

**UNIVERSITY FOR DEVELOPMENT STUDIES**

**PARENTAL INVOLVEMENT AND ACADEMIC  
PERFORMANCE OF ADOLESCENTS IN THE SAGNARIGU  
MUNICIPALITY**

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**UNIVERSITY FOR DEVELOPMENT STUDIES**

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PERFORMANCE OF ADOLESCENTS IN THE SAGNARIGU  
MUNICIPALITY**

**BY**

**ASANA IDDRISU**

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BASIC EDUCATION**

**DECEMBER, 2024**

# DECLARATION

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## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is the result of my own original work and that no part of it has previously been submitted for another degree at the University or elsewhere.

Asana Iddrisu

ID

 15/01/2025

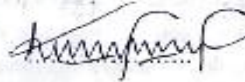
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### Supervisors' Declaration

I, hereby declare that the thesis preparation and presentation were supervised in accordance with the University for Development Studies' thesis supervision guidelines.

Dr James Kwame Mahama



15/01/2025

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Signature

Date

## **ABSTRACT**

The study aimed to examine the effects of parental participation on the academic performance of adolescents in school. The study specifically analysed the effects of home-based involvement on the academic performance of adolescents; the effects of school-based involvement on the academic performance of adolescents; the effects of home-school communication on the academic performance of adolescents; and analysed the effects of parental involvement on the academic performance of adolescents. The study employed a quantitative approach and a correlational research design. The sample size of 256 was obtained using the Krejcie and Morgan (1970) sample determination table from the population students, teachers and parents. Questionnaire was the instrument used to collect data for the study. Descriptive statistics and multiple regressions tools were used to analyse the hypotheses. Results showed that all three dimensions of parental involvement when employed had the greatest impact on the academic performance of the adolescents with a Beta value of 0.970, followed by home-school communication participation with a Beta value of 0.963, followed by school-based participation with a Beta of 0.934. Both school-based and home-school communication revealed a very strong and significant effects on academic performance of the adolescents. The study concluded that academic work of adolescents is enhanced if parents take active interest and involvement in curricular and co-curricular activities of their children. The study therefore recommended that, parents must be sensitized through PTA meetings to actively participate in their children's academic both at home and in school in collaboration with teachers and school administrators.

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I wish to finally thank my family, especially my mum, Grace Krah, my sister, Khadijah Iddrisu and my brothers; Mubarik and Murtala and all those whose names have not been mentioned here but did contribute enormously towards bringing this work to its conclusion. Despite the assistance of so many, I alone am responsible for any remaining errors and omissions in this thesis.

## **DEDICATION**

This work is dedicated to my dearest husband Prof. Seidu Al-hassan and my lovely children Nazeera, Rafeeda, Nazeefa, Naseeba, Yahya and Ibrahim.

## TABLE OF CONTENTS

DECLARATION .....	I
ABSTRACT.....	II
ACKNOWLEDGEMENTS.....	III
DEDICATION.....	IV
TABLE OF CONTENTS.....	V
LIST OF TABLES.....	VII
LIST OF FIGURES .....	VIII
ABBREVIATIONS .....	IX
CHAPTER ONE.....	1
INTRODUCTION .....	1
1.1 BACKGROUND TO THE STUDY .....	1
1.2 STATEMENT OF THE PROBLEM .....	6
1.3 JUSTIFICATION OF THE STUDY.....	10
1.4 PURPOSE OF THE STUDY .....	10
1.5 SPECIFIC OBJECTIVES.....	11
1.6 RESEARCH QUESTIONS.....	11
1.7 HYPOTHESES .....	11
1.8 SIGNIFICANCE OF THE STUDY.....	13
1.9 DELIMITATIONS .....	14
1.10 DEFINITION OF TERMS.....	14
1.11 ORGANIZATION OF THE STUDY.....	15
CHAPTER TWO .....	16
LITERATURE REVIEW .....	16
2.1 INTRODUCTION.....	16
2.2 THEORETICAL REVIEW.....	16
2.3 CONCEPTUAL REVIEW.....	18
2.4 CONCEPT OF PARENTAL PARTICIPATION .....	18
2.5 DIMENSIONS OF PARENTAL PARTICIPATION.....	24
2.5.1 <i>Home-based Involvement</i> .....	24
2.5.2 <i>School-Based Involvement</i> .....	24
2.5.3 <i>Home-School Communication</i> .....	25
2.6 PARENTAL PARTICIPATION AND ACADEMIC PERFORMANCE .....	25
2.6.1 <i>Home-based involvement and Academic Performance</i> .....	27
2.6.2 <i>School-Based Involvement and Academic Performance</i> .....	28
2.6.3 <i>Home-school communication and Academic Performance</i> .....	29

2.7 PARENTING STYLES AND CHILD DEVELOPMENT.....	31
2.8 EMPIRICAL REVIEW .....	34
CHAPTER THREE .....	39
METHODOLOGY .....	39
3.1 OVERVIEW .....	39
3.2 PHILOSOPHICAL PARADIGM .....	39
3.3 RESEARCH APPROACH .....	39
3.4 RESEARCH DESIGN.....	40
3.5 STUDY AREA.....	40
3.6 TARGET POPULATION .....	42
3.7 SAMPLE AND SAMPLING PROCEDURES.....	42
3.8 DATA COLLECTION INSTRUMENT.....	43
3.9 DATA COLLECTION PROCEDURE .....	44
3.10 VALIDITY AND RELIABILITY .....	44
3.11 ETHICAL CONSIDERATIONS .....	46
3.12 DATA PREPARATION AND ANALYSIS.....	47
<i>Data Collection and Analysis</i> .....	48
<i>Analysis Procedure</i> .....	49
<i>Statistical Tools Employed</i> .....	50
CHAPTER FOUR.....	51
RESULTS AND DISCUSSION.....	51
OVERVIEW .....	51
RESPONSE RATE.....	51
MAIN STUDY FINDINGS .....	55
CHAPTER FIVE .....	72
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	72
OVERVIEW .....	72
STUDY SUMMARY .....	72
KEY FINDINGS .....	73
CONCLUSION.....	74
RECOMMENDATIONS.....	75
APPENDIX.....	95

## LIST OF TABLES

Table 1: Results of the Cronbach's Alpha in This Study.....	46
Table 2: Response Rate.....	52
Table 3: Demographic Characteristics of the Respondents .....	52
Table 4: Correlations.....	55
Table 5: linear regression analysis: effect of home-based participation on the academic performance of adolescents .....	57
Table 6: linear regression analysis: effect of school-based participation on the academic performance of adolescents.....	60
Table 7: linear regression analysis: effect of home-school communication on the academic performance of adolescents.....	63
Table 8: linear regression analysis: combined effect of parental participation on the academic performance of adolescents.....	66

## LIST OF FIGURES

<b>Figure 1: Conceptual Framework</b> .....	38
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## ABBREVIATIONS

### List of abbreviations

A	Agree
ANOVA	Analysis of Variance
D	Disagree
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
GDP	Gross Domestic Product
GES	Ghana Education Service
H	Hypothesis
IWD	International Women's Day
JHS	Junior High School
PTA	Parent Teacher Association
SA	Strongly Agree
SD	Strongly Disagree

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

The heartbeat of every teaching and learning process is to improve students' performance in every way particularly in the areas of academics (Mauka, 2015). More so, it is the very desire of every student who finds himself or herself in the school system to achieve academically. Academic performance can be said to be the exact measure or the precise outcome for which instructors look out for after successful completion of classroom instruction. This is to say that quite a number of factors play significant roles in influencing the trends of students' academic performance. The presence of some components for example may improve its state whereas the inclusion or exclusion of certain other key constituents may either distort or decline its state. One such factor that cannot be glossed over is parental participation.

Parental influence is yet another phenomenon known among 21st century educationists to have been constantly creating remarkable impacts on academic lives of students (Rafiq, Fatima, Sohail, Saleem & Khan, 2013). Commitment from parents for instance plays sensitive roles in the learning behaviours of children. Students' academic performance, to say, depends largely on the readiness of parents to assist in the upbringing of all the learning faculties of children (Burner, 2019). Children do not need or require the support of the school or teachers entirely to succeed academically but participation from parents is also very vital in this quest. Since children's first language learning and acquisition begins at home (Ramírez,

Lieberman & Mayberry, 2013), and it is the parents' efforts which make this happen, it is arguably certain that, for students to sail through academically, parents' ought to avail themselves in every way.

A lot of research works have asserted to the fact that active parental participation has a positive or significant impact on students' academic performance (Singh & Mahajan, 2021, Hanif & Alwi, 2019 and Amponsah et al, 2018), going by this, it means that parental participation is a very effective way to ensure students perform better academically. This involvement can be in the form of assisting their wards to do their homework, explaining difficult concepts to their wards, providing a conducive environment at home that facilitates learning, teaming up with the teachers of their wards to find the best learning styles that suit their wards, etc. Martinez, (2015), opined that, the various aspects of parental involvement in the academic performance of students entails the following: observing grades scored, attending parent teacher meetings, assisting in completing homework, participating in extracurricular activities, imparting moral values, and motivating the children. Parents active involvement does not only lead to good and positive academic performance of their wards, but it also leads to other things such as children having an improved self-esteem (Garbacz et. al., 2018), school retention and attendance are also improved (Ross, 2016), and there is also a very good and positive school climate (Cowan, Jones & Swigert, 2024).

Besides, schools have programmed teaching and learning to align strictly with existing structures to ensure that learners achieve intended learning outcomes (McNeal, 2014). These structures include basic infrastructure, comprehensive

school curricula and curriculum materials such as the school timetable, syllabuses, textbooks, supplementary readers, and instructional resources. Simpson (2015) assessed the impact of these structures on students' learning by showing how concrete and appealing they present experiences to students hence influencing their academic performance for the better. Furthermore, studies have pointed out that the teacher factor is a crucial element as far as academic performance of students is concerned (Liaquat et al., 2022). This suggests that there is a high possibility for students to mimic series of behaviors from their teachers as they constantly interact with them. They eventually get accustomed to these behaviours of their teachers thereby applying them in every aspect of their lives including academics. Studies have proven that teachers' attitude and perception walk hand in hand with students' learning outcome (Gray & Mannahan, 2017).

Over the past couple of decades, the role of parental involvement and its relationship to student academic achievement has been questioned by many researchers. The assumption has commonly been that the higher the amount of parental involvement, the higher the academic achievement of the student. Parental involvement in these dynamics can be explained using Walberg's theory of educational productivity. Walberg's (1981) theory of educational productivity identified categories of factors that influenced learning outcomes and achievements. Walberg's theory is based on the assumption that academic performance of students depends on socio-emotional influences, parental support often determined by their social and economic status, student-teacher interaction, peer groups, school culture and classroom climate (Greenberg et al., 2003). This

theory provides an understanding of various forms of parental support (economic, social and involvement) and other characteristics which may influence the students' academic performance. This theory plays a fundamental role in its application to this topic on several factors that promote students' academic performance in schools.

