



## **RELATIONSHIP BETWEEN PARENTS HOME PARTICIPATION IN PRIMARY SCHOOL PUPIL'S LEARNING AND PUPIL'S ACADEMIC ACHIEVEMENT IN ANAMBRA STATE, NIGERIA**

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### **Abstract:**

The study sought to determine the relationship between parents' home participation in primary school pupil's learning and pupil's academic achievement in Anambra State, Nigeria. The study was guided by five research questions and two null hypotheses. A correlational research design was used. Disproportionate stratified sampling technique was used to select a sample size of 1,680 students from a population of 90,411 primary school pupils in Anambra State. The instrument for data collection was a questionnaire titled "Parental Participation Questionnaire (PIQ)". It has internal consistency reliability coefficient alpha of 0.78. The instrument was used to collect data which was administrated through the direct delivery approach. Research questions 1, 2, and 3 were answered using a range of aggregate scores, research questions 4 and 5 were answered using Pearson Product Moment Correlation Coefficient while the null hypotheses tested using a t-test for correlation. Findings from the study revealed among others that there is a very low positive relationship existing between the primary school pupils' parental participation in learning and their academic achievements in the English Language. Also, the findings revealed that there is a very low negative relationship existing between the primary school pupils' parental participation in learning and their academic achievements in Mathematics. Based on the findings, it is recommended among others that guidance counsellors and school administrators should work together to help create fun and engaging educational programs that could engage parents in-home learning for their children as that may likely go a long way to help enhance their academic achievement.

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**Keywords:** parents' involvement, child's learning, academic, achievement, pupils, primary school

## 1. Introduction

Education is generally expected to be of high quality for producing sound and high-quality products that can contribute to the national growth of the economy. Therefore, it will most likely be every nation's dream to become the bastion of such quality education where every child has a high scholastic standing and whereby they can achieve their target of attaining excellence based on their skill, commitment, and hard work. Such a goal can seem unattainable, however, if parents, teachers, and other stakeholders do not work harmoniously to achieve such a noble goal, particularly among primary school children.

In situations where the standard of education at the primary level is compromised, schools may not have sufficient information, skills that a country needs in its people to ensure the impactful role of education in national growth. Accordingly, the United Nations Education and Science Cultural Organizations (UNESCO, 2010) noted that most of the pupils who attend primary education in developing countries do not master cognitive basic skills as evidenced by low performance in primary school examinations. This situation is likely to be worse in countries like Nigeria that provide and use public examination as the basis for important decision-making on education and vocational future of pupils.

Thus, the academic achievement of the pupils in schools today has become a source of concern for stakeholders such as parents, teachers, counsellors and others as their goal of achieving optimum academic achievement appears to have not been achieved. School children's academic achievement may be clarified in terms of the grades earned in subjects, a course, or class classes. It is therefore a measure of performance by which the key outcomes of education are reflected in terms of learning, that is, improvements in individuals' information, skills, and attitudes as a result of their experiences within the school system. Academic achievement, according to Wilson (2012), is characterised as the outcome of education, to what degree a student/pupil, teacher, or institution has achieved its educational goals.

Academic achievement may also reflect performance outcomes that indicate to what degree an individual has achieved specific goals that have been the subject of activities in educational environments as primary, secondary, or university (Fan, Williams & Wolters, 2011). In the context of this study, however, academic achievement is defined as pupil achievement scores which indicate their scholastic standing in schools, using curriculum-based parameters such as grades or performance scores on the English Language and Mathematics achievement test as an educational benchmark.

Academic achievement according to Demir (2012) is classified into two categories; high and low. High academic achievement is conceptualised as an acceptable level of

success in academic tasks whereas low academic performance in academic tasks is considered a deficient or weak result. This means that in each of the subjects, a student who achieves good grades or high scores has achieved high in the academic field, whereas those with bad grades or lower scores suggest poor academic achievement. While every child's aim is to achieve high academically, this seems to have become a daunting task in Nigeria today because of the consistent record of poor public examination results, especially in core subjects as Mathematics and English Language.

