research question. The questionnaire has four likert points as shown below;

Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Positively worded items were scored 4, 3, 2, 1 for SA, A, D, and SD respectively, while negatively worded items were scored 1, 2, 3 and 4 for SA, A, D and SD respectively.

Validity of the Instrument

The questionnaire was validated by the researcher's project supervisor and two other lecturers in the Department of Educational Evaluation and Counseling Psychology, Faculty of Education University of Benin. Their criticisms, suggestions, recommendations and corrections were incorporated in the final draft of the instrument.

Reliability of the Instrument

The instrument was administered to 20 respondents who were not part of the study. The instrument was retrieved and data obtained were analyzed using Cronbach's

Alpha statistics and a reliability coefficient of 0.64 was obtained which shows that the instrument is reliable.

Method of Data Collection

The questionnaire was administered to respondents personally by the researcher. The instrument for data collection was retrieved from the respondents on the spot.

Method of Data Analysis

The data collected were analysed using one sample t-Test statistics for all the hypotheses.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In the chapter, results obtained after data analysis are presented and findings are discussed

Hypothesis one: Home environment does not significantly influence academic achievement of secondary school students

Table 1: One sample statistic of the influence of Home Environment on Academic Achievement of Secondary School Students (Test value= 2.5)

Academic level	Number	Mean	Std	T	df	Sig.(2 tailed)
SSS	784	2.8099	1.18023	7.353	783	.000

From table 1, mean score of approximately 2.81 which is higher than 2.5 value was obtained with standard deviation of approximately 1.18. Also, P-value of .000 which is less than .05 α - level of significance was obtained. It therefore means that home environment significantly influence academic achievement of secondary school students. hence, the null hypothesis is not retained.

Hypothesis two: Parent-School Communication does not significantly influence academic achievement of secondary school students.

Table 2: One Sample Statistics of the influence of Parent-School Communication on Academic Achievement of Secondary School Students (Test value=2.5)

Academic level	Number	Mean	Std	T	Df	Sig.(2 tailed)
SSS	784	2.4503	1.10607	-1.314	783	.189

From Table 2, mean score of approximately 2.45 which is less than 2.5 test value was obtained with standard deviation of approximately 1.11. Also, P-value of .189 which is higher than .05 α -level of significance was obtained. It therefore means that parent – school communication does not significantly influence academic achievement of secondary school students. Hence, the null hypothesis is retained.

Hypothesis Three: Parents’ involvement in educational activities of their children at home does not significantly influence academic achievement of secondary school students

Table 3: One Sample Statistics of the Influence of Parents’ Involvement in the Educational Activities of their Children on Academic Achievement of Students (Test value=2.5)

Academic level	Number	Mean	Std	T	Df	Sig.(2 tailed)
SSS	1078	2.6540	1.12288	4.503	1077	.000

From Table 1, mean score of approximately 2.65 which is higher than 2.5 test value was obtained with standard deviation of approximately 1.12. Also, P-value of .000 which is less than 0.5 α - level of significance was obtained. It therefore means that parents’ involvement in educational activities of their children at home significantly influence academic achievement of secondary school students. Hence, the null hypothesis is not retained.

Discussions of Findings

The findings from research question one suggest a significant relationship between the home environment and the academic achievement of secondary school students. This finding is in agreement with the work by Desforges and Abubakar (2003) who discovered that supportive home environments where parents are actively engaged in education, positively influence academic achievement. The analysis demonstrates that home environment is a critical determinant of academic performance in secondary school students.

Findings from research question two revealed that parent-school communication does not significantly influence students' academic achievement in this context. It raises questions about whether communication methods are effective or if other factors play a more prominent role in academic success. These findings suggest that while parent-school communication is an integral aspect of school dynamics, it may not independently drive academic achievement. The findings align with previous work done by Fan and Chen (2001), who found that there is limited impact of parent-school communication on academic success compared to home-based involvement. Likewise, Domina (2005), who found out that parent-school communication showed weak or inconsistent effects on grades, indicating indirect or limited influence, a position that reinforces the argument that communication is not the sole driver of academic achievement.

In the findings from research question three, it was discovered that the influence of parental involvement on students' academic achievement is statistically significant. The findings underscore the importance of parental involvement in fostering academic success.

These results align with existing literature that highlights the critical role of parental involvement in improving student outcomes. Active parental participation often leads to better motivation, discipline, and a conducive learning environment at home, all of which contribute to higher academic performance. The analysis unequivocally demonstrates the significant impact of parental involvement on students' academic achievement. By addressing variability and enhancing support structures, schools and policymakers can unlock the potential of parental engagement, thereby driving better academic outcomes. This calls for collaborative reforms that integrate parents as active stakeholders in the educational process.

These findings is in agreement with the studies conducted by Chen et al. (2023) and Kamal et al. (2022), that emphasize the long-term benefits of home-based parental involvement for children's success across different learning environments, stressing that when parents assist with homework, encourage reading, and provide a structured environment for learning, children tend to have better academic outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter the summary of the study, the conclusions drawn from the analysis of data collected, results obtained and recommendations are offered.

Summary

The study was based on Impact of Parent-Child Relationship on Academic Achievement. In order to achieve the purpose of the study, three research questions were raised and 3 hypotheses were hypothesized and tested at 0.05 chi-level. The survey research design was used for the study.

The population of the study comprised all SSS2 students in all the secondary schools in Ovia North East L.G.A. of Edo State. The population of the study comprised all the SSS2 students in all the secondary schools in Ovia North East L.G.A. of Edo State. A total of 100 students were used as the sample size and the simple random sampling technique was used to select the sample size.

