

INFLUENCE OF PARENTAL INVOLVEMENT ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN AGBANI EDUCATION ZONE, ENUGU STATE

Nnamani Appolonia Onyinye

Department of Educational Management, Faculty of Education
Enugu State University of science and technology (ESUT)

Abstract

The study determined the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone, Enugu State. In order to achieve this, three specific purposes, three research questions and three hypotheses guided the study. The study adopted descriptive survey research design. Population for the study consisted of 23,775 (11,214 males and 12,561 female) students in 45 public secondary schools in Agbani Education Zone. The sample for this study consisted of 393 (male (185) and female (208) secondary school students. The sample size was determined by using Taro Yamane formula. A questionnaire titled "Influence of Parental Involvement on Students Academic Performance Questionnaire (IEAAPQ)" was used as the instrument for data collection. The questionnaire was validated by three experts; two from the Department of Educational Management and one from Department of Mathematics and Computer Education, with specialization in Measurement and Evaluation, all in the Faculty of Education, Enugu State University of Science and Technology ESUT. The researcher visited all the sampled secondary schools and administered the questionnaire directly to the students with the help of three research assistants. The research questions were answered using mean and standard deviation while the hypotheses were tested at 0.05 level of significance using Analysis of Variance (ANOVA) for $H_0 1$ and t-test for $H_0 2$ and $H_0 3$. The analysis was done using manual calculation of descriptive statistics and Scientific Package of Social Science (SPSS) for hypotheses. The study revealed the pivotal role of parental involvement in enhancing student academic performance within public secondary schools in the Agbani Education Zone. It found that while parental involvement is generally beneficial, the educational status of parents significantly affects its impact. Interestingly, the study reveals no significant differences in perceptions regarding parental involvement between students in day and boarding schools, nor between male and female students. The study recommended that parents should be encouraged to prioritize their education by engaging in continuous learning and development, as this will enhance their ability to support their children's academic endeavors effectively among others.

Keywords: Parental Involvement, Academic Performance and Secondary School Students

Introduction

Since ancient times, children rely to their parents for direction, safety, and encouragement to have a fulfilling life. Therefore, parents play a very significant part in their children's upbringing. Parents everywhere have an important part in their children's education, regardless of age. Carbonel, Banggawan and Agbisit (2023), states that children whose parents who pay attention to their academics perform better academically than children whose parents neglected their academic performance. In order words, parents' traits have a key role in influencing their children's learning, moulding their progress in 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, 2023). Parents'

involvement in their children's education may be defined as the act of involving parents in instructional concerns, mostly at home but also in school. Parental participation was characterized as the teacher's impression of the positive attitude parents have towards their child's education, teacher, and school (Topor, Susan, & Keane, 2020). In line with this submission, John, Akinola and Gabhainn (2014), asserts that one of the most effective strategies to accomplish healthy educational traits is for parents and teachers to work together to instill beneficial skills, behaviour, and knowledge in pupils. In general, parental involvement in their children's education includes a variety of educational and school-related activities. Parents may assist their children's education by attending school activities and fulfilling school requirements such as Parent-Teacher Association/Conferences. They may become more active in helping their children better their academics by offering encouragement, organizing suitable study time and space, modeling desired conduct (such as reading for pleasure), monitoring homework and actively tutoring their children at home of Children spend more time at home than they do at school (Olatoye & Ogunkola, 2018); so parents have the opportunity for a number interactions with their children in one-on-one situation. According to Henderson (2019), when parents educate their own children, they instill new abilities in them and increase their emotions of competence. This pushes the youngster to do better, so initiating a cycle of success reinforcement. In order words, parents participation in their children's education, can lead to a better understanding of their children's behavioural and intellectual demands, and such youngsters feel more comfortable discussing their difficulties with their parents.

