

**ANALYSIS OF THE LEVEL OF PARENTS INVOLVEMENT ON  
STUDENTS' ACADEMICS IN PUBLIC SECONDARY SCHOOLS IN  
OVIA NORTH EAST LOCAL GOVERNMENT AREA OF EDO  
STATE**

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**July, 2024**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
THE DEGREE OF BACHELOR OF SCIENCE (ED) IN POLITICAL  
SCIENCE/ PUBLIC ADMINISTRATION**

**JULY, 2024**

## **CERTIFICATION**

This is to certify that this project was carried out by Victoria Oneshioze ALABI with Matriculation Number EDU1814908 in the Department of Educational Management, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quality for the partial fulfillment for the award of the Degree of Bachelor of Science (Ed) in Educational Management.

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## **DEDICATION**

This research work is dedicated to Almighty God the giver of true knowledge and understanding whose grace alone sustains me through this programme

## **ACKNOWLEDGEMENTS**

I have the honour to express appreciation to Almighty God who has made it possible for me to complete the course.

I am highly indebted to my parents Late Mr. Joseph and Mrs. Joy J.Alabi for their financial support and priceless role they play in my life.

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## **ABSTRACT**

This study examined analysis of the level of parents involvement on students' academics in public secondary schools in Ovia North East Local Government Area of Edo State. In order to achieve the objectives of the study, four research questions were raised .

The population of this study consist of the twenty-eight (28) public secondary schools in Ovia North East Local Government Area of Edo State with a total of 5973 (JS2) students. The population of this study consist of the twenty-eight (28) public secondary schools in Ovia North East Local Government Area of Edo State with a total of 5973 (JS2) students. The instrument for this research was a structured questionnaire titled "Level of Parents Involvement Questionnaire (LPIQ), The instrument was validated by the supervisor. Data collected for research question were analyzed using mean and standard deviation

The findings from the research questions showed that there is a high level of parents involvement in students academics, examination, course work and co-curricular activities in public secondary schools in Ovia North East Local Government of Edo State. Based on the findings it was recommended that parents who are not involved in their children education should be constantly sensitized while those who are involved should be encouraged to continue doing so.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

The family is the first and primary agent of socialization. The family is a small kinship structural group with the key function of natural socialization of the new born. It is a social group consisting of parents, children and sometimes other members of the household. The family provides first-hand knowledge for children, from birth and this takes them all through their life and shapes their self-worth, attitudes, values and behaviour. Therefore, the family is a good start-off for building a solid foundation for every child. Ozozoma (2021) noted that the family lays the psychosocial, moral and spiritual foundations in the overall development of the child.

The training and development of a child is naturally in the hands of the parents because they are central figures in their child's socialization and education (both formal and informal) to become responsible and productive members of the society. This is congruent with common assertion of sociologists that education can be an instrument of cultural change whose

foundations begins from home. Hence, parental Involvement is the active ongoing participation of a parent or primary caregiver in the education of a child. According to Lemmer (2012) different researchers have defined parental role in education differently because the needs and circumstances vary from country to country. Parent involvement means the participation of parents in regular, two-way and meaningful communication involving students' academic learning and other school activities including ensuring that parents play an integral role in assisting their child's learning, parents are encouraged to be actively involved in their child's education at school, and parents are full partners in their child's education and are included, as appropriate in decision making and on advisory committees to assist in the education of their children (Adekunle, 2017).

Parental involvement in children's education can be seen as the act of engaging parents in instructional matters, predominantly in the home and also in the school (Barnes, 2018). Attending parent teacher meetings, participation in extracurricular activities, observing grades scored, assisting in completing homework, imparting moral values and motivating the children are various aspects of parental involvement. Parent involvement in

children's education has become an important factor for building these parent-child relationships and improving children's path to educational success. The two most influential settings in which children learn and develop occur at home with their parents and also at school with their teachers. Jaiswal (2017) believed that the home and school create overlapping spheres on children's development and academic performance and the collaboration between these two spheres can greatly influence the educational outcome of the children

The entire educational system at all level revolves around the academic performance of learners. Academic performance is frequently defined in terms of examination performance. It is an indication of what the students have learned or what skills the students have mastered. This is usually measured through assessments like standardized tests, performance assessments and portfolio assessments. Academic achievement, as measured by examination results, is one of the major goals of a school system. Poor/low grades are always considered poor academic performance while high/good grades are considered good academic performance. Thus, academic performance is used to measure the effectiveness of an education

system. It is not only the educational institutions who have high expectations from their students in this regard but parents also do have high hopes, because it is generally believed that high academic performance leads to bright future and greater career options (Kilonzo, 2017). Generally, academic performance is assumed to be knowledge acquired and marks given by teachers after assessing their understanding. But from educational perspective it is a goal of developing an individual intellectually by teachers or educational institutions during a particular time period. Academic performance/ achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured by continuous assessment. This process of knowledge acquisition is to be gauged by continuous evaluations or examinations.

The influence of parental involvement on student academic achievement has been recognized by teachers, administrators, and policy-makers who consider parental involvement to be one integral parts of new educational reforms and initiatives. Research findings had also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement (Hong Ho, 2005; Akinsanya, 2011).

Children are more likely to have higher academic achievement levels and improved behaviour when families are involved in their education.

### **Statement of Problem**

It has been observed by the education stakeholders that in spite of all the efforts put in place by schools and teachers in ensuring that students comes out with excellent academic performance, however, it appears that most students tend to perform poorly academically. Could it be that parents are not playing active role in ensuring students achieve excellence in academic? It is against this background that the researcher seeks to find out the level of parents involvement in students' academics in public secondary schools in Ovia North East Local Government Area of Edo State.