English Language and Mathematics are imposed as compulsory subjects every child is required to score at least a credit pass in primary school. It is commonly used in English as a medium of communication at all stages of the Nigerian education system. The Federal Republic of Nigeria (FRN, 2013) has therefore pointed out that English is to be taught as a subject at each level of education and while also being used as a medium of instruction. On the other hand, mathematics is seen as the foundation for modern science and technological advances and can also allow students to think clearly and logically, even as it can enable them to solve basic practical problems which they may meet in later life.

Having observed the importance of English Language and Mathematics at primary education level in Nigeria as a compulsory subject that every pupil needs to pass, Ubulom and Adoki (2016) pointed out that there are still fears in the minds of educational experts, academics, parents and members of society that primary school pupils perform poorly academically, especially in the core subject areas. This is based on what was observed by Sanubi and Akpotu (2015) as a result of declining educational quality in Nigeria which is believed to be due to the poor foundation of primary education.

Based on the concern and persistent public outcry, the Federal Ministry of Education (FME, 2015) monitored the efficacy of primary school system performance in three areas of knowledge: literacy (English), numeracy (mathematics) and life skills (social studies, health education, basic science, home economics, etc.). Consequently, the Federal Ministry of Education posted 25.1 percent, 32.2 percent, and 32.6 percent respectively on the literacy, numeracy, and life skills tests. While performance was generally poor, it was noteworthy that pupils were less knowledgeable about English language skills and showed comparatively less comprehension of mathematical tasks.

Certainly, such a condition does not give positive indicators for the pupils or any of the educational stakeholders. An example of the obvious inference is that the academic performance of pupils decides, to a large extent, whether a pupil would have the ability to pursue his or her education (e.g., to attend secondary school or university) and affects their professional career after schooling depending on the educational degrees one achieves. Moreover, in addition to the significance of a person, academic achievement is of vital importance for a nation's wealth and prosperity.

Many academic experts (such as Adepoju & Oluchukwu, 2011; Adewumi, Olojo & Falemu, 2012; Marc, Maria, Peter & Susan, 2012) identified factors that had the greatest

effect on this trend. The identified factors included shortcomings that occurred in early educational settings and escalated from year to year; the failure of the child to recognise the true value of being academically skilled; and the propensity of students, parents, teachers, educators, and school systems to play the blame game when it comes to responsibility and accountability.

Amid the blame game, it has become abundantly apparent to many that primary level schooling is an important means of adequately exposing children to a complex and diverse environment. Parents are crucial in the everyday life of the children at such a critical stage, and can thus play a significant role in the education of their children. Hence their involvement in the education of the child may be one of the most critical aspects of academic achievement that could strengthen the relationship between home and school. Thus, Antoine's study (2015) revealed that the active participation of parents helps to increase and promote a child's interest in school and foster academic growth.

Parent participation in learning for their child could be multifaceted and multidimensional. For example, Hill and Tyson (2009) used a classification that, in addition to being thrifty, allows for a fair assessment of the evidence of parental involvement, suggesting three definitions of the term: academic socialisation, school-based participation, and home involvement. The first refers to the standards, interest, and usefulness that the families impose on education, which is the aspect that is closest to academic success. Participation in the school includes attendance of parent-teachers and other events, assistance with school activities, and the ability to participate in the running of the school.

Parent participation at home, on the other hand, includes encouragement and cultural opportunities, interaction on school matters, and direct homework assistance. In general, this research discusses the two dimensions of home-based engagement: homework assistance and supervision, and education process engagement and help. Accordingly, in the sense of this study, parental involvement in the home is described in this study as parents involved in engaging in the learning of the child, knowing what assignments are due, expecting quality work from the child, checking with questionable grades and occurrences, providing materials and time for projects, expecting homework or reviewing daily, seeking to know what the teacher expects and giving necessary home support.