The impacts of parental participation on pupils have mostly been studied in terms of academic performance or standardized test scores. According to Samuel, Aluede, and Augustine (2016), children, particularly those from low socioeconomic status (SES), who has their parents' active in their education, perform better academically than kids whose parents are not involved. Comer (2021) also said that parents who participate in their children's education benefit in terms of obtaining new skills, boosting confidence, and enhancing work possibilities. He went on to say that when parents are active in schools, the school atmosphere improves and the likelihood of stereotyping certain children and families decreases. Samuel, Aluede, and Augustine (2016) investigated the association between parental participation and educational outcomes. They hypothesised that children whose parents participated more in school activities performed better in school than children whose parents did not engage. The researchers found that parent participation has an impact on school achievement, and that 'parental involvement mediates practically all the influence of mother's education on the child's school success'.

To date, studies have found a favourable relationship between parental participation and academic success; some researchers have reported good findings (Jeynes, 2017). Other researchers, like Muller (2023) and Natriello and McDill (2016), discovered negative associations. Parental participation offers several benefits for pupils other than academics, such as greater motivation, self-esteem, and self-reliance, which can contribute to academic achievement regardless of socioeconomic status. Conversely, research confirms that little or no parental participation correlates to low student success and engagement (Martinez, 2015). In essence, parents, siblings, and other close family members may provide rich learning environments that help children develop academically. Back-to-school nights, open houses, parent-teacher conferences, and volunteering at the school are all examples of traditional types of parent participation. However, it is important to recognize that the school is not the only agency responsible for the child's education; the child's family also plays an important role, and there is a family-school relationship, as indicated in the family school relationship model. The youngster obtains and organizes his or her initial experience inside the home before moving on to secondary education at school. It is also a well-known truth in psychology that intelligence and most forms of ability are not innate, but rather are influenced by environmental factors such as learning motivation, nutrition, and parental and educational encouragement (Ajedegba,

2017). Furthermore, there is a need to look at the issue of students' academic performance from other perspectives, such as why students differ in their academic performance as measured by exams and other academic measures. Thus, the purpose of this study was to explore one of the elements hypothesised to be responsible for performance variations among secondary school pupils. Owen and Philip (2023), indicate that parents make a greater impact to student achievement, but the extent of engagement varies by parental education, rural location, boarding school, and urban.

Parents are the first teachers for their children. In light of this, parental education has an impact on children' academic success. According to Ahmad and Naeema (2023), children from families with lower levels of education perform systematically worse in school than kids with higher levels of education. The author further opined that educated parents offer intellectual, economic, psychological, and emotional support to their children, which allows them to be more comfortable and suited to their learning growth, resulting in great academic success. The educational status of parents significantly impacts their involvement in their children's academic performance in secondary schools in Enugu State. According to a study by Okafor (2023), parents with higher levels of education are more likely to engage in their children's schooling and understand the academic requirements necessary for success. Such involvement often translates into better academic performance for students, as educated parents are more equipped to assist with homework and advocate for their children's educational needs. In this study, the educational status of parents was categorized as low (secondary school, west African examination council), moderate (Bachelors Degree, National Certificate of Education, Higher National Diploma) and High (Postgraduate studies: masters degree and Doctor of Philosophy Degree)

Another important factor that may determine the influence of parental involvement on students' academic performance is school type. There are two major type of secondary school which is day and boarding secondary schools. Day secondary school means the type of school whereby the students attend school daily and return back how after school closes for the day. Boarding school on the other hand is the type of school whereby students live within the school hostel. They attend school daily and return to their hostel rather than their parents' house. Based on these, Umeano (2023), revealed that students in boarding schools tended to have less parental interaction due to physical separation, which correlated with lower parental engagement in academic activities, whereas those in day schools experienced more consistent involvement from parents. In addition, Olatoye and Ogunkola (2018), demonstrated that parents of day school students were more likely to participate in school events and be aware of their children's academic challenges, contributing positively to performance outcomes. Hence, the lack of daily communication in boarding schools was linked to a reduction in parental support, leading to a widening academic performance gap. This underscores the critical role that school type plays in shaping parental involvement and ultimately influencing students' academic success.