Previous research has determined that there are three types of parental involvement: home-based involvement, school-based involvement, and home-school communication (Anthony & Ogg, 2019). Each of these three types of involvement plays a different role in determining the academic success of students. Home-based involvement has two sub-types: parental over involvement and positive parental involvement. Parental over-involvement is a stricter parenting style which closely monitors children's homework and assignments and often leads to lower levels of self-efficacy in children (Fernandez-Alonso et al, 2017; Gonida & Cortina, 2014). Positive parental involvement is a parenting style which has high expectations of children and often leads to important levels of self-efficacy in children (Fernandez-Alonso et al., 2017; Gonida & Cortina, 2014).

Home-based involvement and school-based involvement typically yield positive results in student academic achievement. Home-school communication typically yields little to no effect on student academic achievement. Current research also states that the majority of the research that has previously been conducted on parental involvement and student academic achievement often stems from the elementary school environment (Smokoska, 2020); Anthony & Ogg, 2019). It has been found that parental involvement is higher in the elementary

school environment than it is in the middle and high school environment due to an increased level of independence from adolescent children (Smokoska, 2020).

However, Olvera and Olvera (2012) argued that school parental involvement does not always result in a positive outcome, sometimes creating undesirable overloads on the school management and teachers by parents and negatively impacting the school community. On the contrary, many researchers advocated significant parental involvement to improve children's education (Otto & Karbach, 2019). Parental involvement in the learning activities of their children and the perceived impact of parents on their children's achievement are of continuing interest to educators as they are trying to find ways to improve the academic achievement of their students. It is important to determine whether there is also a correlation among student academic achievement and parental involvement in the middle level grades. Over time, it became evident that students who had parents who were more involved at home in their academics, through high expectations, grade checks, and communication with the school, had higher levels of academic achievement than students who had parents who were barely involved in their academics.

A positive parent-child relationship is believed to influence the degree of a student's motivation and the extent to which the child internalizes the parents' values (Adzovie et al, 2016). According to Ngeow (1999), three major factors of parental involvement in the education of their children are parents' beliefs about what is important and permissible for them to do with and on behalf of their children, the extent to which parents believe that they can have a positive influence

on their children's education and parents' perceptions of how their children and school want them to be involved. Parents' active involvement with their child's education at home and in school brings great rewards and can have a significant impact on children's lives. According to Kohl et al, (2000), children of parents who are involved in their academic work are absent less frequently, behave better, do better academically from preschool through high school, go farther in school and go to better schools. According to Hoover-Dempse et al (2001), parents choose to become involved in homework because they believe they should be involved and because they perceive that their involvement is invited, expected, and valued by school personnel. A consistent predictor of children's academic achievement and social adjustment is parent expectations of the child's academic attainment and satisfaction with their child's education at school (Adzovie et al, 2016).

Deducing from the above, it can be emphasized that the role of parents in adolescents' lives is important and significantly contributes to youngsters' academic success (Nigussie, 2022). Parents' perceptions about their involvement played a prominent role in their motivation for involvement and participation in their child's education, and if parents want their wards to perform better and have excellent academic performance, they must make it a deliberate effort to actively be involved in the education of their wards. It is against this background that the study seeks to analyse the effect of parental participation on adolescents' academic performance in Sagnarigu Municipality, Ghana.

## **1.2 Statement of the Problem**

Ghana as a country over the years has undergone several educational reforms and changes. These reforms were all geared towards the enhancement and improvement of the standards of its educational system and the teacher-learner process. These transformations and reforms the educational system have undergone have come with some cost to the public purse. Currently, Ghana spends huge chunks of money in the educational sector, and it is one of the countries in Africa that spend the highest percentage of its GDP on education. The Educational sector of Ghana has seen huge allocations in the budget, for over five years leading to 2018, 12% and 15% of the national budget was allocated to education. In the 2020 budget, an amount of 13 billion was approved for the educational sector (2020 budget and financial estimates).

In spite of all these spendings, the quality of education is still poor and leaves much to be desired. Students' performance is very abysmal and low. This is very evident in the 2013 and 2015 EGRA and EGMA report respectively. This situation is dangerous and has a deleterious effect on our development as a country. Due to the low quality of education and the bad academic performance we have been churning out throughout the years, it is particularly important that several research and studies be conducted to rope parents in and encourage them to actively involve themselves in the education of their wards. This is so because several literatures support the notion that active participation of parents leads to high academic performance and achievements in their children's education.

Several educational scholars like Juma (2018) and Vijaya (2016) have all underscored the significant role active parental involvement has on children's'

academic performance and achievements in the diaspora, they asserted that due to the vital role parental involvement plays in the teaching and learning process. However, parents' role in students' performance has always been a cause of disagreement. Scores of parents are pointing fingers at teachers, schools, and the government to do the job and make sure that students attain the required academic excellence, failing to acknowledge their contributory quota in this campaign. There have been series of arguments trending major platforms and other media on whether parents have crucial roles to play as far as academic development and achievement of students are concerned. Among these arguments are studies conducted by Agyapong cited in Apeanti and Danso (2014) who maintains that parental involvement in children's learning behavior results in a quite desirable one. He maintains that students' ability to learn or reach a certain academic ladder largely depends on parental commitment.

Other research works on the other hand have proven that there is a wide gulf between parental influence and academic achievements of students (Handel, cited in Sander & Sheldon, 2009). They (2009) opine that successful academic achievement and development does not necessarily rely on either the internal or external manipulation of parents or any form of adult experience but rather learners' level of cognitive, psychological, and emotional development go along to informing all intended learning outcomes. In contrast, Bond et al., (2013) argues and concludes in his study that parents play little role in the learning behaviors of their children. Bond et al., (2013) believes that children construct knowledge for themselves better with or without the guidance of any experienced adult. Peer

learning and other forms of environmental components such as today's trends of technology and certain cognitive abilities of learners are key to successful learning.

Parents are the primary and ongoing educators of their children at home, school, and in the community (Bashir & Bashir, 2016). Although parental involvement declines during adolescence, the parent's role continues to be a crucial factor for adolescent development and positive academic achievement (Deslandes & Barma, 2016). Creating personal connections is a powerful tool for parents to use to communicate with students about school (Hyde et al., 2017). Oates (2017) recommends that schools and families share responsibility and contribute to a reciprocal process to improve home-based parental involvement in middle schools. Additional research is needed to gain a deeper understanding of parental involvement and academic outcomes (Pinquart, 2016). Apparently, studies remain scanty in the area of parental roles in students' academic achievements in Ghanaian schools. Aside from this, these limited research works also have focused on the role of parents in students' academic development at the tertiary levels (Apeanti & Danso, 2014). Since these studies have placed greater emphasis on tertiary institutions, issues relating to pre-tertiary schools are naturally left unaddressed. As a result, it became necessary that active parental involvement should be conducted to encourage parents to actively involve themselves in the education of their wards, and this is exactly what this research seeks to achieve. It is against this backdrop that this study sought to analyse parental influence and how it can boost adolescents' academic performance, and in the long term to deal with the falling

standards of education coupled with the regular churning out of deficient performance of students at the basic school level in Ghana.

### **1.3 Justification of the Study**

Numerous scholars have compiled comprehensive literature assessments on the effects of parental participation on adolescents' academic performance (Beecher, 1984; Henderson, 1987, 1994; Illinois Board of Education, 1993; U.S. Department of Education, 1994). These scholars concur that parental participation enhances learning and, consequently, academic success at all levels of education. The researcher discovered that not all studies support parental participation as a strong factor of academic achievement (Baker and Soden, 1997).

Several causal model studies on the topic have determined that direct parental participation had minimal, null, or negative effects on the academic performance of secondary school kids (Anderson, 1991; Keith et al., 1986; Natriello & McDill, 1986). Coupled with the fact that no such research had been conducted in Sagnarigu Municipality – Tamale, the researcher felt compelled to investigate the impact of parental involvement and academic performance of adolescent in the Sagnarigu Municipality.

### **1.4 Purpose of the study**

The purpose of this study was to examine the effects of parental participation on the academic performance of adolescents in school.

### **1.5 Specific Objectives**

1. Analyse the effect of home-based involvement on the academic performance of adolescents.
2. Examine the effect of school-based involvement on the academic performance of adolescents.
3. Examine the effect of home-school communication on the academic performance of adolescents.
4. Analyse the effect of parental involvement on the academic performance of adolescents.

### **1.6 Research Questions**

1. What effects do home-based involvement have on adolescents' academic performance?
2. What effects do school-based involvement have on adolescents' academic performance?
3. What is the effect of home-school communication on adolescents' academic performance?
4. What is the effect of parental involvement on adolescents' academic performance?

### **1.7 Hypotheses**

The research tested the following hypotheses:

*H<sub>0</sub>: Home-based involvement has no significant effect on adolescents' academic performance*

*H<sub>1</sub>: Home-based involvement has a positively significant effect on adolescents' academic performance*

*H<sub>0</sub>: School -based involvement has no significant effect on adolescents' academic performance*

*H<sub>2</sub>: School-based involvement has a positive and significant effect on adolescents' academic performance.*

*H<sub>0</sub>: Home-School Communication has no significant effect on adolescents' academic performance*

*H<sub>3</sub>: Home-School Communication has a positive and significant effect on adolescents' academic performance.*

*H<sub>0</sub>: Parental Participation has no significant effect on adolescents' academic performance*

*H<sub>4</sub>: Parental Participation has a positive and significant effect on adolescents' academic performance.*

## **1.8 Significance of the Study**

The significance of this research can be look at in terms of its impact on academic performance, policy implication, empowering parents and community engagement.

1. **Impact on Academic Performance:** Gaining knowledge on the relationship between parental involvement and teenagers' academic achievement might help identify areas for improvement in educational outcomes. The results of this study can be used to pinpoint particular methods that parents might encourage their kids' learning and growth.
2. **Policy Implications:** By improving parental involvement in schools, educational policies and programs can be influenced by the research's conclusions. Through emphasizing the value of parental involvement, governments can create programs that encourage cooperation among parents, educators, and kids.
3. **Community Engagement:** By highlighting the part parents play in assisting their children's academic performance, this research can promote increased community involvement in education. It can motivate parents to foster a positive learning atmosphere at home and to become involved in their children's education.
4. **Empowering Parents:** This study can encourage parents to become more involved in their children's education by highlighting the beneficial effects of parental involvement on academic achievement. It can give parents research-backed tactics to support their kids' academic success.

5. Local Relevance: By concentrating on the Sagnarigu Municipality, the research is given a particular context that facilitates a deeper comprehension of the special possibilities and challenges that teenagers there confront. The results have immediate application in raising local educational standards.

### **1.9 Delimitations**

The scope of this work analyses the impact parental involvement has on the academic performance of adolescents, and how parents actively involve themselves in the education of their wards. This study chose to collect data from the schools in the Sagnarigu Municipality, so parents whose wards attend school at the selected schools were used. Not only parents but teachers at the schools were also included for the purpose of our data collection.

### **1.10 Definition of Terms**

1. Parental involvement: Parental involvement basically has to do with how parents are actively involved and engaged in the education of their wards.
2. Home-base involvement: This is the degree to which parents take part in their child's academics outside of school.
3. Home-school communication: This is the degree whereby parents have regular interactions with school practitioners through phone calls, emails, conferences, etc
4. School-based involvement: This is the level of parental involvement which entails parents attending school activities through Parent Teacher Association (PTA) meetings and other events.