### **Research Questions**

Three research questions were raised to guide the study

1. What is the level of parents involvement in students academic in public secondary schools in Ovia North East Local Government of Edo State?

2. What is the level of parents involvement in students examination in public secondary schools in Ovia North East Local Government of Edo State?
3. What is the level of parents involvement in students course work in public secondary schools in Ovia North East Local Government of Edo State?
4. What is the level of parents involvement in students co-curricular activities in public secondary schools in Ovia North East Local Government of Edo State?

### **Purpose of the Study**

The main purpose of the study is to examine the level of parents involvement on students' academics in public secondary schools in Ovia North East Local Government of Edo State. Specifically, the study sought to

1. determine the level of parents involvement in students academic in public secondary schools in Ovia North East Local Government of Edo State

2. determine level of parents involvement in students examination in public secondary schools in Ovia North East Local Government of Edo State?
3. examine the level of parents involvement in students course work in public secondary schools in Ovia North East Local Government of Edo State
4. determine the level of parents involvement in students co-curricular activities in public secondary schools in Ovia North East Local Government of Edo State

### **Significance of the Study**

The findings from this study will show the school the level of parental involvement in their wards educational pursuit and make recommendations as to how to improve their involvement if necessary. This study will also be significant because the findings could stimulate parents school managers teachers, students and the society's awareness on the importance of parental involvement. The findings of the study will also assist school administrators and curriculum planners to develop strategies that would reduce negative effects of poor parental involvement on academic achievement of students.

The findings of this study would be useful to school proprietors, government school administrators and parents in understanding the influence of parental involvement on academic achievement of students in secondary schools. Finally, the findings of the study will act as a reference point to other interested researchers interested in this area of research.

### **Scope /Delimitation of the Study**

The study is aimed at investigating the level of parents involvement on students' academics in public secondary schools in Ovia North East Local Government of Edo State. The study is delimited to all public secondary schools in Ovia North East Local Government Area of Edo State

### **Definition of Terms**

The following terms are operationally defined as used in this study

**Parents Involvement:** Participation of parents in their children's school activities

**Academics:** This includes learning activities of students such as examination, course work, curriculum activities among others

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter present the review of relevant literatures under the following sub``- heading:

- Theoretical Framework
- Concept of Parents Involvement in Students Academics
- Level of Parents Involvement in Students Academics
- Level of Parents Involvement in Students Examination
- Level of Parents Involvement in Students Course Work
- Level of Parents Involvement in Students Co Curricular Activities
- Summary of Reviewed Literature

#### **Theoretical Framework**

This study is hinged on Cultural Capital Theory propounded by pierre Bourdieu. Cultural Capital Theory (CCT) is a framework that attempts to explain the way humans perceive themselves and others. It is a lens through which one can view society, systemic structures, social relationships, success, and barriers to entry, with cultural competence being the determining factor. This theory explains that parental involvement based on how parent–child interactions affect students' schooling and motivation.

Behavioral involvement refers to parents' public actions representing their interest in their child's education, such as attending an open house or volunteering at the school. It further explains that personal involvement includes parent–child interactions that communicate positive attitudes about school and the importance of education to the child. Parental involvement, according to this theory, affects student achievement because these interactions affect students' motivation, their sense of competence, and the belief that they have control over their success in school (Wendy, Grolnick, and Slowiaczek, 2014). Parental involvement broadly include activities such as helping with homework, discussing school events or courses, volunteering at school and coming to participate in schools' events.

Parental involvement is a function of a parent's beliefs about parental roles and responsibilities. A parent can help the children succeed in school and the opportunities for involvement should be provided by the school or the teacher. In this theory, when parents get involved, children's schooling is affected through their acquisition of knowledge, skills, and an increased sense of confidence that they can succeed in school (Kathleen and Tyoung, 1995). School, family, and community are important "spheres of influence"

on children's development and that a child's educational development is enhanced when these three environments work collaboratively toward shared goals. The encouragement is schools to create greater "overlap" between the school, home, and community through the implementation of activities across six types of involvement: parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community by implementing activities across all six types of involvement, educators can help improve student achievement and experiences in school (Epstein, 2001). Cultural capital theory provides a theory for predicting how parents are involved in children's elementary education. Specifically, it predicts that parents with greater cultural capital will be more involved, and that involvement will be more efficacious in helping their children succeed. Parental involvement in the children's education has become widely recognized as a predictor of positive academic outcomes (Barwegen and Joyce, 2004). Parental involvement is a valuable tool for increasing the likelihood of improving childhood academic success and a construct amenable to influence by intervention (Christenson and Nicholas 2005).

As the parental involvement research has evolved, it has also become clear to most researchers that parental involvement is a multidimensional rather than homogeneous construct (Fishel, Carolyn & Susan 2005). Epstein's parental involvement framework is by far the most referenced, tested, and widely-accepted conceptual model of parental involvement (Fishel, 2007). The six sub-constructs (hereafter simply referred to as constructs) are: parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. Parenting refers to parents' actions that foster the children's learning and cognitive development, not necessarily tied to school. Communicating covers all home-to-school communication regarding children's academic development and other academically relevant information

### **Concept of Parental Involvement in Students Academics**

Undoubtedly, parents are the first teachers of their children where the latter are trained the fundamental moral values of life before they attend any formal educational setting such as schools. A child's parents lay the psychosocial, moral and spiritual foundations in the overall development of the child. Parents are the first teachers of their children; they are responsible

for transmitting fundamental moral values of life into their children before they attend any formal educational setting such as schools. According to Ojimba (2013), parents are the preparatory foundation of any society, community and nation. It is the duty of parents/families to assist and give their children all the necessary support so that they will be able to become profitable and important citizens of the nation. Eze (2022) stated that parents are the first teachers at home and potential in early literacy skills acquisition of their children for higher academic progress and positive attitude towards learning can be achieved if parents become more involve in their children academic activities.