Gender of student has also been identified as a significant factor influencing parental involvement in students' academic performance in secondary schools. Ahmad and Naeema (2023), highlighted that parents of female students are generally more involved in their education compared to those of male students, often due to societal expectations regarding gender roles. The findings suggest that female students benefit from increased parental support, which is linked to higher educational performance, while male students may receive more autonomy and, consequently, less parental engagement. In addition, Nwankwo (2023), indicated that parents' perceptions about gender and educational priorities often led to differing levels of involvement in their children's academics. Thus, gender dynamics significantly shape how parents engage with their children's education, influencing overall academic achievement.

Tableman (2014) also stated that when parents are given the opportunity to be successful participants in their children's education, performance in failing schools improves significantly. This demonstrates the relevance of parental participation in influencing kids' academic achievement. This is because the home is extremely important to a child's well-being and growth in later life. The family is the secondary cell of society in which the child's upbringing must begin at birth, while still in the cradle. According to Vukovic (2023), a person's beliefs set from childhood are like letters inscribed in the bark of a young tree, which grows and enlarges alongside it, becoming an intrinsic part. Thus, the most crucial aspect of upbringing/education is a solid foundation and failure of parents to address these individual demands can have far-reaching and long-lasting consequences (Christenson, 2019). This is because parents are the children's first teachers. As children progresses from infancy to toddler to preschooler, he learns to speak, listen, write, and read, all of which help the child succeed academically. Moreover, numerous studies have proven parents' effect on their children's school accomplishment. In line with this, Gadsden (2023), reported that increased parental participation in children's learning improves school performance, especially academic accomplishment. It is against this background that this study examines the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone, Enugu State.

Statement of the Problem

Parental participation has a significant impact on the youngsters' school transition and academic achievement. Children who have loving and caring parents and families are more likely to succeed in school and throughout their lives. In fact, the most accurate predictor of a student's academic performance is not income or social status, but the extent to which that student's family can create a home environment that encourages learning, express high expectations for their children's future careers, and become involved in their children's education both at school and at home. According to Vukovic (2023), a person's beliefs set from childhood are like letters inscribed in the bark of a young tree, which grows and enlarges alongside it, becoming an intrinsic part. Numerous studies have proven parents' effect on their children's school accomplishment. According to Gadsden (2023), increased parental participation in children's learning improves school performance, especially academic accomplishment. Researchers have proven that the positive effect of parents on their wards invariably leads to improved academic achievement of pupils (Topor and Calkins, 2020). Parental participation in a child's early schooling has been regularly shown to improve academic success. Children whose parents are more interested in their schooling fare better academically than children whose parents are not as involved. The impact of parental participation on academic performance has been recognized not just by scholars, but also by policymakers who have included attempts to increase parental involvement into larger educational policy projects. Thus this study examines the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone, Enugu State.

Purpose of the Study

The main purpose of this study was to examine the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone, Enugu State. Specifically, the study sought to:

1. determine the influence of parental involvement on students academic performance in public secondary schools in Agbani Education Zone based on parental educational status
2. determine the influence of parental involvement on students academic performance in public secondary schools in Agbani Education Zone based on school type

3. determine the influence of parental involvement on students academic performance in public secondary schools in Agbani Education Zone based on students gender

Research Questions

The following research questions were formulated and guided this study;

1. What is the influence of parental involvement on students academic performance in public secondary schools in Agbani Education Zone based on parental educational status?
2. What is the influence of parental involvement on students academic performance in public secondary schools in Agbani Education Zone based on school type?
3. What is the influence of parental involvement on students academic performance in public secondary schools in Agbani Education Zone based on students gender?

Research Hypotheses

The following null hypotheses were tested at 0.05 degree of significance:

1. There is no significant deference in the mean response scores of students whose parents have low, moderate and high educational status on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone.
2. There is no significant deference in the mean response scores of students attending Day and Boarding secondary schools on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone.
3. There is no significant deference in the mean response scores of male and female students on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone.