5. Academic achievement is based on whether students meet or exceed grade-level standards on standardized testing.

### **1.11 Organization of the study**

Chapter one consists of background of the study, statement of the problem, purpose of the study, research questions and hypothesis, significance of the study, limitations and delimitation of the study and definition of terms. In Chapter Two, a review of the literature begins with a brief history of parental involvement followed by the discussion on the specific research that highlights the importance of parental involvement, several types of parental involvement, effects (benefits) of parental involvement, barriers of parental involvement in the school activities, and parent perception of student achievement.

Chapter Three describes the methodology used to conduct this research study. In this section, research design, research paradigm or philosophy, population, sample size, sample procedure, selection of survey instrument, and the procedure used in collecting and analyzing the data are described. Chapter Four provides the findings or answers to the research questions regarding parental involvement and those parents' perceived impact on their children's achievement. Chapter Five presents a summary of the interpretation of the research findings, their implications, and the conclusion of the research study. Further recommendations for research are also included.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The review of literature is divided into three major sections. First, the literature pertaining to the theoretical frameworks employed in the study are reviewed. In the next section, conceptual review, and finally, empirical review.

#### **2.2 Theoretical Review**

##### **Epstein' theory**

Epstein's theory of parental involvement is by far among the most vital tools developed by the field thus far for defining parental involvement practices and equating them with certain categories of outcomes. This widely accepted framework mentor educators to design comprehensive family school partnerships (Rafiq et al, 2013). Epstein (1995) proposes six types of parental involvement, and they are as follow: a) Parenting (helping families with childrearing and parenting skills): Joyce Epstein believes that schools have roles to play in ensuring that families irrespective of the backgrounds build a learning supportive home environment for their children. When children are provided with a home environment that supports learning, they get the opportunity to abreast themselves with relevant information on nutrition, children's health, adolescent issues, techniques in parenting and discipline, among others. b) Communicating (developing effective home-school communication): According to Mauka (2015), communication as a parental involvement practice "refers to how best to design and

conduct an effective two-way communication that is school to home and home to school, about school programmes and their children's progress.”

Schools' ought to seek and adopt diverse ways of communicating with parents about the progress of their wards in school. c) Volunteering (creating ways that families can become involved in activities at the school): As families volunteer to participate in school events and other related school activities, they familiarize themselves with their children's schools and teachers. When parents voluntarily open to school events, their talents and qualities are tapped to enrich school programmes and to facilitate individualized learning. d) Learning at home (supporting learning activities in the home that reinforce school curricula): Learning at home pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular related decisions and activities. e) Decision-making (including families as decision-makers through school-sites councils, committees): Involving parents in governance, decision-making, and advocacy roles is yet another strategy for fortifying links between schools and parents.

Parental participation in decision making, when it is comprehensive program involving parents in learning support activities as well, is associated with improved student outcomes. f) Collaborating with the community (matching community services with family needs and serving the community): Collaborating with the community pertains to identifying and integrating communities' services and resources to support and strengthen schools, students, and their families. (Mauka, 2015; Epstein, 1995).

Recent studies have also shown that communication at home builds intimacy between children and families (Decshen, 2014). Today, communication has taken so many turns and forms. It is either digital or physical interaction. Oyedare, Ogunjinmi and Durojaiye (2016) explain that parents and teachers are most influential from early period of schooling in child life. Parents normally start to possess education and teachers extend it. He emphasizes the importance of home cooperation with school and establish good financial relationship with teachers. This means that children intellectual potential for successes in school education depends on initial efforts of parents in cultivating this potential so as to prepare conducive learning environment. The quality of education at home is typically reflected in the educational level of parents, their income level and other indicators of social economic status of the family. Parent or family input to education which includes the level of both mother and father education exert a positive or negative and generally significant influence on student achievement.

### **2.3 Conceptual Review**

This literature review focuses on examining the relationship between parental participation and adolescents' academic achievement. This literature review will discuss the three types of parental involvement; home-based, school-based and home-school communication, and they can boost academic performance.

### **2.4 Concept of Parental Participation**

Many researchers have broken parental involvement down into many different components (Anderson & Trivette, 1995; Epstein, 1987, 1992, 1994; Fan 2001). Parental involvement is defined as having an awareness of and involvement in schoolwork, understanding of the interaction between parenting skills and the

student success in schooling, and a commitment to students (Nadenge, 2015). Researchers have defined a typical parental involvement program as the participation of significant caregivers (e.g., parents, grandparents, stepparents, foster parents) in pursuit of activities improving their children's academic success and social well-being (Smith et al., 2022). In defining the type of activities in which parents engage in parental involvement programs, scholars have stated that the general concept of parental involvement entails any parental beliefs, practices, customs, or exercises that happen within and outside the school environment to promote children's educational and behavioral achievement (Coleman, 2019). School leaders require teachers and school staff to support parental involvement in education and encourage parents to influence their children's academic progress (Jin & Schmidt-Crawford, 2017).

Epstein (1987) initially identified four types of parental involvement that became widely recognized: basic obligations, school-to-home communications, parent involvement at school, and parent involvement in learning activities at home. Epstein (1992, 1994) later revised and expanded her typology to include six levels: assisting parents in child rearing skills, school-parent communication, involving parents in school volunteer opportunities, involving parents in home-based learning, involving parents in school decision making, and involving parents in school community collaborations. Although Epstein's typology is widely recognized and accepted Epstein views are mainly from the perspective of teachers and the school. Epstein's views focus mainly on what teachers and the school can do to stimulate parental involvement. Heymann and Earle (2000) claim that

parental involvement comes in several different forms. Heymann and Earle identify six different forms, which include developing and using skills to support effective learning, engaging in home-to-school communication about student progress, volunteering at school, assisting their children with homework, becoming involved in school governance issues and decisions, and coordinating and integrating community services that will enhance the learning experience. Heymann and Earle conclude that no matter how you define parental involvement it is a key factor in children's school success. Parental involvement, not just in education but every sphere of life, is critical for the development and growth of every child.

In education, parental involvement is the active participation of parents in the education of their wards. Clinton and Hattie, (2013, p. 324) gave a very comprehensive definition of parental involvement; they argued that parental involvement is where parents directly involve themselves in the education of their wards. They went on to argue that parents do not only involve themselves, but schools and teachers also involve parents in the learning process of their wards, and they discharge their duties as parents in ensuring that their children are assisted in the process of learning as much as they possibly can. Parental involvement is the investment parents or caregivers make in the education of their wards (laRocque et al., 2011, p. 116). Parental involvement is teachers' perception of parents' positive attitude towards their wards' education, teachers and the school. (Tooper, Keane, & Susan, 2010).

Parental involvement could be in two forms, home based, and school based. Home-based parental involvement includes helping students with homework,

talking with them about school, expressing high expectations, encouraging school success, and providing structures that are conducive for learning (Altschul, 2012). School-based parental involvement on the other hand includes volunteering at school, participating in school events and school organizations as well as communicating with teachers and school staff. Nadenge (2015) established a significant positive correlation between good parent-teacher relationship and parents' involvement in their children's and academic achievement.

Students felt that when their parents are involved in their education, they guide them in making the right choices in career as well as in discipline (Nadenge, 2015). This also yielded positive results. It was found that parental involvement has a significant effect in better academic performance of their children. Juma (2016) reported a strong positive correlation between parental involvement in education and students' academic performance. Epstein et al, (2002) discussed parental involvement as an educational tool needed to achieve academic success. Oslen and Fuller (2010) stated that children consistently completing their homework is a benefit children gain from parental involvement in their education.

One significant literature on the types of parental involvement was the research work done by (Anthony & Oggy, 2019), who argued that there are three types of parental involvement, and these are; home-based parental involvement, school-based parental involvement, and home-school communication. Anthony and Oggy (2019), asserted that home-based parental involvement is where parents engage themselves actively in the educational processes of their children outside the school setting. These engagements can be in the form of, "reading or engaging

in other academic activities of children as well as more general intellectual activities such as attending educational events or visiting sites in the community, for example, a zoo” (Anthony & Oggy, p. 337). Home-based parental involvement to a significant extent indicates that the learning process does not only take place within the classroom or school setting. This type of parental involvement has a positive correlation on students’ academic performance or achievements according to these educational scholars; Anthony and Orgy (2019), and Fernandez-Alonso et al., (2017). Anthony and Oggy (2019), went on to argue that school-based parental involvement is when parents actively involve themselves in the education of their wards by attending school related events.

This type of involvement is where parents attend parent teacher association events, matriculation, and graduation of their wards, attending school competitions in which their children are involved etc. This is similar to home-based parental involvements. Anthony and Oggy, (2019) again argued that school based parental involvements has a positive effect on students’ academic performance and achievements. The last type of parental involvement (Anthony & Oggy, 2019) talked about is home-school communication. With this type of parental involvement, they opined that it is the active communication between school officials or personnel such as teachers, head teachers, office staff, etc. and parents.

In the study of Anthony and Orgy (2019), they stated that parental participation has a positive effect on the academic performance of students. In another study undertaken by Hornby and lafaele, (2013, p. 37) on parental involvement, they argued that parental involvement is a crucial element in

education, and it can be achieved through homebased involvement and school-based involvement. On the home-based involvement they argued that it involves activities like parents helping their wards complete their homework, listening to them while they read, etc. On the school-based involvement, they said it entails activities like parents attending educational workshop, PTA meetings etc. Parental involvement can be in a variety of forms, ranging from supporting learning activities at home, involvement in school activities, communication between family and school. (Schueler et al, 2017). Barnes (2018), argued that there are no direct and routine parental involvement strategies which are effective, but rather it is a widespread phenomenon. Some of these phenomena according to Martinez (2015) are, parents observing grade score by their wards, parents assisting their wards to complete their homework, impacting moral values, and motivating the children.

In designing successful parental involvement, the program requires an integrated approach, where all stakeholders contribute to the making (Hamlin & Falsa, 2018). Scholars have stressed the need for a modern and comprehensive model of parental involvement more focused on classroom learning that involves all stakeholders (Aldridge & McChesney, 2021). Overall, researchers have agreed that parental involvement is a key factor for the educational success of students (Brajša-Žganec et al., 2019). However, the current diversified definition of parental involvement makes it difficult for parents to identify their constructive role within the school. Therefore, using parent-friendly language, framing a clear and realistic explanation of parental involvement is more likely to generate cooperative home-school alliances and guarantee sustainable parental involvement success (Harwood

et al., 2019). Education leaders need to design parental involvement programs that enhance parental participation in all school affairs, including major decisions that may influence student academic achievement.

## **2.5 Dimensions of Parental Participation**

### **2.5.1 Home-based Involvement**

Home-based parental involvement refers to the occurrence of parents engaging their children in educational activities outside of school events. Examples of this type of involvement include “reading or engaging in other academic activities with children as well as more general intellectual activities such as attending educational events or visiting sites in the community [e.g., a zoo]” (Anthony & Ogg, 2019, p. 377). This type of involvement demonstrates to children the everyday learning experiences that they can be involved in outside of school. It shows children that learning is a part of their everyday life. Previous studies have indicated that home-based parental involvement positively influences student academic achievement (Anthony & Ogg, 2019; Fernandez-Alonso et al, 2017).