Parents involvement is defined as resources, strategies, actions that parents use to develop social and academic orientation among students. The effective strategies that parents use are parental support, collaboration, and interaction with society. Parent involvement according to Epstein in Ojiekor (2019) means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring that (a) parents play an integral role in assisting their child's learning; (b) parents are encouraged to be actively

involved in their child's education at school; and (c) parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child" (School). Parental involvement in children's education can be seen as the act of engaging parents in instructional matters, predominantly in the home and also in the school.

According to Altschul (2012), parents involvement include assisting students with homework, engaging them in talks concerning the school having high expectations, encouraging school success and providing conducive environment for learning. On the other hand, school based parental involvement include volunteering at school, taking part in school events and school organisations as well as maintaining communication with teachers and school staff. According to Epstein model, parental school involvement is outlined into different indices; communicating, volunteering, home-learning and decision-making. Communicating is an effective form of school-to-home and home-to-school communications about school programs and children's progress in school (Bower et al, 2011). Volunteering means creating ways for families to be engaged in school, it increases parental

involvement by which parents feel welcomed and making sure they know that their support and assistance is needed and greatly appreciated. Decision-making therefore is a process that includes the parents, teachers, administrators and community members in making decisions about how a school operates (Callison, 2014).

Parents involvement in the academic performance/achievement of students has remained the focus of academic research, policy makers, educators and public debate. Lemmer, (2012) stated that because of the varying needs and circumstances from one country to another, the role of parents in education has been identified differently. Nadenga (2015) described parental involvement as awareness of and involvement in school work, understanding of the interaction between parenting skills and the student success in schooling and a commitment to students. Parental involvement has been categories into two forms; home based and school based. Parental Involvement [PI] is the support of parents in their kids' education with the willpower of ratifying their studies. PI is known among investigators, legislators, and instructors.

Accordingly, National Education Association (NEA, 1999) says parent's involvement means:

- Reading to your children
- Checking homework every night
- Discussing your children's progress with teachers
- Voting in school board elections
- Helping their school to set challenging academic standards
- Limiting television viewing on school night.

Explaining further, NEA emphasized that it could even be as simple as asking your children, "How was school today?" But ask every day, NEA added. This, the author says would send your children the clear message that their school work is important to you and you expect them to learn. For Cotton and Wiklund (2011) parents involvement means parents being more involved in helping their children to improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modeling desired behaviour (such as reading for pleasure, monitoring homework and actively tutoring them). The author further declared that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at home. He observed that

children who practice reading at home with parents make significant gains in reading achievement compare to those who only practice at school. These are also the views of Evans (2000); Mendelsohn (2001) and Sharif (2001) all cited in center for community child health (CCH, 2004) that regular shared reading positively correlated with vocabulary development

Vijaya, (2016) categorized two major types of parents involvement in their children's education: (1) parental involvement in school, and (2) parent.al 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 (Vijaya, 2016) 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 co-curricular 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 (Ofosu-Asiamah,, 2014)

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, 1988). 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 (Ofosu-Asiamah, Ofosu-Asiamah, 2013)

### ***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. McNeil (2014) noted that the home environment has such a strong effect on learning because "87% of a student' 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.

Recognizing that parent involvement can be with the child, school personnel, or other parents is important because not all strategies of involvement are likely to yield the same result. In fact, one of the confusing aspects of the literature is that so many different conceptualizations of parent involvement are relied upon, and these conceptualizations cut across the

domains (child, school, parents) with little discussion of the implications. Why is this important? Because some forms of parent involvement are likely to more greatly affect student attitudes and behaviors, while other forms more greatly affect achievement. In the current literature, the two most widely used “domains” of parent involvement include parent-child and parent-school involvement, which are the focus of this research.

When parents are involved in their children’s education, it enhances commitment and interests (World Education Forum Conference, WEFC, 2000). Therefore, it is ideal for educationalist to ensure all challenges that are thought to hinder parental involvement are worked through, particularly in senior secondary schools where currently students’ academic achievement is declining. The argument as opined by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2003) draws strong support on how parents are vital in children’s schooling in the way of demanding policy which act upon constraints that limit parents in monitoring children education in senior secondary schools.

Ndebele (2015) determined that strong association between students’ performance and parents’ determination towards education. The better

progress of students is the result of hard work of parents and helping them. Social factors are responsible for education. The study of Caspe, Lopez, and Wolos (2007) revealed that children in elementary classes experience imperative progressive alterations like environmental adaptation, logical reasoning, and positive manners. The social understanding developed at this level and children improve their knowledge through relations with peers, teachers, and families. Barnard (2004) assumed that after elementary level, students become more autonomous and broaden their relationship with community, teachers, and peers. They develop different types of skills.

Ademola and Agbatogun (2009) investigated Parental involvement as a correlate of pupils' achievement in mathematics and science in Ogun State, Nigeria. The descriptive survey research design was employed to carry out this study. Four hundred and eighty (480) pupils from thirty primary schools in Ogun State, Nigeria were randomly selected for this study. From the results of this study, parental involvement accounts for 16.1% of the total variance in mathematics achievement of primary school pupils and 13.5% of the total variance in pupils' achievement in science. It shows that parental involvement is an important predictor of mathematics and science

achievement. There exists a significant difference in the parental involvement of public and private primary school pupils. Private school pupils enjoy more parental involvement than their counterparts in the public schools.