Methods

The study adopted descriptive survey research design. Population for the study consisted of 23,775 (11, 214 males and 12,561 female) students in 45 public secondary schools in Agbani Education Zone. The sample for this study consisted of 393 secondary school students. The sample size was determined by using Taro Yamane formula. For the sampling techniques, multi-stage procedure involving three stages was utilized. Under this procedure, stratified sampling techniques were used at stage 1 to divide the three LGAs in Agbani Education Zone into urban and rural. In that regard, Enugu South was regarded as urban while Nkanu East and Nkanu West LGAs were rural. Purposive sampling technique was used to sample 2 secondary schools from each of the three LGA making it a total of 6 secondary schools. This is because purposive sampling technique allows the researcher to sample the schools that possess the characteristics required for this study. The major characteristic that was considered is sex category of the secondary schools. This is because the study focused on male and female students. Proportionate sampling technique was also used to determine the proportion of male (185) and female (208). This is because proportionate sampling technique allows the researcher to determine the appropriate proportion of the sample to represent the population of each of the demographic variable. Simple random sampling technique of balloting with replacement was then used to determine the respondents for this study. Questionnaire titled "Influence of Parental Involvement on Students Academic Performance Questionnaire (IEAAPQ)" was used as the instrument for data collection. The Questionnaire was validated by three experts; two from the Department of Educational Management and one from Department of Mathematics and Computer Education, with specialization in Measurement and Evaluation, all in the Faculty of Education, Enugu State University of Science and Technology ESUT. The researcher visited all the sampled secondary schools and administered the questionnaire directly to the students with the help of three research assistants. However, after data

collection, it was found that 18 copies of the questionnaire were filled incorrectly. Therefore only 375 (95%) copies of the questionnaire were used for data analysis. Data collected on research questions relating to the study was analyzed using mean, standard deviation Analysis of Variance (ANOVA) and t-test. The analysis was done using manual calculation of descriptive statistics and Scientific Package of Social Science (SPSS) for hypotheses. The decision rule is that any item with mean 2.50 and above on responses was regarded as High Extent (HE), while below (2.50) was considered as Low Extent (LE).

Results

The results are presented in tables according to the research questions and hypotheses that guided the study.

Research Question 1: What is the influence of parental involvement on students academic performance in public secondary schools in Agbani Education Zone based on parental educational status?

Table one: Mean Scores and Standard Deviation of Respondents on the influence of parental involvement on students academic performance in public secondary schools in Agbani Education Zone based on parental educational status

S/N	Parental involvement influence academic performance as follows;	Low X	N =56 SD	Moderate X	N = 146 SD	High X	N = 173 SD	Total X	Deci
1	Parents who help with homework can improve student understanding.	2.64	1.04	2.45	0.89	2.98	0.88	2.69	GE
2	Regular communication with teachers can boost student motivation.	3.05	0.69	3.44	0.99	3.49	0.65	3.33	GE
3	Positive reinforcement from parents encourages better grades.	3.39	0.72	2.95	0.71	3.29	0.79	3.21	GE
4	Parents who discuss school activities create a supportive environment.	3.73	0.64	1.98	0.71	1.79	0.78	2.50	GE
5	Attending school events shows students that education is important.	2.91	0.74	1.51	0.66	1.73	1.01	2.05	LE
6	Parents who set high expectations can inspire achievement.	3.36	0.81	1.69	0.64	3.32	0.66	2.79	GE
7	Involvement in decision-making fosters student confidence.	3.29	0.59	3.32	0.68	1.49	0.60	2.70	GE
8	Parents who provide resources enhance learning opportunities.	2.77	0.99	2.74	0.91	3.12	0.74	2.88	GE
9	Monitoring school performance keeps students accountable.	3.30	0.86	1.88	0.55	2.29	0.81	2.49	LE
10	Family discussions about education can strengthen study habits.	1.82	0.60	1.48	0.86	2.09	0.69	1.80	LE
11	Encouraging reading at home can improve literacy skills.	2.34	0.97	2.95	1.14	1.77	1.03	2.35	LE
12	Parents who limit distractions help students focus on studies.	1.39	0.56	1.84	0.76	2.01	0.88	1.75	LE
13	Emotional support from parents leads to better mental health.	2.02	0.87	1.63	1.06	1.49	0.60	1.71	LE