### **2.5.2 School-Based Involvement**

School-based parental involvement refers to the extent in which parents attend school-related events (Anthony & Ogg, 2019; Fernandez-Alonso et al., 2017). Examples of this type of involvement include attending conferences, family nights, and Parent-Teacher Association (PTA) events. This type of involvement demonstrates to children that their parents are dedicated to participating in events run by the school and that they want to be actively involved in school-related events. Previous studies have indicated that school-based parental involvement

positively influences student academic achievement (Anthony & Ogg, 2019; Fernandez-Alonso et al., 2017).

### **2.5.3 Home-School Communication**

Home-school communication refers to the communication between school personnel (teachers, office staff, etc.) and parents (Anthony & Ogg, 2019). Examples of this type of communication include emails, conferences, and phone calls. This type of involvement demonstrates to children that their parents and teachers engage in on-going communication. Previous studies have indicated inconsistent findings on the impact of home-school communication. Some studies have found positive correlations, while other studies have found insignificant correlations (Anthony & Ogg, 2019; Fernandez-Alonso, 2017; Oswald et al, 2018).

### **2.6 Parental Participation and Academic Performance**

Parental involvement has a significant impact on the education and academic performance of wards. Kwatubana and Makhalemele, (2014) asserted that, parents participating in the education of their wards is a good thing and this is because it improves the academic performance of their wards and they become more focused on their educational activities. Wards whose parents are very much involved in their education are highly active and ready to learn, they are very punctual to school, and they do their school responsibilities very well. This is because they are aware that their parents are very well involved in their education by continuously monitoring and enquiring about their progress in school (Sapungan & Sapungan, 2014). Morin, (2013) asserted that, the best way for wards to attain

school and academic success is to ensure that parents and teachers work together as allies.

Parental involvement in the learning and education of wards does not only improve the morale, attitude, and academic performance of wards, but it also enhances better behavior and social adjustment (Pinanton, 2013). The influence parental involvement has on wards' academic performance should not be underestimated (Pinanton, 2013). Castrol et al, (2015) in their studies argued strongly that parental involvement has a strong influence on academic performance of wards. The attitude, behaviour, and activities of parents with regards to their wards' education have some effect on their academic performance (Guolaug, 2010).

Parental involvement has a significant effect on the wards' education. Cleophas (2014), argued that parental involvement in the education of wards significantly affect their academic performance and hat it fosters their wards' ability and enhance their self-esteem, which positively improves them academically. Nadenga (2015), asserted that, wards feel that when their parents play critical role and are well involved in their education, they would guide them in making the right choices in their career as well as in their discipline, and this yields positive results. Wards regularly and consistently finishing their homework are one of the positive effects they get when their parents are very much involved in their education (Oslen & Fuller 2010). Bartel (2010) argued that wards who work with their parents at home on mathematics homework perform very well. Fan and William (2010), in their research work on the effect of parental involvement on wards' academic self-

efficacy, engagement and intrinsic motivation found out that parents' aspirations and expectations of their wards' have strong effect towards their wards' motivational outcomes and functioning hence improving the wards' commitment towards learning.

### **2.6.1 Home-based involvement and Academic Performance**

Home-based parental involvement is vital for establishing moral and educational development in children (Torre & Murphy, 2016). Stable family and community relationships, along with school-family partnerships, can significantly impact student success (Torre & Murphy, 2016). Parents hold the power to shape a student's scholastic culture based on their engagement at home (Toren & Seginer, 2015). Home is also the place where parents can discuss future plans with their children, support with schoolwork, and be involved in educational decision making (Ule et al, 2015). Torre and Murphy (2016) explained that home-based parental involvement is critical in establishing a community of parent engagement where parents, educators, students, and the community strive for a positive academic achievement for students. Parents' role as the primary educator is crucial in a child's educational growth from elementary school (Edwards, 2016; Warnasuriya, 2018). Affective parental support at home with adolescents such as compliments, positive discussions regarding school, and encouragement can lead to better academic performance (Deslandes & Barma, 2016).

Parents can be more involved depending on personal life circumstances or their perception of invitation for involvement. Parental support at home can be contingent on the level of school the child is in, resources from school, and the

school climate. Brotman et al. (2018) described several studies pointing to parental support during early childhood years in their children's learning at home. Even as children grow into adolescents, invitations for involvement are the best predictor of home-based parental involvement (Deslandes & Barma, 2016). Musabelliu, et al, (2018) highlighted the importance of parental involvement with adolescents and educating parents about the benefits of motivation, positive attitudes toward school, and improved parent-child relationships. Toren and Seginer (2015) also found home-based parental involvement to have a significant impact on student achievement in adolescents compared to school-based involvement.

### **2.6.2 School-Based Involvement and Academic Performance**

Specific school programs can encourage home-based and school-based parental involvement behaviors (Bartz et al, 2018). School administrators and other officials need to be mindful that parents may feel alienated as they move from elementary school to middle school based on the differences of the school. Heaton (2016) also indicated a decrease in the perception and participation score for home-based involvement during the middle school transition. It is vital for school officials to empathize with parents as well as to acknowledge the challenges involved in supporting their adolescents due to the various student needs and difficulties (Musabelliu et al., 2018). School personnel may have preexisting beliefs about parental involvement and may feel it easier not to involve parents (Quay, 2018). Erdener and Knoeppel (2018) studied parental involvement among Turkish parents and found that parents perceive that schools are responsible for schooling their children. School administrators are also challenged to better understand their

changing communities due to an increasing number of minorities as well as English language learners (ELLs; Edwards, 2016). They recommended professional development for administrators and teachers to learn ways to increase parental involvement in their child's education. Effective parent involvement programs help train parents and families to successfully interact with the child at home to positively benefit student success (Bartz et al., 2018). Middle school administrators and other officials should focus on improving the quality and number of home-based parental involvement activities that are offered to parents to promote participation (Heaton, 2016).

### **2.6.3 Home-school communication and Academic Performance**

Teacher practices incorporated into lessons can promote in-home and at school parental involvement. Parent-teacher relationships require consistent, effective communication between teacher and parent in order for adolescents to construct positive attitudes towards educational and social activities (Deslandes & Barma, 2016). Parent-teacher communication can occur during conferences, meetings, telephone conversations, e-mail, written comments, and educational activities (Deslandes & Barma, 2016). Parents and teachers must earn each other's trust and recognize each other as partners in improving the adolescent's academic outcomes (Fishman & Nickerson, 2015). In many schools, parent-teacher communication is still unidirectional as parents tend to overprotect their child, and there is a lack of support for school administrators (Deslandes & Barma, 2016; Deslandes et al, 2015). Teachers need to know specific strategies for involving parents and what support they need for implementing these strategies. Home-based

and school-based parental involvement contributes to effective communication in parent-adolescent relationships (Deslandes & Barma, 2016).

In parent-adolescent relationships, parental communication regarding school-related activities, as well as their aspirations for their adolescents in eighth grade, significantly impacted academic achievement in tenth grade (Toren & Seginer, 2015). Many times, parent-adolescent communication alters as teens begin to distance themselves from parents. Some parents expect their adolescents to take responsibility for their academics and wait for an invitation before they get involved (Deslandes & Barma, 2016). Goodwin (2017) explained the use of powerful everyday messages to communicate parents' academic aspirations with the child, creating an internal motivation focused on the value of education, hard work, and sacrifice. Amid the changes in parent-adolescent communication, parents must balance adolescent autonomy while being responsive and remain connected with their adolescent (Deslandes & Barma, 2016; Ross, 2016). Parents must communicate high expectations regarding their child's future and actively assist them with the planning (Ross, 2016).

Academic socialization, which is the way parents' express value for academic achievement, is a crucial factor during parental involvement in adolescents (Brotman et al., 2018). Hyde et al. (2017) found that moderate levels of communication, with increased elaboration but fewer conversations, resulted in positive student achievement. In autonomy-seeking adolescents, it is difficult to effectively communicate with an adolescent why he or she should value learning (Hyde et al., 2017). The concept of reactance is based on people's desire for

freedom, and choice, when constrained externally, results in the person reacting oppositely to the external source in order to restore freedom (Van Petegem et al., 2015). Multiple, highly elaborated communication between parents and adolescents can stimulate reactance, which can negatively impact parent-adolescent relationships (Hyde et al., 2017).

## **2.7 Parenting Styles and Child development**

According to Baumrind (1991), the parenting styles include authoritative, permissive and neglectful parents. Parents who adopt the authoritative style are highly responsive and high demanding. They are friendly but firm, encouraging their child be independent by setting limitations on their children's activities. In addition, authoritative parents also able to build excellence personality of their child (NikHairi et al., 2012), therefore their children will have social efficiency, psychosocial and academic development and high motivation. Authoritarian parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem. They lack social competence as the parent generally predicts what the child should do instead of allowing the child to choose by him or herself. The children also rarely take initiatives. They are socially withdrawn and look to others to decide what's right. These children tend to be low in self-confidence and lack social and academic competence. These children lack spontaneity and curiosity. These children were often characterized by lacking spontaneity and intellectual curiosity (Cole et al., 2005). Authoritative parenting styles tend to result in children who are happy, capable and successful. Authoritative parenting without physical punishment

produces the most positive results and the fewest problems for children in today's world. Children who have been raised in authoritative homes score higher on a variety of measures of competence, social development, self-perceptions, and mental health than those raised in authoritarian, permissive, or neglectful homes. This is true not only in childhood, but also during adolescence, as evidenced by higher academic achievement and psychosocial development, and fewer behavioural problems (Ballantine, 2001).

Elham et al., (2012) reported that there was a significant positive relationship between the authoritative style and academic achievement. Their study involved 382 secondary school students, which consist 251 females and 131 males between 15 to 18 years. The study found that parents who practicing the authoritative style are more successful in their study because of their support towards achievement and always motivate them. These parents have good relationship with their children, manage behavior, have fun, meet children's need in terms of emotional safety, more autonomy and always help children excel in school activities. They also explain the consequences of actions taken by their children so that the children will know and understand about the principles adopted by their parents, particularly in matters related to the desire and goal of parents for their children in study.

Baumrind (1995) further clarify permissive style parents' have low level of demand but high levels of responsive. Permissive parents are very friendly and do not directly control the children. They only set the little rules and specific limits for their children and are too soft, meet the needs of children, treat children as

individuals mature, and can determine their direction. Thus, certainly pressure will not exist or certain rules of good behavior for children. These types of parents are not actively involved with their children's activities (Kopko, 2007) and allow their children to act freely (Elham et al, 2012). Some studies reported negative relationship exists between the permissive style parents with academic achievement. Elham et al., (2012) found that these parenting style students have earned low academic achievements compared to students other parenting style parents. According to their study, parents who permissive allow their children have behavioral problems and independent, giving very little input to and most of the important decisions made by the children themselves. Permissive parents also have a level of warmth, involvement, rigor and lower self-efficiency and due to lack of encouragement and support or lack of suitable academic socialization. This finding is also consistent with Zahyah et al., (2003) that suggests parents who adopt permissive style have contributed to low academic achievement.