Enemu and Onyenwe (2020) carried out to investigate the extent of parental-school involvement on pupils' academic performance in Anambra State. Four research questions and four null hypotheses guided the study. It adopted a descriptive survey research design. Two research questions guided the study. The population of the study consisted of 10,369 primary school teachers and 65,406 parents in Anambra state. Data were collected using two structured questionnaires titled "Teachers Response on Parental School Involvement Questionnaire (TRPSIQ) and parent's response on school involvement questionnaire (PRSIQ). The findings revealed that teachers and parents rated to a great extent parental involvement in child home-school communication and school volunteering for improvement in pupil's academic performance

Kwaji and Kwanye (2019) determine the impact of parental involvement on students' academic achievement in public and private senior

secondary schools in Mubi-North Local Government Area, Adamawa State. Two instruments was used to collect data from 192 students and parents selected from 28 private and public senior secondary schools using quota sampling technique. Mean, standard deviation, t-test and ANOVA was used to answer five research questions and test two null hypotheses respectively. Parental involvement was found to be important in determining good students' academic achievement and organizing parents' day in schools, calling a meeting twice in a year, creating more associations like School Base Management Committee are strategies for improving parental involvement.

### **Level of Parents Involvement in Students Academics**

The training and development of a child is naturally in the hands of the parents because they are central figures in their child's socialization and education (both formal and informal) to become responsible and productive members of the society. This is congruent with common assertion of sociologists that education can be an instrument of cultural change whose foundations begins from home (Uchendu, 2007). More importantly, the interactions between parents and their children are the most common

connections held during a child's early years before entering primary school. Parental school involvement, like many other variables such as the students, teacher and school variables, are important determinants of academic performance.

The issue of parents' involvement in learners' academic has become the subject of intense debate globally, triggering a contest for academic performance systems that are According to the findings from Bodele and Kasah, (2022) parent participation in class events has an influence on learners' career advancement and the effectiveness of the school (Ba,odele and Kasah, 2022). Parental involvement boosts school effectiveness due to the obvious relationship that will have been established between the teachers and the students. The most important thing for school officials to do is to establish an atmosphere that nurtures parents to be involved in their children's future. Parents should be consulted not only when a donation activity is planned, but also when less major events occur. Parents can assist their children in developing in a variety of ways. In Nigeria, Parents, Teachers, and Pupils Associations (P.T.A) have lately been formed as a demonstration of the stakeholder' dedication to learners achieving the

school's objectives. The institution's aim is to enhance appropriate school discipline, regulate individuals' activities, or facilitate school fee. Oslen and Fulle (2016) mentioned that parental involvement is beneficial to students who consistently completed their home-work. McNeal Jr's (2014) demonstrated that parental involvement in the form of Parent Teacher Organisations meetings has a strong association with 8th grade students' science achievement. However, it had a weak or no significant relationship with absenteeism, homework and truancy. Amprosah (2018) indicated a positive association of students' academic performance with parental involvement. Vijaya (2016) observed that students whose parents are actively involved in their academic are better both in behaviour and academic performance.

Some other studies have reported negative/low association between parental involvement and students' academic (e.g. Domina 2005); Hill and Tyson (2009) in a meta analytical study, indicated that parents' school based involvement (e.g. volunteering at school and presence at school events) had a moderate association with achievement. On the other hand, Fan (2001) revealed that communication with teachers had a negative association with

students' academic performance. Tokac and Kocayoruk (2012) showed that parents' attendance at school events negatively impacted on middle school students' achievement in Maths. They suggested that this adverse effect might be that parents collaboration could pressure the students and this affected students' achievement.

Shafqat Zahida Sabahat & Asif Iqbal (2018) study was an intention to find out the correlation between students' performance and parental involvement at secondary level. The results revealed that there was strong positive and significant relationship between parental involvement and academic performance of students. All the indicators were also positive and strongly correlated with the academic performance. It was evident that the parents of female students had strong association with their studies as compared with parents of male students. In the same way, parents of urban areas and science students had great influence on the progress of their students as compared with parents of rural and arts students.

Galindo & Sheldon (2012); Annisia (2015) in their study found that parents involvement at school can have a positive influence on children's development and academic achievement. Parents who were more involved

in their children's school had children with higher literacy performance, better overall grades, and these children tended to outperform their peers who did not have the same involvement from their parents (Kaukab, 2016). Longitudinal research also indicates parental school-based involvement predicts children's later achievement and increased grades (Pomerantz et al, 2007; Annisia, 2015). Other studies have shown that the close relationship between parents and teachers are important for student success because it can result in higher levels of student attendance, lower levels of chronic absenteeism, and lower levels of student behavior problems (

Kwaji, Kwanye, Iliya and Ballah (2019) study was to determine the impact of parental involvement on students' academic achievement in public and private senior secondary schools in Mubi-North Local Government Area, Adamawa State. Two instruments was used to collect data from 192 students and parents selected from 28 private and public senior secondary schools using quota sampling technique. Mean, standard deviation, t-test and ANOVA was used to answer five research questions and test two null hypotheses respectively. Parental involvement was found to be important in determining good students' academic achievement and organizing parents'

day in schools, calling a meeting twice in a year, creating more associations like School Base Management Committee are strategies for improving parental involvement

Kwaji, Kwanye, Iliyam & Ballah (2019) conducted study to determine the impact of parental involvement on students' academic achievement in public and private senior secondary schools in Mubi-North Local Government Area, Adamawa State. Review of related studies claimed that parental involvement on students' educational practices lead to a better academic achievement than when they are not involved .Descriptive survey research design was adopted for the study. Two instruments was used to collect data from 192 students and parents selected from 28 private and public senior secondary schools using quota sampling technique. Parental involvement was found to be important in determining good students' academic achievement and organizing parents' day in schools, calling a meeting twice in a year, creating more associations like School Base Management Committee are strategies for improving parental involvement.

