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Impact of Parental Involvement on Children's Academic Performance of Secondary School Students in Katsina local Government, Katsina State

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ABSTRACT

This study explores the impact of parental involvement on the academic achievement of secondary school students in Katsina Local Government and to determine whether the demographic variable of parents has an effect on their involvement in their children's education. In addition, the study sought to examine what existing literature review found on the relation between parental involvement and children's academic achievement. The present study is going to be carried out in Katsina. The responses of 40 parents, whose children are enrolled in secondary schools, were taken as samples for the current study. The Intensity Sampling Technique was used in this research. A questionnaire about the demographics of parents will be distributed and interviews will also be conducted to assess the level of parents' involvement. To find out student achievement levels, the student's results will be used. The qualitative method will be used to gauge the impact of parental involvement on students' academic achievement. The results revealed that parental income level has no impact on the level of involvement in their children's education. However, the educational level, age, employment and marital status of the parents had a greater impact on parental involvement. The main findings of this research indicated that students with highly involved parents had better academic performance and higher test scores in all the subjects compared to students whose parents were not involved in their education. The findings, suggested that parents should grow more awareness on the importance of visiting and supporting their children in school. It was also recommended that parents should take an active role in assisting their children's education at school and at home since they are the first teachers of their children.

INTRODUCTION

Parents are one of the most significant factors in the development of the children. This is due to the authority and skill they have to shape and develop their children into motivated, inspired and lenient people with their explicit involvement in the process of learning activities. Contrarily, parents without involvement in their children's education process are merely considered to demotivate and demoralize their children through negligence. This, in turn, has a negative effect on their achievements (Bakker *et al.*, 2007). According to Abdul-Adil & Farmer (2006), parental involvement comprises parental attitudes, actions, style, and events that happen inside or outside the school environment to support children's academic or behavioral success in their presently enrolled school. Parents' active involvement in their children's education has a positive and noteworthy impact on children's lives, including their development, behaviour, motivation and academic performance. Kohl *et al.*, (2000), Farooq *et al.*, (2011) observe that, children of parents who are involved in their academic work are regularly attend school, act better, do better academically from kindergarten through high school, go further in school and do better in school. Parent involvement send clear messages to their children; demonstrating their interest in their activities and strengthening the idea that school is important. By

becoming enthusiastically involved in their children's education at home and in school, parents send clear messages to their children; demonstrating their interest in their activities and strengthening the idea that school is important. The financial solvency and positive ambition of parents seem to have a principal role in their children's education.

Many educational researchers express great concern about the impact of the parent's involvement on a child's educational achievement. This work attempts to highlight the impact parental association has on children's academic outcomes. The findings of this study may help for future improvement and develop methods to encourage and boost parental involvement both at home and at School.

Statement of the Problem

Teachers and school administrators in Katsina State face one of the problems, which is how to ensure the involvement of more parents in their children's education process to improve the achievement of their children. The involvement of parents in the form of upbringing and development interests has a major effect on students' academic results, attitudes and behavior. The schools have many parents who are unaware of contemporary learning methods and ways they can be more associated with their child's education. The school administrators

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have implemented several initiatives to encourage more home-school relations. However, some of these drives; especially concerning the involvement of parents in learning at secondary level, have not been effective. Although the school administrators have implemented strategies to encourage and ensure parent involvement, many parents are reluctant to become involved in their children's education at the secondary level. More to be done to motivate parents and there are indications that they need elaborate briefing to become active. According to Shinn (2002), parents tend to be more involved in their children's early education stage and gradually become less involved in the high school stage. Hence, a study of this nature in Katsina State Secondary Schools will find out the importance and effectiveness of the involvement of parents in the performance of secondary level students.

Research Objectives

This research work seeks:

- i. To discover whether the demographic variables of parents have an impact on their involvement in the children's education.
- ii. To investigate whether parents' involvement level impact academic performance of students.
- iii. To recommend strategies would improve parent involvement in their children's education.

Research Questions

The succeeding research questions guided the study:

- i. How do the demographic variables of parents influence their involvement in their children's education?
- ii. What impact does parental involvement level have on students' academic performance?
- iii. What are the strategies that will help parent's involvement in their child's education?