The presence of parents in the education of their children may have a positive impact on their learning performance. Therefore, it is assumed that if parents engage positively in the learning of their children, their academic performance would definitely be improved. However, looking at primary school pupils' academic achievement, available statistics have shown that Anambra State's overall academic achievement rating of learners which is above average in the country, has in recent time remained steadily in decline, particularly in core subjects such as English and Mathematics. For example, Elekwa (2018) observed that although the pupils had generally performed well in the examination of the First School leaving certificate, close inspection of the results showed

that their performance in English Language and Mathematics was significantly lower than expected.

Research reports according to Abuya, Ngware, Hungi, Mutisya, Nyariro, Mahuro, and Oketch (2014) showed that learners enjoying parental participation in their schooling substantially increased their educational expectations compared to those not subjected to complete parental participation. From the Abuya et al. study and those from recent studies in Nigeria, such as Akunne (2018) and Fajoku, Aluede, and Ojugo (2016), there is evidence that parental involvement in schooling for their children has a long way to go in shaping and influencing the educational outcome of their children.

Many of these studies were conducted both within and outside Nigeria but primarily concentrated on secondary school students. Few of the studies done on primary school pupils did not cover the current study's geographic reach, as they were done outside the current study area. Therefore, this current study aims to add further data to the few existing literatures and to further assess the relationship between the perceived parental participation in the learning of primary school pupils and the academic achievement of pupils in Anambra state.

### **1.1 Purpose of the Study**

The main aim of this study was to determine the relationship between the home participation of parents in the learning of their children in primary school and the academic achievement of pupils in the Anambra State. The research had specifically tried to find out:

1. Distribution scores of primary school pupils' parental participation in their learning in Anambra State.
2. Academic achievement distribution scores of primary school pupils in English Language in Anambra State.
3. Academic achievement distribution scores of primary school pupils in Mathematics in Anambra State.
4. The relationship between primary school pupils' parental participation in learning and academic achievement in English Language in Anambra State.
5. The relationship between primary school pupils' parental participation in learning and academic achievement in Mathematics in Anambra State.

### **1.2 Significance of the Study**

The findings of the study would be significant to pupils, parents, teachers, guidance counsellors, the school, and future researchers.

The results of this study would support school pupils as the relationship between parental participation in primary school pupils' learning and academic achievement will be an indicator of whether parents are doing well and making substantial contributions to the success of their children. This would also indicate the potential need for a

supportive environment where support from parents would contribute to a positive outcome.

Study results can also be helpful to parents. The result of this study would show how parents' participation in the learning of their children could encourage and probably enhance or impede the academic achievement of their children. Such awareness is likely to educate parents about the value of their contributions to the academic achievement of their children.

Findings from this study would benefit school and the school guidance counsellors. The guidance counsellors act as a bridge between the school, the pupils and the parents, thus understanding the relationship between the participation of parents in the learning of their children and the academic achievement will help them to advise and guide the pupil in resolving parent-related and child-related issues.

### **1.3 Research Questions**

The following research questions guided the study.

1. What are the distribution scores of primary school pupils' parental participation in their learning in Anambra State?
2. What are the academic achievement distribution scores of primary school pupils in English Language in Anambra State?
3. What are the academic achievement distribution scores of primary school pupils in Mathematics in Anambra State?
4. What is the relationship between primary school pupils' parental participation in the child's learning and academic achievement in English Language in Anambra State?
5. What is the relationship between primary school pupils' parental participation in the child's learning and academic achievement in Mathematics in Anambra State?

### **1.4 Hypotheses**

The following null-hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between primary school pupils' parental participation in the child's learning and academic achievement in English Language in Anambra State
2. There is no significant relationship between primary school pupils' parental participation in the child's learning and academic achievement in Mathematics in Anambra State.