The neglectful style of parenting, i.e., neglect levels which reflect low responsiveness and low demand. This type of parent is characterized by not being friendly, not controlling children, not interacting with children, not being involved in matters related to children, and ignoring the needs of the child until the child is neglected. These types of parents rarely consider the opinion of the child in making decisions and usually do not want to be interrupted by children (Kopko, 2007). Negative relationships are also reported between neglectful style and academic achievement (Boon, 2007). Parents who adopt this style show low academic achievement. According to Zahyah et al. (2003), neglectful parents are less likely

to obey the rules and do not worry about punishment. They allow children to settle their discipline problems and, in such a situation, create an unhealthy family environment. Children will face problems whenever they fail to follow the school rules, which subsequently affects their learning.

## **2.8 Empirical Review**

Daniel et al., (2016) found that there was a positive correlation between school based parental involvement and reading achievement. They found that the more parents involved themselves in school-based events, the higher the reading achievement of the child. Meanwhile, Powell, Son, File, and San Juan (2010) found a positive correlation between school based parental involvement and their child's social skills. Not only can school-based parental involvement led to higher academic functioning, but it can also lead to more advanced social skills. Promoting parental involvement in the classroom is a wonderful way that teachers can help set the stage for improved student academic achievement.

Juma (2016), stated categorically that there is a very strong positive correlation between parental involvement in education and the academic performance of wards. The result of a recent study by Ambachew et al, (2018), indicates that there is a positive correlation between parental involvement and wards' academic performance. Parental involvement performs a vital role in the academic achievements of wards through commitment in learning (Yseen et al., 2017).

Rafique et al. (2013) have revealed that parents' consultation with teachers a prime factor in children's academic activities which enhances their performances. In the case of doing homework, the parents advised their children to complete their

homework in a due course of time. Thus, 86.7% of the parents of the respondents advised their children to complete their assignments whereas only (13.3%) of them did not. A significant majority (78.7%) of parents of the respondents were interested in arranging tuition for their children whereas (21.3%) of them did not take interest in arranging tuition for additional coaching of their children. Data was evident that parents of almost all respondents (99.3%) monitored the regular attendance of the children in schools. While 62.7% parents of the respondents remained in contact with teachers of their children for checking the attendance of their children. Parents of an overwhelming majority (73.3%) respondents inquired about teaching methods of teachers. And 55.3% parents of the respondents remained in contact with teachers when their children did not complete their homework. It turns out to be of great worth when parents encourage their children for better performance in their academic achievements. 86% of the respondents' parents encouraged their children on their good academic performances which according to them worked in favor of the desire of the parents. Thus, it is proved that parental immersion enhanced the children's academic performances.

Tokac and Ercan (2012) found that parent cooperation with students and schools significantly affects their achievements and also differs across the schools as well. Parental involvement is the most crucial factor for the students' achievement in schools' programs. Thus, schools might have provided a smooth environment to welcome and value the participation of parents and families of students in schools' program. Further, researchers have found that an inevitable factor in the engagement of children learning and providing a clear approach to

children is the involvement of parents in their academic activities. This involvement needs a good understanding of parents' communication with schools and cooperation of parents with the schools. Schools might provide a healthy environment for students, parents, and teachers at the very beginning of the years of academic activities in order to set up goals which help to motivate students and deliver a better result in academic activities. Thus, the supportive connection and network among parents and schools facilitate the students for the effective and fruitful achievements in the academies or schools.

According to Topor et al. (2010) increased parent involvement, as the teacher's perception of the positive attitude parents have toward their child's education, teacher, and school, was significantly related to increased academic performance. And it was found that a child's intelligence was also related significantly to the parents' involvement in academic performances. Further, it was found that increased parent involvement also increases the perception of cognitive competence of child and quality of the student-teacher relationship. Findings also demonstrated that increased perceived cognitive competence was related to higher achievement test scores and that the quality of the student-teacher relationship was significantly related to the child's academic performance, measured by both standardized achievement test scores and the child's classroom academic performance.

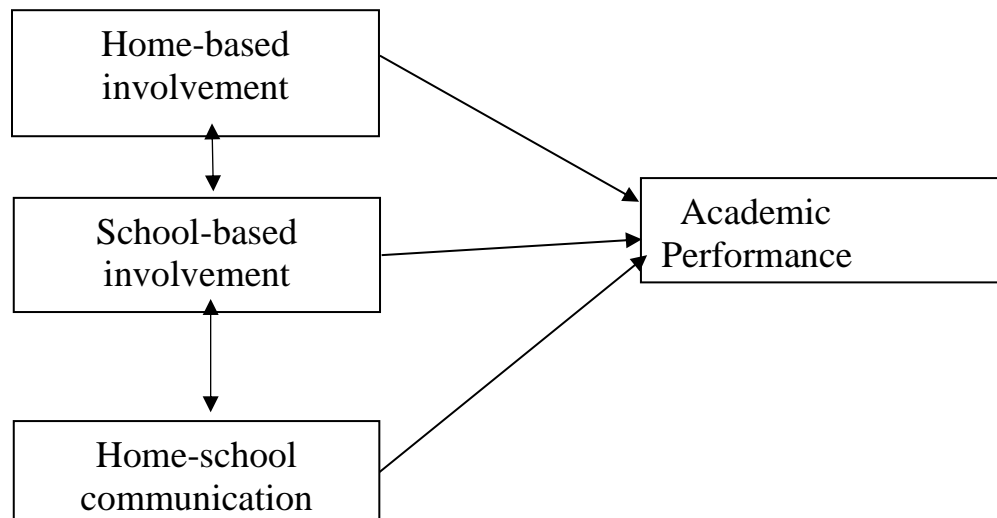
Chohan and Khan (2010) have found parental support affected the academic achievement and as well as on the development of self-concept on children which develops through a process of family support and establish a better academic status

and positive self-concept which leads to maturation of children and their career. Moreover, parental support in doing homework, success or failure in an examination and other academic activities was strongly related to the academic performance of the students. 50% of students had support from parents and also get tuition after schools. While the elders help them with the assurance of parents. 40% of students' parents believe that was only responsibility of school and they do not support their children in academic performances.

Shah and Anwar (2014) have explored that parents' education and immersion plays an important and significant role in the academic achievement in the life of children. Because children take their parents as their ideal and role model. Parents who take the responsibility of their children's betterment are the first and the foremost teachers and guide for the children. The education of parents is a key factor which affects their children's life in all aspects. Educated mothers and fathers are well-known for the academic strengths and weaknesses of their children. The supervision of children's performance from the exceedingly early life of children leaves out a significant effect on the achievement of children education. The parents who discussed children about studies, attend their school meetings and appreciate them for satisfactory performance has the highly significant impact on children. The most important thing is that parents instruct their children and polish their potentials for the better quality and performance. Indeed, parental involvement leads to the children academic performance positively and better result.

## Conceptual Framework

### Parental Participation



**Figure 1: Conceptual Framework**

**Source:** Adopted from Epstein, 1995

### Summary

Parental involvement plays a key role in our students' lives. It can help determine how successful a student will be in school depending on the type of parental involvement that they are receiving at school and/or at home. Home-based involvement typically leads to higher levels of academic achievement as parents contribute to their child's education through venues outside of school. Additionally, school-based parental involvement typically leads to higher levels of academic achievement because students see their parents as being actively involved in the school. Home-school communication has led to mixed results in student academic achievement. Some studies have found that home-school communication has a positive correlation with student academic achievement, while other studies have found no significant correlation between home-school communication and student academic achievement.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

This chapter presents the research methods employed in the study. This includes the research design, target population, sample size, sampling and sampling technique, data collection procedure (instrumentation) and data analysis.

#### **3.2 Philosophical Paradigm**

The selection of the positivist philosophy for the study was informed by the fact that the positivist approach favours quantitative research design and therefore advances the mathematical rigour of the study, which could provide more useful findings and explanations. Furthermore, positivist allows researchers to move away from unobservable beliefs and desires and to focus on objective facts. As Park et al., (2020), states that, the design of positivist and the quantitative approach to research provides a system of generalization that can be used to make correct predictions about the consequences of events.

#### **3.3 Research Approach**

From the foregoing, the quantitative approach which utilizes the deductive research approach was adopted in assessing the effect of parental participation on the academic performance of adolescents. In agreement with Malhorta et al., (2017), the deductive approach starts with an uncertain hypothesis to explain a theory to explain a situation or specific problem and then proceeds as observations to test the hypothesis rigorously (confirm or disconfirm the hypothesis). The

quantitative research method can take the form of a deductive approach. This technique adopts numerical and statistical procedures in analyzing and processing information gathered, while corroboration between the variables and experimenting with the theories to draw a valid conclusion (Creswell, 2014).

### **3.4 Research Design**

The study adopted a descriptive research design. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the “what” of the research subject rather than the “why” of the research subject. Standardized methods such as descriptive design permit the study to be repeated in different areas or over time with the production of comparable findings. One of the major limitations of the descriptive research design is that one cannot use statistical tools or techniques for verifying problems, and that studies conducted using this design are expensive and time-consuming. Notwithstanding the above, the study focuses on the effect of parental participation on academic performance of adolescents.

### **3.5 Study Area**

Sagnarigu Municipality, situated in the Northern Region of Ghana, serves as the research area for this study. Established in 2012 from the Tamale Metropolitan Assembly, Sagnarigu encompasses an area of approximately 200.4 km<sup>2</sup> and is bordered by several districts, including Savelugu Municipal to the north and Tamale Metropolis to the south and east. As of the 2021 Population and Housing Census, the municipality has a population of approximately 341,711, comprising 170,199 males and 171,512 females (Ghana Districts, 2021).

The municipality's demographic profile reveals a youthful population structure, with a substantial proportion of adolescents at a pivotal stage in their educational trajectory. This demographic characteristic underscores the paramount importance of parental involvement in education, as effective participation can significantly influence academic outcomes. The Sagnarigu Municipality is characterized by diverse communities, encompassing urban and rural settings, which may present varying levels of parental participation and resources available for educational support.

Socio-economically, agriculture remains the predominant economic activity within the municipality, with numerous households engaged in subsistence farming. This economic context can influence parental involvement in education, as families may prioritize immediate economic needs over educational pursuits. The local government is committed to enhancing the quality of education through participatory decision-making processes that involve parents and community stakeholders.

This research study will employ both quantitative and qualitative methodologies to collect data on parental participation and its impact on adolescents' academic performance. Surveys will be distributed to parents and students across various schools within Sagnarigu Municipality to assess the extent of involvement in home-based activities, school-based participation, and home-school communication. Furthermore, interviews with educators will provide additional insights into the influence of these forms of participation on academic outcomes.

By focusing on Sagnarigu Municipality, this research aims to contribute valuable knowledge regarding the dynamics of parental involvement in education within this specific context. The findings will not only inform local educational policies but also provide a framework for understanding how parental participation can be enhanced to improve academic performance among adolescents in similar socioeconomic settings.