LITERATURE REVIEW

Several research studies have found that the participation of parents in children education is significantly and positively correlated with students' academic accomplishment (Olaniyi & Mageshni 2008, Altschul, 2011). A study by Rosie Thornton (2015) concluded that students whose parents are intently involved in their children's academic activities have better academic results than parents who are not dynamically involved in the academic activities of their children. Parents who are actively involved in their child's education are more likely to encourage the child's social, emotional, and academic growth (Green *et al.* 2007). According to Kohlet *et al.*, (2000), children attend school regularly, act better, perform well academically from kindergarten through high school, go further in school when parents more are involved in their school work. Similarly, Barnard (2004), found that the academic performance of students profoundly depends upon the parental involvement in their academic activities to attain a higher level of quality in academic success. Since parents are the first teachers of their children, they need to take a leading role in their children's education.

Parent involvement in a child's education is a key issue ensuring students' success, growth and development in life. Students will take education more seriously, do well academically, display better behaviour in school and assume greater responsibility for his or her actions when they find their parents are actively involved. According to Lareau & Manoz (2012), parental involvement in assignments can be a means to keep parents well informed of the child's strengths and weaknesses in several subject areas. A study by Clark, (2007) illustrated that the participation of parents is a statistically weighty forecaster of their child's level of achievement in studies and also promote positive behaviour and emotional development. Domitrovich & Welsh (2004) showed that parents' involvement in their children's reading activities at home had a significant influence, not only on their reading ability, language comprehension and expressive language skills, but also on their interest in reading. Children who worked with their parents at home on Mathematics assignments achieved better Mathematics grades.

Bartel, (2010) demonstrated that when parents are involved in a child's schooling by assisting them with homework, communicating with teachers and attending all events at school, it helps the child to do very well in the all the subjects in the school. However, some research studies contradicted the above; indicating that the involvement of parents in children's education can have a negative effect on the student's success and achievement. According to Shumow & Miller (2001), parental involvement in homework and communication with the school has a negative impact on students' academic achievement by way of lower test scores. Additionally, Cooper *et al.* (2000) found that when parents are directly involved in children education that will negatively affect their performance academically. with respect to the interconnection between the socio-economic status of parents and their level of involvement; it was found that parental education level, status of employment and income may affect the level of parental involvement (Vellymalay, 2012, Smith, 2006). Bakker *et al.*, (2007), stated that socio-economic status is positively correlated with higher levels of parental involvement and, subsequently, higher levels of academic attainment. Domina, (2005) says that parents with higher socio-economic backgrounds tend to be more effectively involved than the parents with lower socio-economic backgrounds. According to Lee and Brown (2006), parents with low educational levels could be not much motivated to get involved since they do feel less confident to communicate with school staff. Similarly, Davis-Kean (2005) stated that level of parental education is a vital predictor of children's academic and behavioral upshots. The same study found that married parents are more likely to be involved in their children's education. This study showed that parent's demographic variables (education level, employment, married status and income) have a great effect on parental involvement which directly influences academic performance. In contrast, some

study found that parents' level of education, marital status and income level have no significant correlation with their children's academic achievement (Hayes 2012). Also, according to Shaver and Walls (1998), the level of income of parents is not a donating issue to the level of involvement in their children's education.

METHODOLOGY

This research employed a qualitative approach to determine the impact of parental involvement on the academic performance of students at the secondary level in Katsina Local Government, Katsina State. The present study will find out the possible existing relationship between parental involvement and academic achievement of the students at the secondary level in Katsina Local Government.

The population of this research encompassed the parents whose children are in secondary school in Katsina Local Government. The participants in the study consisted of 20 secondary schools in Katsina Local Government.

Three main tools were used to collect data for this research work. These instruments were questionnaires, interviews and document analyses.

This study will employ the use of questionnaire which designed to find demographic information of parents for collecting data (age, level of education, employment and income), interviews and document analyses. The demographic information survey will be sent to parents (hard copy) to gather the data. The students will also be interview to determine the level of their parents' association in their academic learning and development and document analyses to determine the historical facts about the impact of parental involvement on student's academic outcomes at Katsina local Government Secondary Schools. As a part of research ethics, the consent letter will be sent to the Head of the Schools and request the attendance register, school calendar, test scores and report cards to obtain the data on parents' attendance at PTA's in school and students' academic performance. The sample participants will be asked by way of consent letters that will be sent by the Head of School. The researcher will collect the questionnaires from the parents after the distribution of the survey.

RESULTS AND DISCUSSION

The researchers distributed questionnaires on the impact of parent's demographic variable on their involvement and un-involvement on their children academic performance. The parents were divided into two groups as follows: Involvement and un-involvement. The demographic variable used are in the study include the age, marital status, educational level, gender and employment of the parents.