## **2. Materials and Methods**

### **2.1 Research Design**

The study was conducted using a correlational research design. The reason for using the research design was to establish the relationship that exists between variables; parental

participation in child's learning and marital academic achievement of primary school pupils in Anambra State.

## 2.2 Participants

The sample for this study is 1,680 pupils selected from a population of 90,411 pupils in public primary schools in Anambra State. Multi-stage sampling method was employed in selecting the sample size.

## 2.3 Instruments Data Collection

The instruments for the study comprised of parental participation questionnaire developed by the researcher and achievement score sheet derived from the schools. The instruments are described as follows: Parental Participation Questionnaire (PIQ); this contains 18 items on the specific things that parents do or need to do to show participation with their children that are likely to affect the academic achievement in schools. In essence, it provides pupils' opportunity to rate their participation with their parents and the parents' contribution to their success in schools. The questionnaire has 4-point response options which ranged from Strongly Agree to Strongly Disagree, and has weighted values of 4, 3, 2, 1 respectively.

The pupils' achievement scores were derived from the score sheet comprising the pupils' achievement scores in Mathematics and English language, and indicating their individual names and scores in each of the subjects and end of the term. The achievement scores of the participants were reported as aggregate scores, ranging from 0 -100.

## 2.4 Data Collection and Analysis

All the participants for the study whose names appeared in the examination score sheets were administered the parental participation questionnaire through direct delivery approach. The data collected for the research questions were analysed using Pearson Product Moment Correlation Coefficient (Pearson  $r$ ), while the null hypothesis was tested using t-test of correlation.

## 3. Results and Discussion

In this section, the data collected from the field for this study were analysed and the summaries presented in tables and charts to highlight the findings as follows:

**Research Question 1:** What are the distribution scores of primary school pupils' parental participation in their learning in Anambra State?

**Figure 1:** Distribution Scores of primary school pupils' parental participation in their learning in Anambra State

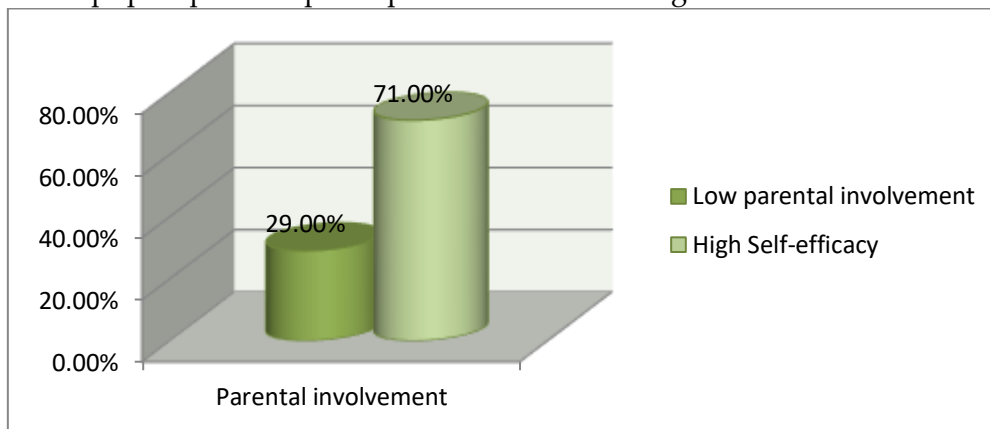
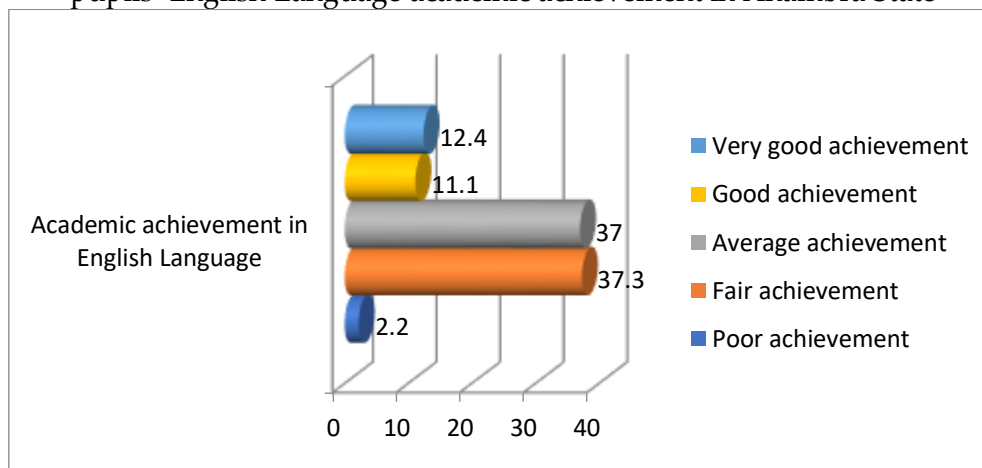