Asiimwe and Nabitaka (2022) focuses on the relationship between parents' involvement and student academic performance in Lyantonde

district, Uganda. The study utilised a mixed method research approach, employed a descriptive survey which attempts to describe what is in the social system such as a school and investigated the parents' involvement in different schools. The study indicated that there is a moderate positive and significant relationship between parents' involvement and student's academic performance. The study concluded that parents should engage themselves in their children's education, fathers should be equally involved in their children's education so as to enhance performance, parents should consequently improve education activities at home, and increase their participation in education activities at school. School progress with children, paying school dues, actively monitoring and helping in school work enhances students' academic performance

### **Level of Parents Involvement in Students Examination**

All over the world, parents play a vital role in the education of their children, whatever is a child's age. If parents pay attention to their children, they make more scholastic achievements than those who are ignored. The characteristics portrayed by parents play a vital role in influencing their children's learning as well as shaping their improvement in the academic

attainment and achievements and their overall behaviour and attendance. Some of the characteristics such as a parent's attitudes, aspirations and behaviour are all important, as their ability to understand their children's day-to-day progress, undertake family learning together, and talk regularly with their children about their learning (Carbonel, Banggawan & Agbisit, 2013)

Parents' involvement in children's education can be seen as the act of engaging parents in instructional matters, predominantly in the home and also in the school. Parent involvement was defined as the teacher's perception of "the positive attitude parents have towards their child's education, teacher, and school" (Topor, Susan & Keane, 2010). Generally, parent involvement in children's education includes several form of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations such as Parent-Teacher Association/Conferences. They can become more involved in helping their children improve their schoolwork by providing encouragement, arranging for appropriate study time and space,

modeling desired behaviour (such as reading for pleasure), monitoring homework and actively tutoring their children at home

The effects of parent involvement on students have been measured largely in terms of student achievement based on grades or standardized test scores.

Samuel, Aluede and Augustine (2016) reported that students, including those from low socio-economic status (SES), parents were involved in their education do better academically than students whose parents are not involved. Comer (2001) also noted that parents who are involved in their children's education learn in terms of acquiring new skills, gaining confidence and improving employment opportunities. He noted further that when parents are involved in schools, it improves school climate and reduces the possibilities of stereotyping particular children and families.

The relationship between parental involvement and educational outcomes was also examined by Samuel, Aluede and Augustine (2016). They hypothesized that parents who participate more in school activities have children who do better in school than children whose parents participate less. The researchers concluded that parent involvement does affect school performance,.

in fact, ‘parental involvement mediates almost all the influence of mother’s education on the child’s school performance’. Studies have shown to date that the two constructs (parental involvement and academic achievement) seem to be positively related; some researchers have reported positive links (Jeynes, 2007). Others like Muller (2003); Natriello and McDill (2006) found negative relationships. Olatoye and Agbatogun (2009) investigated the achievement of students in the public and private primary schools in Mathematics and science. 480 students from thirty primary schools in Ogun State, Nigeria, were randomly selected for the study. From the results of their study, parental involvement accounts for 16.1 per cent of the total variance in Mathematics achievement of primary school students and 13.5 per cent of the total variance in students’ achievement in science. This implies that parental involvement is an important predictor of Mathematics and science achievement.

### **Level of Parents Involvement in Students Course Work**

Mahuro & Hungu (2016); Jaiswal, and Choudhuri (2017) in their study, found that 95% of students reported that they did better in school at least some of the times when they received help with course work from their

parents. Studies have shown marked improvement in students' academic performance when their parents are involved with their homework (Asiimwe & Magunda, 2017). Readiness for school learning especially performance at secondary level depends much on home set up, the home activities, motivation by parent's availability or relevant extra reading materials in the form of text books and kind of guidance available at home (Amnesia, 2015).

Jaiswal, & Choudhuri, 2017) believe that parents involvement in course work can be a tool to keep parents well informed of the child's strength and weakness in several subject areas particularly reading and arithmetic. Likewise, other educational research has repeatedly established the benefits of effective homework concur, actively involved parents help to stimulate a child's interest in school and encourage academic performance for students and families' particularly these students with special needs.

Asiimwe & Magunda, (2017) also believe that those parents involved in home –school activities could be a positive reinforce that gives student's the confidence they need for positive school related outcomes. Jaiswal, & Choudhuri (2017) also elaborate that when parents' help with course work is autonomy supportive, well structured, organized, characterized by positive

effects, include positive beliefs about children's potential, and emotionally supportive it produces positive relationships between parental involvement and student outcomes. Conversely, when parents' home work help is inappropriate, confusing, inconsistent with teacher expectations, controlling, unwanted by the child, or includes negative parental emotions it produces negative relationships between parental involvement and student academic success.

### **Level of Parents Involvement in Students Co-Curricular Activities**

Extracurricular activities and parental involvement have independently been associated with well-being and academic success for high school and elementary school children (Mayers, & Perez, 2014). However, there has yet to be an empirical description of how these two predictor variables may work in unison (i.e. interact with one another) to forecast childhood outcomes. Therefore, the purpose of this article is to describe these relations by using a model based on moderated analyses. In doing so, specific relations will emerge that will describe the importance of levels of extracurricular activity and types of parental support in children's academic and social lives.

Overall, extracurricular activity involvement has been associated with many positive outcomes in childhood and adolescence (e.g., Peet, & Peet, 2012). Academically, Powell et al. (2012) reported that grades were significantly higher for those children whose parents participated moderately in extracurricular activities versus those whose parents did not participate. and, Gilman et al. (2004) reported a negative correlation between prents involvement in extracurricular activity participation and school drop-out. Similar results have been reported by Mahoney and Cairns (1997), found that students who had dropped-out participated in significantly fewer extracurricular activities than students who had not dropped-out. Comparable findings have been reported from a social perspective.