The table 1 presents respondents' opinion/rating on demographic Information on marital status of parent involved and un-involved on the academic performance of their children among secondary school in Katsina who took part in the study. The results indicate 100% which

Table 1: Frequency and Percentage of Respondents Demographic Information on marital status of parent involved and un-involved on the academic performance of their children.

Variable	Frequency	% of Distribution
Marital status		
Married	50	100%
Un-married	0	0%

represent the opinion of 50 parents either involved or not involved were found to be married parents.

The table 2 presents respondents' opinion/rating on demographic Information on the age status of parent

Table 2: Frequency and Percentage of Respondents Demographic Information on age status of parent involved and un-involved on the academic performance of their children.

Variable	Frequency	% of Distribution
Age of the parents		
Below 40 years	40	80%
Above 40 years	10	20%
Total	50	100%

involved and un-involved on the academic performance of their children among secondary school in Katsina who took part in the study. The results indicate 80% which represent the opinion of 50 parents either involved or not involved were found to be below 40 years of age. While 20% represents above 50 years of age.

The table 3 presents respondents' opinion/rating on demographic information on the educational status

Table 3: Frequency and Percentage of Respondents Demographic Information on educational status of parent involved and un-involved on the academic performance of their children.

Variable	Frequency	% of Distribution
SSCE	5	10 %
NCE	15	30 %
DIPLOMA	10	20 %
HND, B.A, BSC	10	20 %
B.ED, B.SC (Ed)	5	10 %
Others	5	10 %
Total	50	100 %

of parent involved and un-involved on the academic performance of their children among secondary school in Katsina who took part in the study. The results indicate 5 out of the 50 parents represent 10% had secondary certificate, while 15 parents represent 30% possessed Nigeria Certificate in Education, 10 parents which represent 20% had Diploma certificate, and also 10 parents which also represent 20% had HND and

Bachelors in Science degree and 5 parent which represent 10% had Bachelor degree in Education, while the remaining 5 parents represent 10% had other degree like Doctorate and any other certificate.

The table 4 presents respondents' opinion/rating on demographic information on occupational status of

Table 4: Frequency and Percentage of Respondents Demographic Information on occupation of parent involved and un-involved on the academic performance of their children.

Variable	Frequency	% of Distribution
Employed	30	60 %
Unemployed	5	10 %
Self employed	15	30 %
Total	50	100 %

parent involved and un-involved on the academic performance of their children among secondary school in Katsina who took part in the study. The results indicate 30 out of the 50 parents represent 60% were fully employed, while 5 parents represent 10% were unemployed. 15 parents represent 30% have their own private business and employed others in their own business.

The table 5 presents respondents' opinion/rating on the impacts of parental involvement in student's academic achievement in Home-School relationship among the selected secondary school in Katsina. The results indicate 80% of the respondents opined that their children progressing in their academic activities. 84% agreed that the school is prepared their children for the future. 90% of the respondents among the parent believed that the school of their children gives necessary home work/ assignments to their children. 56% of the respondents

Table 5: Respondent's opinion on the impacts of parental involvement in student's academic achievement in Home-School relationship

ITEMS	NO.	SA	A	D	SD	SA/A%	D/SD%
Communication among teachers, Parents and Students is good	50	15	28	10	5	70%	30 %
Schools completes my child's Particular needs	50	22	18	5	5	80%	20 %
I feel happy filling any complain or discussing the good or problem of my child	50	20	15	7	8	70%	30 %
The teacher of my child school explain how I could support my child	50	20	25	3	2	90%	10 %
The management of my child School has high hopes for my child	50	10	28	6	6	76%	24 %
I am kept well informed how about my child is getting well in school	50	10	25	5	10	70%	30 %

fill happy in filling any complain or discussing good or problem of their children. 90% of respondents agreed that their children teachers explain to them how they could support their children academically. 76% among the parent have the opinion that the management of

their children school had high hope for their children academically. However, 70% among the respondents kept well informed about their children progress in the school. The table 6 presents respondents' opinion/rating on the parent's education and involvement in student's

Table 6: Respondent's opinion on the parent's education and involvement in student's academic performance and the learning experience

ITEMS	NO.	SA	A	D	SD	SA/A%	D/SD%
My child is progressing in his academic activities	50	25	15	5	5	80%	20 %
The school is prepared my child for the future	50	15	27	5	3	84%	16 %
Schools give necessary home work or assignment to my child	50	10	25	3	2	90%	10 %
The parent share their understanding with their student teacher about child learning	50	13	15	10	12	56%	44 %
The parent know and understanding how to help their child in assignment	50	10	12	20	8	44%	56%

academic performance and the learning experience among the selected secondary school in Katsina. The results indicate 80% of the respondents opined that their children progressing in their academic activities.