Figure 1 shows that 420(29.0%) of primary school pupils rated their parental participation low while 1027(71.0%) of primary school pupil rated their parental participation high.

**Research Question 2:** What are the academic achievement scores of primary school pupils in English Language in Anambra State?

**Figure 2:** Distribution Scores of primary school pupils' English Language academic achievement in Anambra State



In Figure 2 above, it was observed that 540(37.3%) and 536(37.0%) of the primary school pupils with the scores ranging from 40 to 59 have fair and average achievement in English language respectively, while 161(11.1%) and 179(12.4%) of the pupils who scored between 60 to 100 have good and very good achievement in English language in Anambra state.

**Research Question 3:** What are the academic achievement scores of primary school pupils in Mathematics in Anambra State?



**Figure 3:** Distribution Scores of primary school pupils' Mathematics academic achievement in Anambra State

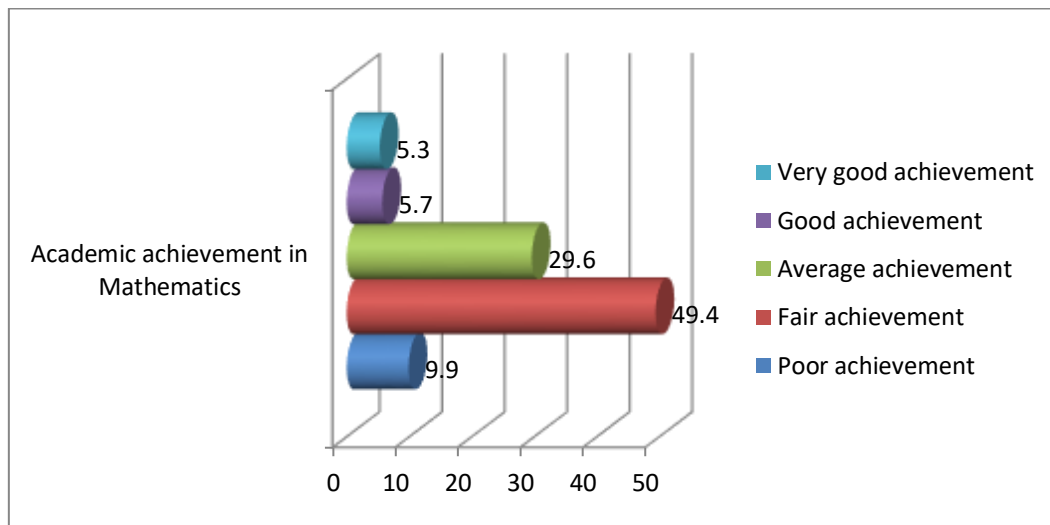


Figure 3 revealed that 716(49.4%) and 428(29.6%) of the primary school pupils with the scores ranging from 40 to 59 have fair and average achievement in Mathematics respectively, while 144(9.9%) of the pupils who scored between 0 to 39 have poor achievement in Mathematics in Anambra state.