Gilman (2014) found that adolescents whose parents participated in many school activities had higher life satisfaction when compared with adolescents whose parents participated in fewer activities. In a similar vein, DeMoulin (2012) found that adolescents whose parents participated in activities reported higher levels of maturity, as well as more adaptive decision-making skills. Also, extracurricular activity participation has been investigated as a protective factor in adolescence

Specifically, parents participation in curricular activities has been linked to decreased criminal activity and lower arrest rates (Mahoney, 2020). From the existing literature, it is safe to conclude that parents participation in extracurricular activity predicts positive academic and social outcomes for children and adolescents. The prediction of positive and negative outcomes for children as the result of parents' involvement is well documented (e.g. Jones & Lagacé-Séguin, 2006; Lagacé Séguin & Coplatı, 2005; Lagacé-Séguin & d'Entremont, 2006). It is generally understood that when parents are nurturing and form a secure relationship with their children, that children benefit socially, emotionally, physiologically and personally.

For example, Lagacé-Séguin and Coplan (2015) reported that the emotional closeness between mothers and their children led to increased positive relations with peers for children who had lower levels of regulation. Also, Jones and Lagacé-Séguin (2006) reported that lower levels of parental pessimism were associated with higher levels of well-being in young children. Other researchers such as Fletcher, Elder, and Mekos (2000) examined the associations between parental warmth, parental reinforcement and parental involvement in extra- curricular activity participation. Overall,

parental warmth and reinforcement were both positively correlated with a child's involvement in extracurricular activities. In a similar vein,

Tokac & Kacayoruk (2012) (Kaukab, 2016); Jaiswal, and Choudhuri, 2017) found that parents attending school events have a negative effect on middle school students' math achievement. The reason behind this adverse effect they suggested that the parents' collaboration might make the students feel pressure and this pressure affects the students' achievement. Furthermore, (Kaukab 2016); Asimwe and Magunda, (2017); Tokac & Kacayoruk (2012); Kaukab, (2016) addressed the influence of parents involvement at secondary school and concluded that parents - teacher involvement and monitoring were positively associated with behavioral outcome (reduced likelihood of truancy and dropping out) while inversely related to cognitive outcomes such as lower science achievement.

Huebner and Mancini (2103) investigated familial characteristics on the impact of extracurricular activity involvement. The authors reported that socioeconomic status (SBS), parental support and family structure were all positively correlated with participation in extracurricular activities. As a result, children in families with high SES, high parental support and positive

family structure were more likely to participate in extracurricular activities. Additionally, Anderson et al. (2013) examined the relationship between parental support and pressure and children's experiences while participating in extracurricular activities. They found that parental support was positively correlated with the number of activities in which the child was participating, and parental pressure was negatively correlated with parental support. But, the results further showed that children's enjoyment in sports positively correlated with parental support and negatively associated with parental pressure.

### **Summary of Reviewed Literature**

The family is seen to lay the psychosocial, moral and spiritual foundations in the overall development of the child. This chapter focuses on reviewing relevant literature relating to parental involvement and academics of students. In the course of this review, studies on parent involvement, and the the level of parents involvement in students examination, course work and cocurricular activities were examined, From the various literatures reviewed, it is glaring that parents remain the first agent of socialization to every child and hence, parents play significant roles in the life of students. It

could also be deduced from the literatures reviewed that researchers over the years have had varying opinions as to the level of parents involvement on students' academic. Also, majority of the studies known to the researcher were carried out outside Nigeria and the few carried out here were done outside Ovia North East Local Government Area of Edo State. Hence, the need for this study.

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## **CHAPTER THREE**

### **METHODOLOGY**

The chapter described the procedure that was adopted for the study under the following sub-headings. Research Design, Population of the Study,. Sample and Sampling Technique, Research Instrument, Validation of Instrument, Reliability of Instrument, Method of Data Collection, and Method of Data Analysis

#### **Research Design**

The researcher employed the use of descriptive survey research design. It is descriptive survey because it enables the researcher to collect factual information from a sample of the specified population. This design was found most appropriate for this study because the study uses information from the respondents' on their opinion using a questionnaire.

#### **Population of the Study**

The population of this study consist of the twenty-eight (28) public secondary schools in Ovia North East Local Government Area of Edo State with a total of 5973 (JS2) students

## **Sample and Sampling Procedure**

The sample for this study consist of one hundred (100) SSII students representing 0.02% of the population which was randomly drawn from 5 secondary schools in Ovia North East Local Government of Edo State.

## **Research Instrument**

The instrument for this research was a structured questionnaire titled “Level of Parents Involvement Questionnaire (LPIQ), it was divided into two (2) parts. Part one provided information on demographic data of respondent while Part Two contained twenty (20) items to be responded to by respondents based on the research questions

## **Validity of the Instrument**

The instrument was validated by the researcher’s supervisor and the corrections made will be effected.

## **Reliability of the Instrument**

To help determine the reliability of the instrument, the test retest method was employed; that means the questionnaire were administered to 20 respondents from the randomly selected school who were be part of the

study. After two weeks, the same instrument was administered to the same respondents.

### **Method of Data Collection**

The researcher personally administered the questionnaire to the selected schools with the help of two trained research assistants. The researcher explained to the respondents in each school the purpose of the study and how to respond to the items on the questionnaire. The questionnaire was administered and collected on the spot by the researcher.