The technique used involved the random selection of five (5) schools within the study area. For each schools, 20 students were randomly selected totaling 100, which

made up the sample. The instrument used for data collection was a structured questionnaire which was developed by the researcher from the research objectives.

The questionnaire was validated by the researcher's project supervisor and two other lecturers in the Department of Educational Evaluation and Counseling Psychology, Faculty of Education University of Benin. The instrument was administered to 20 respondents who were not part of the study and a reliability coefficient of 0.64 was obtained which shows that the instrument is reliable. The questionnaire was administered to respondents personally by the researcher and retrieved at the spot. The data collected were analysed using one sample t-Test statistics for all the hypotheses.

The analysis of the data produced the following findings from the students:

- That favorable home environments positively influence academic outcomes.
- That the home environment impacts academic achievement.
- That parent-school communication does not significantly influence students' academic achievement.
- That parental involvement significantly influence academic achievement of students.

Conclusion

Based on the findings of the study, it can be concluded that favorable home environments positively influence academic outcomes, home environment impacts academic achievement, parent-school communication does not significantly influence students' academic achievement and parental involvement significantly influence academic achievement of students.

Recommendations

Based on the findings of the study, the following recommendations were offered:

- Schools and educators should work closely with families to ensure that the home environment supports educational success. Families should be encouraged and guided to create structured and nurturing environments for learning. This includes establishing regular study routines, fostering positive attitudes toward education, and ensuring access to learning resources such as books, internet connectivity, and a quiet study space.
- To tackle disparities in home conditions, targeted support programs for low-income families or those with limited access to resources should be prioritized. These programs could include financial assistance, educational workshops for parents, and community support initiatives to bridge the gap in educational opportunities.
- Efforts to enhance parental involvement must focus on building a strong and inclusive partnership between parents and schools. Schools should actively

engage parents through workshops, seminars, and regular parent-teacher interactions to emphasize the critical role of their involvement in their children's education.

- To improve academic outcomes, stakeholders—educators, policymakers, and parents—should focus on creating supportive home environments. This could involve providing necessary learning resources, fostering parental involvement, and ensuring a conducive atmosphere for study and personal development.
- Schools and policymakers should consider initiatives to enhance parental engagement, such as organizing workshops and parent-teacher interactions aimed at equipping parents with strategies to support their children's learning.

Suggestions for Further Studies

The parent-child relationship plays a fundamental role in shaping a child's academic achievement. A strong and supportive bond fosters confidence, motivation, and a positive attitude toward learning, whereas strained relationships may lead to emotional distress, low self-esteem, and poor academic performance. Various factors influence this relationship, including parental involvement, communication styles, socioeconomic status, and cultural background. Understanding these dynamics provides valuable insights into how family interactions impact students' educational outcomes.

For further studies, potential areas of exploration include the role of parental emotional support in students' academic success, the influence of single-parenting on academic achievement, and the effect of parental educational background on children's learning outcomes. Other relevant topics include how cultural differences shape parent-child academic interactions, the impact of digital communication on parent-child academic discussions, and the long-term effects of early childhood parental engagement on higher education achievements.

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**FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

This questionnaire is designed to elicit responses solely for academic purpose on the impact of parent-child relationship on academic achievement of secondary school students. Kindly respond sincerely to the items. Your responses shall be treated with high confidentiality.

SECTION A:

Name of School _____

Sex _____ Class _____

SECTION B:

Please tick the option that is applicable you.

Key: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagreed (SD)

S/N	Item	SA	A	D	SD
1.	I learn better because my home is peaceful				
2.	Each time my teachers teach us, I do not find it difficult to assimilate because my heart is always at peace due to the love that is shared in my home				
3.	There is a strong bond of unity in my home so, nothing disturbs my learning				

4.	My parents are in agreement over my academic pursuit so, my learning is strongly supported by them				
5.	My parents are always in good terms so, I am always emotional settled to learn at school				
6.	My parents create warm atmospheric condition for our effective learning				
7.	My parents always fight so, I find it difficult to assimilate what am being taught at school				
8.	My home is always hostile so, I do not concentrate at school				
9.	*My parents constantly communicate with my teachers to know how well am learning at school. Thus, am compelled to learn				
10.	My teachers inform my parents about any single action I display at school. So, I tend to focus on my learning so that negative report is not given about me.				
11.	My parents relates with my teacher regularly so, I always do my assignment.				
12.	My parents monitor my learning through my teachers so, I am actively engaged with school work				
13.	I perform better at school work because my teachers give my parents report about my class activities				
14.	My active engagement in learning is due to the fact that my parents and teachers are constantly monitoring my academic progress.				
15.	If not that my parents relates constantly with my teachers about my seriousness at school, I would not have been performing well at school				
16.	My constant engagement in school work is traceable to the relationship between my parents and teachers.				
17.	*My parents constantly go through what we are taught at school to ensure that I am learning well at school. Hence, I am totally committed to learning				
18.	My parents gave my a home teacher to teach me every day so, I perform excellently well at school				

19.	My parents provide me with every necessary school materials needed for my studies. Hence, I perform better at school.				
20.	I perform excellently well because my parents/siblings always teach me at home				
21.	My parents constantly monitor my academic progress. So, they guide my daily studies and this has impacted on my excellent performance				
22.	My parents pay my school charges on or before the deadline so, I perform well because I learn without tension.				
23.	My constant engagement with school work is traceable to the involvement of my parents in my learning.				
24.	I perform well at school because my parents strictly monitor my learning				
25.	I perform well at school because my parents designed reading time table which they strictly use to monitor my reading for me.				
26.	If not that my parents are constantly monitoring my studies, I would not have been performing well at school				
27.	If not that my parents constantly involve in my school work, I would not have been performing well at school				