### **3.6 Target population**

The population for this study from which primary data were collected were selected basic schools in the Sagnarigu municipal district. According to Dunn (2001), a researcher must identify a population of interest before asking any question. The population consisted of teachers, students and their parents attending basic schools within the Sagnarigu municipal. The right alignment among research questions, research design and data analysis are important in ensuring reliable results in research work. The selection of the appropriate unit of analysis prevents erroneous results in research work. It has significant effects on the research design, responses to surveys, and reliability of results and conclusion of the research.

### **3.7 Sample and Sampling Procedures**

According to Ogula (2005), a population refers to any group of institutions, people or objects that have a common characteristic. Using Krejcie and Morgan (1970) determination table, the sample size obtained was 256 students, parents and teachers from the selected schools for the study. The study applied simple random sampling to obtain the respondents for questionnaires. The sample frame of the study includes a representative sample of the parents.

### **3.8 Data Collection Instrument**

The analysis relied on only a primary data source, which is, by using a semi-structured questionnaire, which was a self-constructed questionnaire. The survey of staff was broken down into five sections. Part one covered demographics while Part two dealt with the effects of home-based involvement on academic performance. Part three was about the effect of school-based involvement on academic performance. Part four dealt with the effects of home-school communication on academic performance, and Part five was about the dependent variable, Academic Performance, and was assessed by asking participants to specify their level of agreement on four-point Likert scales, established on "1 = Strongly Disagree" and "4 = Strongly Agree."

### **3.9 Data Collection Procedure**

As the study depended on primary data for the fulfilment of the specific research objectives, it became vital and to depend on a reliable method that could guarantee access to the respondents, the right kind of data needed. These prospective respondents were personally contacted through mobile phone before the date for the primary data collection was agreed on with each would-be respondent. This was done after the formal authorization for gathering of the primary data had been granted specifically, the Human Resource and Administration of the various schools. The questionnaire was administered personally to the parents and teachers. The parents dropped their filled questionnaire with the teachers for easy retrieval. The sharing and retrieval of the questionnaire lasted for two months.

### **3.10 Validity and Reliability**

According to Joppe (2000), reliability and validity start from the instrument used, and this transcends to ensure that the study can be repeated in a similar environment with all things being equal and the same results will be achieved. In a quantitative design, validity is looked at from the point of construct validity and content validity, which are the prerequisite for reliability (Lee et al., 2020). At the content and construct validity levels, the questionnaires are designed to make meaning for respondents without any ambiguity. To ensure validity and reliability, questionnaires were adapted from authors published in recognized journals.

In order to measure the reliability of the gathered data, Cronbach's alpha was used.

The Table below shows Cronbach's alpha of all indicators.

**Table 1: Results of the Cronbach's Alpha in This Study**

Variable	Items Retained	Cronbach's Alpha
Home-based participation	5	0.817
School-based participation	4	0.823
Home-school communication	10	0.855
Academic Performance	6	0.834

**Source: Field data (2024)**

The above table provides the values of Cronbach's alpha for all the variables. It appears from the table that the values of Cronbach's alpha were all above the minimum value of 0.70. It can be concluded, that the measures have a high acceptable level of reliability.

### **3.11 Ethical Considerations**

The researcher was very much sensitive to the ethical factors in research where three main ethical reasons were applied; (i) seeking the consent of respondents, (ii) ensuring the anonymity of participants and (iii) declaring to respondents about the confidentiality of the information they provided. Permission of respondents was first sought before administering questionnaires to them. Employees had their consents sought through the management. Research is expected to be free from any biases and it must be scientifically sound and reported honestly, thoroughly and completely (Malhotra & Birks, 2007). As such, employees were informed about the purpose of the research and what objective it sought to achieve. They were encouraged to feel free and express their views as objectively as possible and they have had the liberty to choose whether to

participate. They also had the option to withdraw their consent at any time and without any form of adverse consequences. Individual staff was informed of the reason for the whole exercise and the tremendous benefit the institution would derive if the research was carried out successfully. Anonymity and confidentiality were guaranteed and the researcher did not cause harm or mental stress to those who choose to participate. This research and its associated methodology adhered to all of these ethical considerations.

### **3.12 Data Preparation and Analysis**

To provide answers to the research questions, the data obtained from the data sources were processed and analyzed. Data analysis required a close review of the data collected to identify and correct errors (Ali, 2021). It was done to ensure the data is reliable and compatible with other collected data. After data editing, it was necessary to group or classify data under various categories or patterns that were consistent with the objectives of the study. The data analysis and presentation of findings was carried out using the Statistical Package for Social Sciences (SPSS) Version 24. Inferential data analysis techniques such as correlation analysis and regression analysis were also used to analyze the collected data. Linear regression is used to analyze objective 1, 2, 3 and 4, which ascertain the number of variations in adolescents' academic performance, which can be associated with changes in the degree of home-based involvement, school-based involvement and home-school communication.

To investigate the impact of home-based participation, school-based participation, home-school communication, and the combined effect of parental involvement on the academic performance of adolescents, a structured methodology employing specific data collection methods and statistical analyses was employed. Detailed descriptions of the data utilized, the analytical procedures conducted, and the statistical tools employed to achieve these objectives are provided below.

### **Data Collection and Analysis**

The study employed a combination of quantitative data collected through surveys and academic records. The primary data sources included:

#### 1. Questionnaires:

- Structured questionnaires were administered to adolescents and their parents to gather information on various forms of parental involvement. The survey included sections on home-based participation (e.g., homework assistance, discussions about school), school-based participation (e.g., attendance at school events), and home-school communication (e.g., frequency of communication with teachers).
- The questionnaires were designed to capture both the frequency and quality of parental involvement, utilizing Likert scale items to measure responses.

#### 2. Academic Performance Records:

- Academic performance data were collected from school records, which included students' grades in core subjects (e.g., Mathematics, Science,

English). This quantitative measure served as the dependent variable in the analysis.

### 3. Demographic Information:

- Additional demographic information, such as age, gender, socioeconomic status, and parental education levels, was collected to control for potential confounding variables that might influence academic performance.

### **Analysis Procedure**

The analysis was conducted systematically, involving several steps:

#### 1. Descriptive Statistics:

Descriptive Statistics were employed to summarize the demographic characteristics of participants and provide an overview of parental involvement levels. This included frequency distributions for both parental involvement types (home-based, school-based, home-school communication) and academic performance metrics.

**Correlation Analysis:** A Pearson correlation coefficient was calculated to examine the relationships between different types of parental involvement (home-based, school-based, home-school communication) and academic performance. This analysis elucidated whether higher levels of parental involvement were associated with improved academic outcomes.

**Multiple Regression Analysis:** To assess the impact of each type of parental participation while controlling for demographic variables, multiple regression analysis was utilized. This methodology enabled the evaluation of how variations in home-based participation, school-based participation, and home-school

communication predicted changes in academic performance scores. The regression model incorporated independent variables representing diverse forms of parental involvement and controlled for demographic factors.

### **Statistical Tools Employed**

The following statistical tools and software were employed throughout the analysis:

1. **Statistical Package for the Social Sciences (SPSS):** SPSS was utilized for conducting descriptive statistics, correlation analysis, and multiple regression analysis due to its user-friendly interface and comprehensive capabilities for handling survey data.
2. **Microsoft Excel:** Basic data organization and preliminary calculations were likely performed using Microsoft Excel prior to importing data into SPSS or other statistical software for more intricate analyses.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **Overview**

In this study, the main research objective was to examine the influence of Parental Participation on Academic Performance of students in basic schools in the Sagnarigu municipal. Based on this main research objective, four specific objectives were used to achieve the study goal. In line with these original research objectives and the method used, this chapter provided the findings and discussion which reflected the following core specific objectives: these included to;

1. analyse the effect of home-based involvement on the academic performance of adolescents.
2. examine the effect of school-based involvement on the academic performance of adolescents.
3. examine the effect of home-school communication on the academic performance of adolescents.
4. analyse the combined effect of parental involvement on the academic performance of adolescents.

#### **Response Rate**

The sample size was 256 students. A total number of 256 were issued, 251 were filled and returned which represented a response rate of (94%). The fundamental reason for this success rate could be ascribed to the regular monitoring by the researcher who administered the questionnaires personally to the respondents. In addition, a lot of efforts were made in making many follow-ups

calls to clarify queries by the researcher with the intention to enhance the high response rate. The response rate is represented in table 2.

*Table 2: Response Rate*

<b>Questionnaire</b>	<b>Count</b>	<b>Percentage (%)</b>
Returned	251	94
Non-Returned	5	6
<b>Total</b>	<b>256</b>	<b>100</b>

**Source: Field data (2024)**

*Table 3: Demographic Characteristics of the Respondents*

<b>Variables</b>	<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>	Female	17	22.7
	Male	58	77.3
	Total	75	100.0
<b>Age</b>	21-30	16	21.3
	31-40	34	45.3
	41-50	19	25.3
	51 years and above	6	8.0
	Total	75	100.0
<b>Type of School</b>	Public	15	20.0
	Private	30	40.0

	Islamic	12	16.0
	Mission	18	24.0
	Total	75	100.0
<b>Level of Education</b>	SSS	6	8.0
	Diploma	10	13.3
	1st Degree	32	42.7
	2nd Degree	22	29.3
	Professionals	5	6.7
	<b>Total</b>	<b>75</b>	<b>100.0</b>

**Source: Field Data, Adam (2023)**

In order to understand the demographic characteristics of the respondents, the study deemed it fitting to find out the demographic data of the pensioners. Table 3 presents demographic statistics on the frequencies and percentages of responses on gender received from the respondents. It clearly illustrates that there were more male participants than their females counterparts in this survey. More than 50% of the respondents were males (77%) while the remaining respondents, (that is 23%) were females. This implies that there are more of the male students than the females. According to IWD (2023), female participation and access to teaching and learning opportunities for girls especially in developing countries is of major concern to the development of education. They emphasized that the enrollment and school attendance of girls in Ghana as compared to boys is disproportionately lower

due to various socio economic and socio-cultural factors. This is to say that at all levels, education for females lags behind that for males.

With respect to age distribution of the respondents, it was found out that the 45% of the sampled parents were in their prime age - 31 to 40 years, 25% were between 41 and 50 years, 21% were between the ages of 21 and 30, and the rest, 8% were above 50 years. This result showed that most of the parents sampled were in the prime age. The study also discovered that the majority of the parents (40%) enrolled their wards in private schools. This indicated that the majority of parents preferred private schools to others. Kuupeil et al., (2024), study revealed that discipline, strict supervision, effective co-curricular activities, quality of education and performance of the school were factors that influenced parents' preference for private basic schools for their wards' education, and these factors did not vary among the three private basic schools selected.

Moreover, 43% of the respondents had first degrees, 29% had second degrees, 6% were professionals, 13% were diploma holders, and 8% were SHS certificate holders. In relation with these findings, several researchers such as Davis-Kean (2005) have mentioned parental educational level as an important predictor of children's educational and behavioural outcomes. Davis-Kean (2005) noted that there are positive relations between parents' levels of education and parents' expectations for their children's success. He suggested that the more highly educated parents were the more actively they encouraged their children to develop high expectations of their own.