### **Method of Data Analysis**

The data collected was analyzed using mean statistics and standard deviation. A critical mean of 2.5 was adopted in line with the rating scale, mean response of 2.5 and above was regarded as Agreed while responses receiving mean score less than 2.5 was regarded as Disagreed.

## CHAPTER FOUR PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with data analysis and the discussion of the findings. The results of the analysis are presented according to the order of the research questions that guided the study.

**Research Question 1:** what is the level of parents involvement in students academic in public secondary schools in Ovia North East Local Government of Edo State?

**Table 1:** level of parents involvement in students academic in public secondary schools in Ovia North East Local Government of Edo State?

S/N	Items	N	Score	Mean (X)	Standard Deviation (S.D)	Remark
1	Examination	100	356	3.56	.499	Agreed
2	Course work	100	348	3.48	.577	Agreed
3	Co- curricular activities	100	300	3.00	.000	Agreed
	Grand Mean	100	334	3.34	.663	Agreed

From Table 1 it was discovered from the analysis that respondents rated all item as agreed with a mean rating ranging from 3.00 to 3.48. With these results, the above mean score shows that the level of parents involvement in students

academic in public secondary schools in Ovia North East Local Government of Edo State is high.

Research Question 2: What is the level of parents involvement in students examination in public secondary schools in Ovia North East Local Government of Edo State?

Table 2: Level of Parents Involvement in Students Examination in public Secondary Schools in Ovia North East Local Government of Edo State

S/N	Items	N	Score	Mean (X)	Standard Deviation (S.D)	Remark
1	During examination time, my parents explain to me what I have been taught	100	356	3.56	.499	Agreed
2	My parents assist me in sorting for books to read for my examination	100	326	3.26	.630	Agreed
3	My parents employ extra lesson tutor for me just to pass well	100	212	2.12	.977	Disagreed
4	Most time my parents wake me up to study when my exams are coming	100	348	3.48	.577	Agreed
5	My parents always revise with me when exam is coming	100	338	3.38	.528	Agreed
	Grand	100	316	3.16	.501	Agreed

From Table 2, it was discovered from the analysis that respondents rated item one , two, four and five as agreed with a mean rating ranging from 3.26 to 3.56 while item 3 was rated as disagreed with a mean rating of 2.12 with a grand mean of 3.16. With these results, the above mean score shows that there is a high level of parents involvement in students examination in public secondary schools in Ovia North East Local Government of Edo State

**Research Question 2:** What is the level of parents involvement in students course work in public secondary schools in Ovia North East Local Government of Edo State?

**Table 2:** Level of parents involvement in students course work in public secondary schools in Ovia North East Local Government of Edo State

S/N	ITEMS	N	Score	Mean (x)	Standard Deviation (S.D)	Remark
1	My parents spend time with me checking my notes regularly	100	400	4.00	.000	Agreed
2	My parent have visited my school to see my teacher because of my performance in school	100	300	3.00	.000	Agreed
3	My parents spends time helping me to read at home frequently	100	300	3.00	.000	Agreed
4	Sometime, my parents give me personal work to help me have good handwriting	100	200	2.00	.000	Disagreed
5	My parents encourage me to read my books always	100	312	3.12	.556	Agreed
6	My parents usually come to check my notes during school hours	100	236	2.36	1.337	Disagreed
7	My parents sometimes helps me in doing my homework	100	300	3.00	.000	Agreed
8	My parents provide my recommended textbooks	100	361	3.61	.803	Agreed
9	Sometime, my parents assist me in checking of meaning of words I do not know	100	351	3.51	.893	Agreed
	Grand	100	307	3.07	.556	Agreed

In response to research question two, Table 2 showed that the respondents rated item one to three, five, seven to nine as agreed with a mean rating ranging from .000 to .893 while item four and six were rated as disagreed with a mean rating ranging from .000 to 1.337. the grand mean showed 3.07. with these results,

the above mean score shows that the level of parents involvement in students course work in public secondary schools in Ovia North East Local Government of Edo State is high.

**Research Question 3:** What is the level of parents involvement in students curricular activities in public secondary schools in Ovia North East Local Government of Edo State?

Table 3: level of parents involvement in students curricular activities in public secondary schools in Ovia North East Local Government of Edo State

S/ N	ITEMS	N	Score	Mean (x)	Standard Deviation (S.D)	Remark
1	I am always allowed to go for excursions	100	400	4.00	.000	Agreed
2	My parents allow me to go for inter school competitions	100	300	3.00	.000	Agreed
3	My parents cheer me up during our inter-house sport competition	100	300	3.00	.000	Agreed
4	My parents think that playing games is not part of learning	100	200	2.00	.000	Disagreed
5	I am encouraged to participate in inter school debate	100	200	2.00	.000	Disagreed
6	Most times my parents attend and participate in our inter-house sport competition	100	300	3.00	.000	Agreed
	Grand	100	283	2.83	.735	Agreed

In response to research question three, Table 3 showed that the respondents rated item one to three, and six as agreed with a mean rating ranging from 3.00 to 4.00 while item four and five were rated as disagreed with a mean

rating ranging from 2.00 to 2.00. The grand mean showed 3.00. With these results, the above mean score shows that the level of parents involvement in students curricular activities in public secondary schools in Ovia North East Local Government of Edo State is high.

### **Discussion of Findings**

Research question one shows that there is a high level of parents involvement in students examination in public secondary schools in Ovia North East Local Government of Edo State. this finding is in agreement with Olatoye and Agbatogun (2009) who investigated the achievement of students in the public and private primary schools in Mathematics and science and found that parental involvement is an important predictor of Mathematics and Science achievement.