84% believed that the school prepared their children for the future. 90% agreed that school give necessary home work or assignment to their children. 56% believed that parent share their understanding with their student

teacher about their children learning through visiting the school or sending written not to the teacher through their children. 44% among the respondents among the parent disagree that some parents do not understand how

to solve their student's assignments because of low in academic qualification.

The table 7 presents respondents' opinion/rating on the factors that contributed to the parent's involvement on

Table 7: Respondent's opinion on the factors that contributed to the parent's involvement on their children performance and the learning experience

ITEMS	NO.	SA	A	D	SD	SA/A%	D/SD%
The assignment/home work given to my child affect working at home	50	15	15	10	10	60%	40 %
School provides enough time for children make a positive contribution	50	20	15	5	10	70%	30 %
The school provides enough opportunity to contribute to the community	50	22	8	10	10	60%	40 %
The school trained the child without ethnic bias on races, belief among others	50	25	15	5	5	70%	30 %

their children performance and the learning experience among the selected secondary school in Katsina. The results indicate 60% of the respondents opined that the assignment/home work given to their children affect the working at home. 70% among the respondents believed that the School provides enough time for their children to make a positive contribution in their life. 60% among

the respondents agreed that the school provides enough opportunity for their children to contribute to the community. However, 70% of respondents opine that the school trained their children without ethnic bias on races, and belief among others.

The table 8 presents respondents' opinion/rating on the relationship between staff and other students on

Table 8: Respondent's opinion on the relationship between staff and other students on the parent's involvement on their children academic performance

ITEMS	NO.	SA	A	D	SD	SA/A%	D/SD%
The school encourages health lifestyle	50	15	15	10	10	60%	40 %
The children school is friendly	50	20	20	5	5	80%	20 %
The children school is harmless place and conducive for learning activities	50	25	10	10	5	70%	30 %
The child ask the parent about difficulties taught in school	50	15	15	10	10	60%	40 %
The school management and teachers encouraged the students to behave well	50	15	15	10	10	60%	40 %

the parent's involvement on their children academic performance among the selected secondary school in Katsina. The results indicate 60% of the respondents opined that the school encourages health lifestyle among their children. 80% among the respondents believed that their children school is friendly. While 70% among the parents agreed that their children school is safe and conducive for learning activities. 60% among the parents believed that their children ask the parents about difficulties learn from school. 60% among the respondents agreed that the school management and teachers encouraged the students to behave well because they saw sign of good morals on their children.

The table 9 presents respondents' opinion/rating on the students and their relationship with their colleagues, teacher and parent on their academic activities among the selected secondary school in Katsina. The results indicate 70% of the respondents opined that Parents allow their children to Communicate with their teachers on their education at home. 50% which constitute half of the respondents believed that Parents contact their

children teachers on the home work if they cannot solve their children home work while some contact people in their environment to solve their children home work. While 60% among the respondents among the parents contact their children teachers on the home work if they cannot solve it. 70% among the parents contact their children teachers for advice on their children academic performance

The table 10 presents respondents' opinion/rating on the factors that assist the parent to get involvement in their child academic performance among the selected secondary school in Katsina. The results indicate 50% among the respondents opine that parents have a specific or schedule in the involvement of their children activities. 60% always volunteer to attend their child school to ask about their performance. 70% among the parents always volunteer to attend parents teachers association when invited. 60% among the parents always encourage extracurricular activities such as sports, music etc when their children are at school and at home. 70% among the respondents always encourage their children to ask

Table 9: Respondent's opinion of the students and their relationship with their colleagues, teacher and parent on their academic activities

ITEMS	NO.	SA	A	D	SD	SA/A%	D/SD%
Parents allow their children to Communicate with their teachers on their education at home	50	20	15	8	7	70%	30 %
Children visit their class mate after school hours to solve their home works	50	10	15	20	5	50%	50%
Parents contact their children teachers on the home work if they cannot solve it	50	20	10	10	10	60%	40%
Some parents contact their children teachers for advice on their children academic performance	50	25	10	10	5	70%	30%

Table 10: Respondent's opinion of the Factors that assist the parent to get involvement in their child academic performance