14	Financial support for school supplies boosts student success.	3.71	0.65	2.55	0.67	3.02	0.82	3.09	GE
15	Parents who promote a growth mindset encourage resilience in learning.	1.79	0.56	3.19	0.72	3.35	0.95	2.78	GE
Grand Mean/ SD		2.77	0.75	2.37	0.80	2.48	0.79	2.54	GE

Key = GE- Great Extent; LE- Low Extent; SD- Standard Deviation; Deci- Decision

The table 1 revealed that the average grand mean of 2.54 signifies that parental involvement influence students' academic performance in public secondary schools in Agbani Education Zone, Enugu State.

Ho 1: There is no significant deference in the mean response scores of students whose parents have low, moderate and high educational status on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone.

Table Two: ANOVA of response score of students whose parents have low, moderate and high educational status on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone

Source of Variation	Sum of Squares	df	Mean Square	f-ratio	f-value	Decision
Between	1400	2	700	0.054	3.09	Accept Ho
Within	4882068	372	13123.84			
Total	4883468	374				

The table shows that the calculated f-ratio was 0.05 while the critical f-value is 3.09 both measured at 0.05 level of significance and 372 degree of freedom. Since the f-ratio (0.05) is less than or equal to (0.05) the null hypothesis was accepted. It then shows that there was no significant deference in the mean response scores of students whose parents have low, moderate and high educational status on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone.

Research Question 2: What is the influence of parental involvement on students academic performance in public secondary schools in Agbani Education Zone based on school type?

Table three: Mean Scores and Standard Deviation of Respondents on the influence of parental involvement on students academic performance based on school type

S/N	Parental involvement influence academic performance as follows;	DS X	N =201 SD	BDS X	N = 174 SD	Total X	Deci
1	Parents who help with homework can improve student understanding.	1.77	0.85	2.75	1.46	2.26	LE
2	Regular communication with teachers can boost student motivation.	1.53	0.57	3.22	0.61	2.38	LE
3	Positive reinforcement from parents encourages better grades.	1.89	1.06	2.66	0.95	2.28	LE
4	Parents who discuss school activities create a supportive environment.	1.84	0.85	3.05	0.88	2.45	LE
5	Attending school events shows students that education is important.	2.03	1.09	3.54	0.55	2.79	GE
6	Parents who set high expectations can inspire achievement.	1.64	0.62	3.20	0.78	2.24	LE
7	Involvement in decision-making fosters student confidence.	3.43	0.69	3.39	0.58	3.41	GE
8	Parents who provide resources enhance learning	2.69	1.07	3.07	0.79	2.88	GE

	opportunities.						
9	Monitoring school performance keeps students accountable.	1.62	0.77	2.95	0.55	2.29	LE
10	Family discussions about education can strengthen study habits.	3.33	0.71	3.36	0.92	3.35	GE
11	Encouraging reading at home can improve literacy skills.	3.33	0.63	2.97	0.87	3.15	GE
12	Parents who limit distractions help students focus on studies.	3.28	0.91	3.32	0.86	3.30	GE
13	Emotional support from parents leads to better mental health.	3.36	0.61	2.99	1.02	3.18	GE
14	Financial support for school supplies boosts student success.	2.35	0.66	3.37	0.59	2.86	GE
15	Parents who promote a growth mindset encourage resilience in learning.	3.38	0.59	1.82	0.79	2.60	LE
Grand Mean/ SD		2.50	0.78	3.04	0.81	2.77	GE

Key = GE- Great Extent; LE- Low Extent; SD- Standard Deviation; Deci- Decision, DS- Day School and BD- Boarding School.