## Main Study Findings

*Table 4: Correlations*

		<b>Correlations</b>				
		Home-School Communication				
		Parental Participation	Home-Based	School-Based	Home-School Communication	Academic Performance
Parental Participation	Pearson Correlation	1	.754**	.206**	.243**	.264**
	Sig. (2-tailed)		.000	.076	.035	.022
	N	75	75	75	75	75
Home-Based	Pearson Correlation	.754**	1	.235**	.275**	.308**
	Sig. (2-tailed)	.000		.042	.017	.007
	N	75	75	75	75	75
School-Based	Pearson Correlation	.206**	.235**	1	.968**	.934**
	Sig. (2-tailed)	.076	.042		.000	.000
	N	75	75	75	75	75
Home-School Communication	Pearson Correlation	.243**	.275**	.968**	1	.963**
	Sig. (2-tailed)	.035	.017	.000		.000
	N	75	75	75	75	75

Academic Performance	Sig. (2-tailed)	.035	.017	.000		.000
	N	75	75	75	75	75
	Pearson Correlation	.264**	.308**	.934**	.963**	1
	Sig. (2-tailed)	.022	.007	.000	.000	
	N	75	75	75	75	75

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In line with the study objectives, a correlation presented in Table 4 was first done on the dimensions of parental participation in order to determine those that are significantly correlated to the academic performance of adolescents. Pearson product-moment correlation analysis was used to establish linear relationship between the independent variables and the dependent variable. Results from the Pearson correlation demonstrated that there was a significant positive correlation between parental involvement and student academic achievement, ( $r = 0.93$ , with a significant value  $p = 0.000 < .05$ ).

Further, a regression was done on the dimensions of parental participation in order to know those that are significantly correlated to the academic performance of the adolescents, a regression analysis was run to predict the extent to which Parental Participation (X) influences Academic Performance. This has been presented below:

**Objective One: To analyze the effect of home-based participation on the academic performance of adolescents**

In order to predict the extent of influence that the home-based parental participation has on the academic performance of adolescents, linear regression analysis was employed. The model summary shows the coefficient of determination ( $r^2$ ) which tells us the percentage of variation in employee satisfaction explained by the model. The result is shown below:

**Table 5: linear regression analysis: effect of home-based participation on the academic performance of adolescents**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.308a	.059	.046	.916

a. Predictors: (Constant), Home-based

**Table 5: Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.068	.399		5.181	.000
HOME-BASED	.249	.116	.308	2.143	.035

Dependent Variable: Academic Performance

**Source: Field Data (2024)**

The regression analysis presented in the model summary elucidates the correlation between home-based participation and academic performance among adolescents. The findings reveal a moderate correlation, as evidenced by the R value of 0.308, indicating a relatively weak yet positive association between home-based parental involvement and academic performance.

The R Square value of 0.059 suggests that approximately 5.9% of the variance in academic performance can be attributed to home-based participation. While this percentage indicates that home-based involvement exerts some influence on academic outcomes, it also implies that a substantial portion of the variance (94.1%) is attributed to factors not included in this model. The Adjusted R Square value of 0.046 further reinforces this observation, indicating that the model's explanatory power diminishes when considering the number of predictors. The Standard Error of the Estimate (0.916) reflects a moderate level of error in predicting academic performance based on home-based participation. This suggests that while there is a discernible effect, the predictions made by this model may exhibit considerable variability.

Examining the coefficients, the unstandardized coefficient for home-based participation is 0.249. This indicates that for each unit increase in home-based participation, academic performance increases by 0.249 units, holding all other variables constant. The positive relationship suggests that greater parental involvement at home is associated with improved academic outcomes for adolescents. Notably, the p-value (Sig.) for home-based participation is 0.035, which falls below the conventional threshold of 0.05, indicating that this

relationship is statistically significant. This finding underscores the substantial impact of home-based parental involvement on academic performance and emphasizes its significance as a determinant of educational success. The constant term (intercept) of 2.068 represents the anticipated academic performance when home-based participation is zero. This baseline value provides context for comprehending the extent to which academic performance may be influenced by other factors in the absence of home-based involvement.

The findings from this analysis emphasize the paramount importance of home-based parental involvement in augmenting adolescents' academic performance. Given that this relationship is statistically significant, it suggests that initiatives aimed at fostering parental engagement in educational activities at home could yield enhanced academic outcomes for students. These results align with extant literature that underscores the pivotal role of parents in supporting their children's education through activities such as assisting with homework, encouraging reading, and engaging in discussions pertaining to school-related matters (Fan & Chen, 2001). The positive coefficient indicates that even modest increments in parental involvement can contribute to improved academic performance.

**Objective Two: To examine the effect of school-based participation on the academic performance of adolescents**

With regards to the extent of influence that school-based participation has on the academic performance of students, linear regression analysis was performed which is explained by the model below:

**Table 6: linear regression analysis: effect of school-based participation on the academic performance of adolescents**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.934a	.863	.861	.344

a. Predictors: (Constant), School-based

**Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	2.536	.574	.934	4.415	.000
	SCHOOL-BASED	.227	.166	.934	1.365	.177

Dependent Variable: Academic Performance

**Source: Field Data (2024)**

The regression analysis presented in the model summary offers valuable insights into the relationship between school-based participation and academic performance among adolescents. The model exhibits a strong correlation, as evidenced by the R value of 0.934, which indicates a substantial degree of association between the predictor variable (school-based participation) and the dependent variable (academic performance).

The R Square value of 0.863 suggests that approximately 86.3% of the variance in academic performance can be attributed to school-based participation. This substantial proportion underscores the significant role that school-based involvement plays in influencing students' academic outcomes. The Adjusted R Square value of 0.861, which accounts for the number of predictors in the model, further reinforces this finding, indicating that the model remains robust even when adjusting for potential overfitting. The Standard Error of the Estimate (0.344) suggests that there is a moderate level of error in predicting academic performance based on school-based participation. While the model explains a significant amount of variance, it is likely that other factors influence academic performance that are not captured in this analysis.

Analyzing the coefficients, the unstandardized coefficient for school-based participation is 0.227. This indicates that for each unit increase in school-based participation, academic performance increases by 0.227 units, assuming all other factors remain constant. However, this relationship lacks statistical significance, as evidenced by a p-value (Sig.) of 0.177, exceeding the conventional threshold of 0.05. Consequently, while there exists a positive correlation between school-based

participation and academic performance, it fails to attain statistical significance within the current model. The constant term (intercept) of 2.536 represents the anticipated academic performance when school-based participation is zero. This baseline value provides a context for comprehending the potential influence of other factors on academic performance in the absence of school-based participation.

The findings suggest that while school-based participation exerts a positive impact on academic performance, its influence may not be sufficiently robust to be considered a decisive factor in this context. This raises pertinent questions regarding the nature and extent of school-based involvement and its efficacy in enhancing academic outcomes. Furthermore, it may indicate that other variables, such as home-based participation, socioeconomic status, teaching quality, or peer influence, could assume more pivotal roles in determining academic success.

**Objective Three: To analyse the effect of home-school communication on the academic performance of adolescents**

With regards to the extent of influence that home-school communication has on academic performance; linear regression analysis was performed which is explained by the model below in Table 7.

**Table 7: linear regression analysis: effect of home-school communication on the academic performance of adolescents**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.963a	.884	.872	.891

a. Predictors: (Constant), Home-school Communication

**Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.683	.281		9.552	.000
1 HOME-SCHOOL COMMUNICATION	.254	.098	.963	2.592	.012

Dependent Variable: Academic Performance

**Source: Field Data (2024)**

The regression analysis presented in the model summary unveils substantial insights into the correlation between home-school communication and academic performance among adolescents. The findings reveal a robust correlation, as evidenced by the R value of 0.963, indicating a highly positive association between effective home-school communication and students' academic outcomes.

The R Square value of 0.884 suggests that approximately 88.4% of the variance in academic performance can be attributed to home-school communication. This high percentage emphasizes the paramount role of effective communication between parents and educators in influencing students' academic success. The Adjusted R Square value of 0.872, which accounts for the number of predictors, further corroborates the model's robustness, indicating that home-school communication remains a significant factor in determining academic performance. The Standard Error of the Estimate (0.891) reflects a relatively low level of error in predicting academic performance based on home-school communication, suggesting that the model provides accurate predictions regarding students' educational outcomes.

Examining the coefficients, the unstandardized coefficient for home-school communication is 0.254. This indicates that for each unit increase in effective home-school communication, academic performance increases by 0.254 units, holding all other variables constant. This positive relationship suggests that enhanced communication between parents and teachers is associated with improved academic outcomes for adolescents. Notably, the p-value (Sig.) for home-school communication is 0.012, which falls below the conventional threshold

of 0.05, indicating that this relationship is statistically significant. This finding aligns with existing literature that underscores the significance of robust home-school partnerships in fostering superior educational outcomes (Al Husaini & Shukor, 2023). Effective communication channels facilitate parental involvement in their child's academic progress and challenges, thereby enabling them to provide tailored support at home.

The findings of this analysis emphasize the paramount role of home-school communication in enhancing adolescents' academic performance. Effective communication establishes a supportive educational environment where parents and teachers collaborate to address students' needs. When parents actively participate in their child's education through regular updates and discussions with teachers, students are likely to experience heightened motivation and a deeper comprehension of academic expectations. Furthermore, this study reinforces the notion that robust home-school relationships contribute to improved student conduct and emotional well-being. When families feel integrated into their child's educational journey, they are more inclined to support learning at home and advocate for their child's interests within the school system.

**Objective Four: To analyse the combined effect of parental participation on the academic performance of adolescents**

With regards to the extent of influence that parental participation has on academic performance, linear regression analysis was performed which is explained by the model below

Table 8: linear regression analysis: combined effect of parental participation on the academic performance of adolescents

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.970a	.941	.939	.229

a. Predictors: (Constant), Home-Based, School-Based and Home-School Communication

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.561	3	19.854	37.9009	.000 <sup>b</sup>
	Residual	3.719	71	.052		
	Total	63.280	74			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Home-Based, School-Based and Home-School Communication

The regression analysis results presented in the model summary demonstrate a robust correlation between home-based participation, school-based

participation, home-school communication, and academic performance among adolescents. The coefficient of determination (R value) of 0.970 indicates a strong correlation, suggesting that these three predictors collectively account for a substantial portion of the variance in academic performance.

The coefficient of determination (R square) of 0.941 indicates that approximately 94.1% of the variance in academic performance can be attributed to the combined effects of home-based participation, school-based participation, and home-school communication. This high level of explanatory power underscores the critical role of these factors in influencing students' academic outcomes. The adjusted coefficient of determination (adjusted R square) of 0.939 further corroborates the model's robustness, as it accounts for the number of predictors included in the analysis.

The standard error of the estimate (0.229) is relatively low, indicating that the model's predictions are likely to be close to the actual academic performance scores. This suggests a high level of precision in the model's ability to predict academic outcomes based on parental involvement.