From research question two, it was discovered that the level of parents involvement in students course work in public secondary schools in Ovia North East Local Government of Edo State is high.. This affirms the position of Mahuro & Hungi (2016); Jaiswal, and Choudhuri (2017) in their study, found that 95% of students reported that they did better in school at least some of the times when they received help with course work from their

parents. Studies have shown marked improvement in students' academic performance when their parents are involved with their homework. Also, Jaiswal, & Choudhuri, 2017) believe that parents involvement in course work can be a tool to keep parents well informed of the child's strength and weakness in several subject areas particularly reading and arithmetic

Research question three showed that the level of parents involvement in students curricular activities in public secondary schools in Ovia North East Local Government of Edo State is high. this confirms the position of Samuel, Aluede and Augustine (2016). They hypothesized that parents who participate more in school activities have children who do better in school than children whose parents participate less. The researchers concluded that parent involvement does affect school performance. Furthermore, Asimwe & Magunda, (2017) also stated that those parents involved in home –school activities could be a positive reinforce that gives student's the confidence they need for positive school related outcomes. Similarly, Gilman (2014) found that adolescents whose parents participated in many school activities had higher life satisfaction when compared with adolescents whose parents participated in fewer activities. In a similar vein, DeMoulin (2012) found

that adolescents whose parents participated in activities reported higher levels of maturity, as well as more adaptive decision-making skills.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Summary**

This study investigated the level of parents involvement in students' academics in public secondary schools in Ovia North East Local Government of Edo State. The study specifically ascertained the level of parents involvement in students examination, the level of parents involvement in students course work and the level of parents involvement in students co- curricular activities in public secondary schools in Ovia North East Local Government of Edo State Research questions were raised to guide the study, they include:

1. What is the level of parents involvement in students examination in public secondary schools in Ovia North East Local Government of Edo State?

2. What is the level of parents involvement in students course work in public secondary schools in Ovia North East Local Government of Edo State?
3. What is the level of parents involvement in students curricular activities in public secondary schools in Ovia North East Local Government of Edo State?

The data collected were analyzed using analyzed using mean statistics and standard deviation. The findings from the research questions include that:

- There is a high level of parents involvement in students examination in public secondary schools in Ovia North East Local Government of Edo State
- The level of parents involvement in students course work in public secondary schools in Ovia North East Local Government of Edo State is high.
- The level of parents involvement in students curricular activities in public secondary schools in Ovia North East Local Government of Edo State is high.

## **Conclusion**

This study focused on the level of parents involvement in students' academics in public secondary schools. The influence of parental involvement on student academic achievement has been recognized by teachers, administrators, and policy-makers and therefore must be considered as one integral part of educational reforms and initiatives because it is believed that every child's parents lay the psychosocial, moral and spiritual foundations in the overall development of the child.

### **Recommendations**

Based on the findings the following recommendation were made:

1. Parents who are not involved in their children education should be constantly sensitized while those who are involved should be encouraged to continue doing so.
2. School administrators should include programmes that will attract and enlighten parents on certain issues in the society in their school activities for parents and thus encourage parents to get involved in their children's education,

3. Teachers and school administrators should also be trained on the value of parental involvement and the ways for them to be involved so that they can encourage the parents of their students to get engaged
4. Secondary school administrators should make parents welcomed, comfortable and valued when they come to school.

### **Suggestions for Further Study**

This study was conducted in Ovia North East Local Government Area, Edo State with the purpose of examining the level of parents involvement in students' academics in public secondary schools. It is therefore suggested that further research be conducted in public schools and outside Ovia North East Local Government Area and also, further studies should consider factors responsible for poor or unstable parents involvement in the children's learning.

**DEPARTMENT OF EDUCATIONAL MANAGEMENT (DEM)  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN  
BENIN CITY**

**LEVEL OF PARENTAL INVOLVEMENT QUESTIONNAIRE (LPIQ),**  
Dear Respondents,

This is a study the level of parents involvement in students' academics in public secondary schools in Ovia North East Local Government Area of Edo State. Please complete the structured questionnaire by ticking the relevant box or filling the blank spaces. If you have any question, please ask before you start. Provide the details below and then proceed to answer the questions. Please note that the information you are giving would be used for research purposes and would be treated with confidentiality. Thank you for your cooperation.

**Victoria Oneshioze ALABA**

S/N	LEVEL OF PARENTS INVOLVEMENT IN STUDENTS EXAMINATION	A	SA	D	SD
1	During examination time, my parents explain to me what I have been taught				
2	My parents assist me in sorting for books to read for my examination				
3	My parents employ extra lesson tutor for me just to pass well				
4	Most time my parents wake me up to study when				

	my exams are coming				
5	My parents always revise with me when exam is coming				
	<b>LEVEL OF PARENTS INVOLVEMENT IN STUDENTS COURSE WORK</b>				
6	My parents spend time with me checking my notes regularly				
7	My parent have visited my school to see my teacher because of my performance in school				
8	My parents spends time helping me to read at home frequently				
9	Sometime, my parents give me personal work to help me have good handwriting				
10	My parents encourage me to read my books always				
11	My parents usually come to check my notes during school hours				
12	My parents sometimes helps me in doing my homework				
13	My parents provide my recommended textbooks				
14	Sometime, my parents assist me in checking of meaning of words I do not know				
	<b>LEVEL OF PARENTS INVOLVEMENT IN STUDENTS CO-CURRICULAR ACTIVITIES</b>				
15	I am always allowed to go for excursions				
16	My parents allow me to go for inter school competitions				
17	My parents cheer me up during our inter-house sport competition				
18	My parents think that playing games is not part of				

	learning				
19	I am encouraged to participate in inter school debate				
20	Most times my parents attend and participate in our inter-house sport competition				