ITEMS	NO.	SA	A	D	SD	SA/A%	D/SD%
Behavioural involvements							
Parents have a specific or schedule in the involvement of their children activities.	50	10	25	10	5	50%	50%
Parents always volunteer to attend their child school to ask about their performance	50	15	15	10	10	60%	40%
Parents always volunteer to attend Parents teachers association when invited	50	25	20	50	5	70%	30%
Affective involvements							
Parents always encourage extracurricular such as sports, music etc when their children are at school and at home	50	22	8	10	10	60%	40%
Parents always encourage their children to ask questions and seek help when needed	50	20	15	7	8	70%	30%
Parents always celebrate their children academic performance at home	50	15	15	10	5	60%	40%
Cognitive Involvement							
Parents always check their children home work, class work and their note	50	20	20	5	5	80%	20%
Parents always provide conducive place to study at home	50	15	20	5	10	80%	20%
Parents always set educational goals for their children	50	15	20	5	10	70%	30%

questions and seek help when needed. 60% among the respondents always celebrate their children academic performance at home. 80% among the parents always check their children home work, class work and their note. 80% among the respondents always provide conducive place to study at home. 70% among the parents always set educational goals for their children

Discussion on the Findings

The study surveyed impact of Parental Involvement on Children's Academic Performance of Secondary School Students in Katsina local Government, Katsina State. The research data was descriptively analyzed in which frequency tables and percentage was used for the analysis of the respondent's demographic information and answer to the research questions.

The findings on the impact of Parents demographic

variable on the academic performance of students at Government Day Senior Secondary School, Kofar Yandaka and Government Day Senior Secondary School, Kofar Sauri, indicated that all involved parents are married. This results show that all parents have positive impacts in the involvement on their children academic performance. The study revealed that parents who are in forty and bellow age bracket are more actively involved in their children academic performance than parents above forty years old. The study also revealed that the majority of involved parents in their children academic performance had bachelor degree in sciences and education, while some had other form of educational qualification. This study indicates that majority of the parents who has higher qualification contributed immensely toward their children academic performance. The study revealed that majority of the parents are employed under government

agencies, private organization while others are self employed. The school management also revealed that the socio-economic status of parents had positive impacts in the children academic performance, If the parents did not pay their children school fees not providing the necessary and relevant text book for their children it affects their children academic performance negatively.

The study revealed Respondent's opinion on the impacts of parental involvement in student's academic achievement in Home-School relationship. The involvement of parents in allowing their children's relationship from home and school had positive impacts on the children academic performance. It helps the parents and teachers to understand the problem of a child in his academic activities and provide solutions to it and at the same time to prevent the occurrence of the problem.

The study also revealed Respondent's opinion on the parent's education and involvement in student's academic performance and the learning experience. The study indicates parents involvement in student's academic performance and the learning experience of their children tend to be perform excellent in their study, while those parent neglecting the involvement in learning experience of their children had effects on their learning process.

The study revealed some factors that contributed to the parent's involvement on their children performance and the learning experience which are as follows: Giving home students work by teachers, proving enough time for student, contribute to the community, training the child without ethnic or religious bias. The study indicates that any parents that put these factors into cognizant and supervise the children very well will contribute positively to the academic performance of the children.

The study also revealed the opinion on the relationship between staff and other students on the parent's involvement on their children academic performance. There must be a good relationship between the staff, the student, the teacher and management this will definitely have positive impacts on the student's academic performance.

CONCLUSION

The study surveyed Impact of Parental Involvement on Children's Academic Performance of Secondary School Students in Katsina local Government, Katsina State. Three research question were asked to guide the study and each question was digested into ten items statement to ease understanding of the questions for the respondents. The descriptive statistics used for analysis of the data indicated that the respondents have unanimously agreed with some item statements and disagreed with others in each cluster as such, the study concluded that:

The results of this research found that with regards to the impact of level of parental involvement on their children's academic performance. The result found that students with highly involved parents had better academic performance and higher test scores in all the subjects than students with parents who were not involved.

RECOMMENDATIONS

In line with the findings of this study, it is recommended that:

1. Teachers and school managements of the school need to change their approach and attitude in dealing with parents, so that parents will feel welcome and comfortable to ask about their children progress.
2. Parent teacher's association meetings should be organized frequently through the year to help parents remain involved and aware of strengths and weaknesses of their children.
3. State ministry of education and local government council should design programs which enable parent's involvement in child education at school and home.
4. Parents should be allowed to visit their children in the school when they wish and explain to the teachers and the management on what they observed from their children
5. The schools' administrator should take necessary steps to encourage parents in participating to enhance their children's academic outcomes and developing their skills in reading and numeracy at an early age.

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