The analysis of variance (ANOVA) results further substantiates the model's significance. The F-value of 37.9009, accompanied by a corresponding p-value of 0.000, indicates that the regression model is statistically significant at the 0.05 level. This implies that at least one of the predictors (home-based participation, school-based participation, or home-school communication) significantly contributes to explaining variations in academic performance. The ratio of the sum of squares for

regression (59.561) to the residual (3.719) further emphasizes the model's effectiveness in explaining the variance relative to unexplained variance.

The findings underscore the paramount importance of fostering a collaborative environment that encompasses parents and schools in order to enhance students' academic performance. The robust correlation between home-based and school-based participation, coupled with effective home-school communication, underscores that parental involvement is not merely beneficial but indispensable for academic success (Fan & Chen, 2001). These findings align with previous research that demonstrates the positive impact of parental engagement on students' educational outcomes by providing emotional support, reinforcing learning at home, and facilitating communication with educators (Epstein & Sheldon, 2002). The data suggest that schools should actively promote strategies that encourage parental involvement and enhance communication channels between parents and educators.

## **Discussion**

This study intended to examine the influence of parental participation on the academic performance of adolescents. The variables were tested for relationships with the outcome variable through linear and multiple regression. The regression analysis showed that all three dimensions when employed had the greatest impact on the academic performance of the adolescents with a Beta of 0.970, followed by home-school communication participation with a Beta of 0.963, followed by school-based participation with a Beta of 0.934, and finally, home-based participation, which had the least impact on the academic performance of

students with a Beta of 0.308. Both school-based and home-school communication revealed a very strong and positive correlation.

These findings corroborate with the findings of Daniel et al., (2016), who found that there was a positive correlation between school based parental involvement and reading achievement. Also, the findings of Juma (2016) stated categorically that there is a very strong positive correlation between parental involvement in education and the academic performance of wards, and study findings are in agreement with his findings. The results of studies by Ambachew et al., (2018), indicate that there was a positive correlation between parental involvement and wards' academic performance, and Yseen et al., (2017) emphasized that parental involvement performs a vital role in the academic achievements of wards through commitment in learning.

Also, the study's findings that home-school communication significantly impacts the adolescents' academic performance is in line with Rafique et al. (2013), whose study revealed that parents' consultation with teachers a prime factor in children's academic activities which enhances their performances. Study findings are also in line with the findings of Tokac and Ercan (2012); Shah and Anwar (2014). Involving parents regarding children's education is complex and intensive, and consistent parental involvement helps parents become knowledgeable in creating the right environment both at home and school (Sylvia & Glenda, 2019). Therefore, parental communication with the school, the community, and the student is an integral and significant part of parental involvement (Ogg & Anthony, 2020).

In relation with the findings, Hammer (2003) opined that parents' involvement is as important as what goes on in the school. Other important factors include parental check in their children's education, how much parents read to young children, how much television children were allowed to watch and how often students changed schools. Accordingly, if children tend to watch the television more during their study time, then relatively the academic achievement will be less. If parents observe each and every activity of the children, appreciate the educational activities and remove the other 'useless' activities then they can improve the academic achievement of students. This shows that there must be a balance in all the factors that affect the academic work of students.

Conclusively, parental involvement can be said to be important for the healthy and prosperous development of children. Parenting practices are behaviors parents engage in raising their children, such as academic activities with children, attending school events, volunteering at school, and attending community activities with the children (Ogg & Anthony, 2020). Helpful parental involvement requires the collaborative work of parents with teachers and school staff, and communication is the foundation. Sylvia and Glenda (2019) agreed that involved parenting regarding children's education is complex and intensive both at home and school. All parents at the study site school agreed that parental involvement activities are necessary for the healthy and successful development of the child. Parents' interactions with their children are necessary and also expand parents' knowledge about their children (Griffith & Arnold, 2019). However, despite their effort to increase parental involvement activities at study site school, some parents

at the school admitted that they rarely participated in homework activities due to lack of time and conflicts in schedules.

### **Chapter Summary**

In this chapter, the discussion has centered on the main research objective which reflects on the influence of parental participation on the academic performance of adolescents. Based on this main research objective, four specific objectives were discussed in this chapter. However, the first section discussed the response rate and the demographic features of the respondents, while the second section, addressed the main specific research questions relating to the study. So far the results have indicated that parental participation has a very strong significant influence on the academic performance of adolescents.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **Overview**

This chapter presents a summary of the findings that emerged from the study and data analysis. It draws conclusions and makes recommendations as well. Finally, the suggestion for future research is also made.

#### **Study Summary**

The study set out to examine the influence of Parental participation on Academic performance of students. There were four main specific objectives, which the study aimed to achieve and these included to:

1. analyse the effect of home-based involvement on the academic performance of adolescents.
2. examine the effect of school-based involvement on the academic performance of adolescents.
3. examine the effect of home-school communication on the academic performance of adolescents.
4. analyse the combined effect of parental involvement on the academic performance of adolescents.

In general, the study was based on the views of two hundred and fifty-one (251) students, parents and teachers which was the response size. The major research tool was a self-administered questionnaire. The questionnaire contained the following information, and was further subdivided into subscales. The maximum and

minimum score for each question ranged from 4 to 1 where 4 stands for Strongly Agreed, 3 is Agreed, 2 is Disagreed and 1, Strongly Disagreed. The results from the survey were analysed with descriptive statistics, Linear and Multiple Regression Analyses. The t-tests and ANOVA were used to determine the significance level of the variables.

### **Key Findings**

On the issue of parental involvement and its role in improving the academic performance of their wards, it was revealed that young students with higher parental participation had significantly higher achievement and intellectual performance. It also revealed that a home environment that encourages learning is even more important than parents' income, education level, or cultural background. By actively participating in children's education at home and in school, parents send some critical messages to their children; demonstrate their interest in their children's activities and reinforce the idea that school is important. It is obvious from the above findings that some parents show interest in their children's academic work. This is good because according to Boonk et al., (2018), when parents show interest in their children's academic work, they send strong positive signals to them that education is a priority and therefore must be taken seriously.

The immediate outcome of this findings may provide effective family-school communication that supports to increase parental involvement activities both at home and school. Parents, teachers, and school staff must work collaboratively and address misconceptions about parental involvement to increase parental involvement. Likewise, parent-teacher collaboration can happen when there is good parent-school communication. When parents do not understand what

the teacher is teaching the children in the classroom, they cannot effectively support their children learning at home. Similarly, some teachers have difficulty realizing students' highest learning potential in the absence of parent-teacher partnerships. Therefore, two-way parent-teacher communication is fundamental in supporting student learning at home and school. The long-term implication of this project is expanding well-informed parents in the community.

Forging a robust family-school partnership will produce ardent and vigorous parent-advocates of the school within the community. Consistent and increased parent-teacher communication will mature into meaningful parental involvement where home and school boundaries will diffuse into one interest, creating a helpful environment for student learning both at home and school. Parent-teacher communication is the primary stage of collaborative work necessary to improve student learning. Henceforth, as the partnership matures long term, the role and responsibilities merge to serve the student's best interest.

## **Conclusion**

Based on the findings of this study, it can be concluded that academic work of adolescents is enhanced if parents take interest in curricular and co-curricular activities of their children. When parents take interest in the educational activities of their children, the children show the best academic achievement and if parents take less interest in the educational activities of their children, the children may show poor academic achievement. Parents' active involvement with their child's

education at home and in school brings great rewards and can have a significant impact on their children's lives.

### **Recommendations**

In the light of the conclusions of this study, the following recommendations were made:

1. First, it is recommended that parents should be sensitized more through PTAs meetings on the need to visit their children periodically while they are in school. This will help them to monitor these children's progress and provide an avenue for interaction with teachers on ways to improve the academic performance of pupils.
2. Second, students should be motivated as much as possible by their parents and teachers through rewards to boost their self-esteem, and provide help in increasing the students' educational attainment.
3. Again, it is important for parents to help their children in planning and prioritizing their time. This can be done by parents monitoring the usage of their children's activities after school. For example, if children tend to watch the television more during their study time, then relatively the academic achievement will be less. If parents observe each and every activity of their children, appreciate the educational activities and remove the other 'useless' activities then they can improve the academic achievement of students. Hence, there must be a balance in all the parental factors that affect the academic work of students.

4. Also, PTA meetings should be regularly organized in the schools, and at those meetings, parents should be given reports of their children's school work and suggestions for their improvement be given to parents.
5. Lastly, it is recommended that the use of the school's webpage or district/school app should be encouraged since it serves as a collaborative platform for parents, teachers, and administrators to establish parental involvement programme that is accessible to parents and teachers.

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**APPENDIX  
QUESTIONNAIRE  
SECTION A: DEMOGRAPHICS**

The following biographical information is requested in order for meaningful analysis and comparisons of group results to be made. Tick the appropriate response as it applies to you.

Gender

Male  Female

Age

21 - 30  31 - 40  41 - 50  Above 50

What type of school does your child attend?

Public  Private  Islamic  Mission

Educational experience?

JHS  Diploma  Degree  Professional

**SECTION B: FAMILY STRUCTURE**

What is your relationship with whom you are staying with?

Caregiver  Foster Parent  Grandparent  Parent  
Others specify.....

What is your occupations?

Civil Servant  Development worker  Farmer  Trader  
Others specify.....

How many children do you have?

1  2  3  4  5 and more

**SECTION C: PARENTAL PARTICIPATION**

Below are statements that describe how you may think about yourself right now. Use the following scale to indicate your level of agreement or disagreement with each statement by ticking the appropriate check box. (SD = strongly disagree, D = disagree, A = agree, SA = strongly agree)

<i>Dimensions</i>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
<b>HOME-BASED</b>				
I ensure that my child gets sufficient time for resting after school every day				
I frequently make time to assist my child with school homework				

I help to organize my child's activities so that he/she get sufficient time to study				
I bring home learning materials for my child (books, videos, etc.)				
I frequently reward my child when he/she performs better in school subjects.				
<b>SCHOOL-BASED</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
I participate in various school programmes meant for parents and pupils				
I read the schools newsletter				
I talk with other parents about school events				
I demonstrate support for extracurricular activities in school				
<b>HOME-SCHOOL COMMUNICATION</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
I frequently make follow ups on my child's attendance in school				
I would contact the teacher if my child seems to be having a problem				
I make frequent follow ups on my child's academic progress				
I attend parent-teacher conferences and school council meetings				
I respond to report cards				
I talk to the teacher about how my child gets along with his/her classmates				
I talk to the teacher about my child's accomplishment				
I talk to the teacher about the difficulties my child faces in school				
I talk to my child's teacher about work to practice at home				

I arrange proper tuition sessions for my child				
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**SECTION C: ACADEMIC PEFORMANCE**

Use the following scale to indicate your level of agreement or disagreement with each statement by ticking the appropriate check box. (SD = strongly disagree, D = disagree, A = agree, SA = strongly agree)

	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
I make my child ready in all subjects.				
I ensure that my child gets good grades in every subject				
I ensure that my child completes all his/her homework and activities				
I encourage my child so he/she feels successful for working hard on his/her homework.				
I make sure that solving problems is a useful hobby for my child				
I spend time with my child and concerned about my child’s daily routine at school				

Are there any challenges you would like to share?

Do you have any recommendations to make?

THANK YOU