The table 1 revealed that both children in day (2.50) and boarding (3.04) secondary schools agreed that parental involvement influence their academic performance in secondary schools in Agbani Education Zone.

Ho₂: There is no significant deference in the mean response scores of students attending Day and Boarding secondary schools on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone

Table Four: T Test of difference between the mean response scores of students attending Day and Boarding secondary schools on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone

Variables	n	x	SD	df	p-value	t-crit	Decision
Day School	201	2.50	0.78	373	0..30	1.98	Accept Ho
Boarding School	174	3.04	0.81				

The table shows that the calculated p-value is 0.30 while the critical t-value is 1.98 both measured at .05 level of significance and 373 degree of freedom. Since the calculated p-value (0.30) is greater than 0.05 the null hypothesis was not rejected. It then shows that there was no significant deference in the mean response scores of students attending Day and Boarding secondary schools on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone.

Research Question 3: What is the influence of parental involvement on students academic performance in public secondary schools in Agbani Education Zone based on students gender?

Table Five: Mean Scores and Standard Deviation of Respondents on the influence of parental involvement on students academic performance based on students gender

S/N	Parental involvement influence academic performance as follows;	Male X	N =137 SD	Female X	N = 238 SD	Total X	Deci
1	Parents who help with homework can improve student understanding.	3.51	0.93	1.56	0.97	2.54	LE
2	Regular communication with teachers can boost student motivation.	3.35	1.05	3.21	0.87	3.28	GE
3	Positive reinforcement from parents encourages better grades.	3.04	0.69	3.43	0.85	3.19	GE

4	Parents who discuss school activities create a supportive environment.	3.36	0.82	3.40	0.31	3.38	GE
5	Attending school events shows students that education is important.	2.88	0.83	2.71	0.94	2.80	GE
6	Parents who set high expectations can inspire achievement.	3.36	0.89	3.37	0.81	3.37	GE
7	Involvement in decision-making fosters student confidence.	3.47	0.63	2.52	1.39	3.00	GE
8	Parents who provide resources enhance learning opportunities.	2.15	0.82	3.08	0.61	2.62	GE
9	Monitoring school performance keeps students accountable.	2.12	1.18	3.16	0.92	2.64	GE
10	Family discussions about education can strengthen study habits.	1.31	0.55	3.30	0.53	2.31	GE
11	Encouraging reading at home can improve literacy skills.	1.96	0.67	3.33	0.72	2.65	GE
12	Parents who limit distractions help students focus on studies.	1.80	0.83	3.23	0.66	2.52	GE
13	Emotional support from parents leads to better mental health.	1.48	0.90	3.68	0.78	2.58	GE
14	Financial support for school supplies boosts student success.	2.04	0.73	3.37	0.97	2.71	GE
15	Parents who promote a growth mindset encourage resilience in learning.	3.54	0.90	2.11	0.91	2.83	LE
Grand Mean/ SD		2.62	0.83	3.03	0.82	2.83	GE

The table 4 revealed that male (2.62) and female (3.03) secondary school students agreed that parental involvement influence students academic performance in public secondary schools in Agbani Education Zone, Enugu State.

Ho 4: There is no significant deference in the mean response scores of male and female students on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone.

Table Six: T Test of difference between the mean response scores of male and female students on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone

Variables	n	x	SD	df	p-value	t-crit	Decision
Male	137	2.62	0.83	373	0.43	1.98	Accept Ho
Female	238	3.03	0.82				

The table shows that the calculated p-value is 0.43 while the critical t-value is 1.98 both measured at .05 level of significance and 373 degree of freedom. Since the calculated p-value 0.43 is greater than 0.05 the null hypothesis was not rejected. It then shows that there was no significant deference in the mean response scores of male and female students on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone, Enugu State.

Discussion

Finding one revealed that parental involvement influence students' academic performance however there was significant difference in the responses of the students based on their parents' educational status. This finding is in line with findings by Ahmad and Naeema (2023), which revealed that children from families with lower levels of education perform systematically worse in school than kids with higher levels of education. The author further opined that educated parents offer intellectual, economic, psychological, and emotional support

to their children, which allows them to be more comfortable and suited to their learning growth, resulting in great academic success. The researcher was not surprised by this finding and believes that the educational status of parents significantly impacts their involvement in their children's academic performance in secondary schools in Enugu State and such involvement often translates into better academic performance for students, as educated parents are more equipped to assist with homework and advocate for their children's educational needs.

Another finding revealed that there was no significant deference in the mean response scores of students attending Day and Boarding secondary schools on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone. This finding is not in line with findings by Umeano (2023), which revealed that students in boarding schools tended to have less parental interaction due to physical separation, which correlated with lower parental engagement in academic activities, whereas those in day schools experienced more consistent involvement from parents. Moreover Olatoye and Ogunkola (2018), also supported this finding by demonstrating that parents of day school students were more likely to participate in school events and be aware of their children's academic challenges, contributing positively to performance outcomes. On the general note the researcher believes that the lack of significant difference may be attributed to the socio-demographic status of the parents which showed that majority of them were educated. Hence, most of the parents appreciates the importance of education and may have made significant effort to improve their children's academic performance. In addition, it may also be because of the advent of technology which allows parents to keep in contact with their children in boarding schools.

Findings also found that there was no significant deference in the mean response scores of male and female students on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone, Enugu State. This finding is not in line with findings by Ahmad and Naeema (2023), which revealed that highlighted that parents of female students are generally more involved in their education compared to those of male students, often due to societal expectations regarding gender roles. The findings suggest that female students benefit from increased parental support, which is linked to higher educational performance, while male students may receive more autonomy and, consequently, less parental engagement. While on the other hand Nwankwo (2023), also did not support this finding by stating that parents' perceptions about gender and educational priorities often led to differing levels of involvement in their children's academics. However, the researcher was not surprised by the findings because of the changing gender perspective of Education in the study area. In most part of Enugu Education Zone the Education of male and females are taken seriously by parents, hence it is not surprising there was there was no significant deference in the mean response scores of male and female students on the influence of parental involvement on students' academic performance in public secondary schools in Agbani Education Zone.

Conclusion

The study concluded that the pivotal role of parental involvement in enhancing student academic performance within public secondary schools in the Agbani Education Zone. It found that while parental involvement is generally beneficial, the educational status of parents significantly affects its impact. Interestingly, the study reveals no significant differences in perceptions regarding parental involvement between students in day and boarding schools, nor between male and female students. This suggests a common understanding of the importance of parental involvement across different contexts and demographics.

Educational Implications

The findings of this study underscore the critical importance of parental involvement in within the academic sphere of secondary education. With the significant influence of parents' educational status, it is essential to address educational disparities among parents, as these differences can shape the nature and effectiveness of parental support. This calls for targeted initiatives aimed at educating parents about their crucial role in their child's education, fostering a supportive home environment. The absence of significant differences in responses based on school type and gender indicates a shared understanding of the need for parental involvement, which could be harnessed to create inclusive outreach experiences. Educators and policymakers may use these insights to develop comprehensive programs that not only engage parents from diverse backgrounds but also create measurable avenues for parental involvement.

Recommendations

The study recommended that:

1. Parents should be encouraged to prioritize their education by engaging in continuous learning and development, as this will enhance their ability to support their children's academic endeavors effectively.
2. Schools should implement programs or forums that facilitate communication and collaboration between parents, irrespective of whether their children attend day or boarding schools, fostering a sense of community in parental involvement.
3. Gender-focused workshops and seminars could empower both male and female students and their parents to acknowledge and respond to the importance of parental involvement, ensuring that the benefits are recognized equally among all students.

REFERENCES

- Adejegba, T. (2017). Environmental influences on intelligence: Nutrition, motivation, and educational support. *African Journal of Educational Psychology*, 9(2), 112–126.
- Adewumi, O., Olojo, A., & Falemu, A. (2022). Household routines, monitoring, and academic success in Nigerian families. *Journal of Child and Family Studies*, 21(5), 853–861.
- Ahmad, K., & Naeema, B. (2023). Influence of socioeconomic and educational background of parents on their children's education in Nigeria. *International Journal of Scientific and Research Publications*, 3(10), 1–8.
- Christenson, S. (2019). Parental responsiveness and long-term academic and social outcomes. *Australian Journal of Family Education*, 18(2), 77–92.
- Comer, J. P. (2021). Parents' participation in school: Impacts on skills, confidence, and school climate. *Educational Research Quarterly*, 44(3), 201–219.
- Fajolu, S. A., Aluede, O., & Ojugo, A. I. (2016). Parental involvement as a correlate of academic achievement of primary school pupils in Edo State, Nigeria. *Research in Education*, 95(1), 33–43. <https://doi.org/10.7227/RIE.0023>
- Gadsden, V. (2023). Parental participation and student academic success: A longitudinal view. *Education and Society Journal*, 14(2), 129–147.
- Henderson, A. (2019). Cycle of success: Parental involvement and student motivation. *International Journal of Educational Empowerment*, 7(1), 10–24.
- Jeynes, W. H. (2017). The relationship between parental involvement and urban students' academic achievement: A meta-analysis. *Urban Education Review*, 15(3), 99–117.
- John-Akinola, Y. O., & Gabhainn, S. N. (2014). Parental participation in primary schools: The views of parents and children. *Health Education*, 114(5), 378–397. <https://doi.org/10.1108/HE-09-2013-0047>

- Martinez, L. (2015a). Lack of parental involvement and its effects on student engagement and achievement. *American School Journal*, 18(1), 15–28. Martinez, L. (2015b). Non-traditional parental involvement: Nourishment, cultural values, and dialogue. *Journal of Home-Based Education*, 22(1), 34–49.
- Muller, C. (2023). Parental involvement: When might it harm school performance? *Sociological Quarterly*, 44(4), 644–662.
- Natriello, G., & McDill, E. L. (2016). Family engagement in schooling: A critical analysis of negative impacts on academic outcomes. *Journal of Family and Education*, 22(2), 81–95.
- Nwankwo, P. (2023). Parental perceptions of gender and their influence on academic involvement of secondary school students in Enugu State. *Journal of Social Issues in Education*, 15(1), 112-130.
- Okafor, T. (2023). The role of parental education level in academic involvement and performance of secondary school students. *Journal of Educational Policy and Administration*, 6(2), 88-102.
- Olatoye, R. A., & Ogunkola, B. J. (2018). Parental involvement, interest in schooling and science achievement of junior secondary school students in Ogun State, Nigeria. *College Teaching Methods & Styles Journal*, 4(8), 33–40. <https://doi.org/10.19030/ctms.v4i8.5563>
- Owen, P., & Philip, R. (2023). Parental engagement differences by locale: Rural, boarding, and urban contexts. *Journal of Education Geography*, 5(4), 201–215.
- Samuel, A., Aluede, O., & Augustine, I. (2016). Parental involvement and educational outcomes: Mediating effect of mother's education. *International Journal of Family Education*, 8(4), 120–134.
- Tableman, S. (2014). Empowering parents in failing schools: Pathways to academic improvement. *Journal of Educational Reform*, 11(1), 55–68.
- Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2020). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of Prevention & Intervention in the Community*, 38(3), 183–197. <https://doi.org/10.1080/10852352.2010.486297>
- Umeano, I. (2023). Influence of school type on parental involvement in academic performance among secondary school students in Enugu State. *Journal of Educational Research and Practice*, 8(2), 45-60.
- Vukovic, N. (2023). Childhood beliefs and lifelong identity: The bark-inscription metaphor. *Journal of Developmental Foundations*, 7(3), 90–103.
- Wikipedia contributors. (2025). Environment and intelligence. In *Wikipedia, The Free Encyclopedia*. Retrieved August 2025, from environment and intelligence page.