**Research Question 4:** What is the relationship between primary school pupils' parental participation in the child's learning and academic achievement in English Language in Anambra State?

**Table 1:** Pearson r on the relationship between parental participation in learning and academic achievement of primary school pupils in English Language

Variables	N	Parental Participation r	Eng. Achievement r	Remark
Parental Involvement	1448	1	.036	Very low Positive Relationship
English Lang. achievement	1448	.036	1	

Table 1 revealed that there is very low positive relationship of 0.036 existing between the primary school pupils' parental participation in learning and their academic achievements in English Language in schools in Anambra State.

**Research Question 5:** What is the relationship between primary school pupils' parental participation in the child's learning and academic achievement in Mathematics in Anambra State?

**Table 2:** Pearson r on the relationship between parental participation in learning and academic achievement of primary school pupils in Mathematics

Variables	N	Parental Participation r	Mathematics Achievement r	Remark
Parental Involvement	1448	1	-.036	Very low negative Relationship
Mathematics achievement	1448	-.036	1	

Table 2 revealed that there is very low positive relationship of -0.030 existing between the primary school pupils' parental participation in learning and their academic achievements in Mathematics in schools in Anambra State.

### 3.1 Testing the Null Hypotheses

**Null Hypothesis 1:** There is no significant relationship between primary school pupils' parental participation in the child's learning and academic achievement in English Language in Anambra State.

**Table 3:** Test of Significance of Relationship between Parental Participation and Academic Achievement of primary school pupils in English Language

Correlation Coefficient ( $\gamma$ )	N	df	pvalue	Cal.pvalue	Decision
.036	1448	1447	.05	.000	S

S = Significant

Table 3 revealed that at 0.05 level of significance and 1447df, the calculated r 0.036 has Pvalue 0.000 which is less than the critical Pvalue 0.05. Therefore the null hypothesis is rejected. That there is a significant relationship between primary school pupils' parental participation in the child's learning and academic achievement in English Language in Anambra State.

**Null Hypothesis 2:** There is no significant relationship between primary school pupils' parental participation in the child's learning and academic achievement in Mathematics in Anambra State.

**Table 4:** Test of Significance of Relationship between Parental Participation and Academic Achievement of primary school pupils in Mathematics

Correlation Coefficient ( $\gamma$ )	N	df	pvalue	Cal.pvalue	Decision
-.030	1448	1447	.05	.197	NS

NS = Not Significant

Table 4 revealed that at 0.05 level of significance and 1447df, the calculated r -0.030 has Pvalue 0.197 which is more than the critical Pvalue 0.05. Therefore, the null hypothesis is

accepted that there is no significant relationship between primary school pupils' parental participation in the child's learning and academic achievement in Mathematics in Anambra State.

### **3.2 Discussion**

The findings of the study are discussed as follows:

#### **a. Parental Participation on Primary School Pupils Learning**

Study results showed that most primary school pupils scored their parental involvement high in their learning. This means parents are keenly interested in learning about their children. The result is consistent with Topor, Keane, Shelton, and Calkins (2010), whose research explored the involvement of parents in education for children. The Topor research, et al's result suggested a moderate to a high degree of parental involvement in the child's education. The possible outcome of this is that children are expected to do well and grow well overall and vice versa when parents are actively participating in children's education.

According to Olatonye and Ogunkola (2008), this will mean that parents are involved in supporting children with homework, promoting reading, attending school, participating in school-based events such as attending a meeting with the Parent-Teacher Association (PTA) and consulting with teachers and counsellors to improve their children's skills at home. These findings could be attributed to the notion that the primary school years tend to present crucial opportunities for the development of parents' participation in their children's early education.

As Powell, Son, File, and San-Juan (2010) have noted, the active involvement of parents in the learning of their children at such a crucial stage has been shown to boost their academic performance. It is such that parents, who are interested in educating their child, are acquainted with school goals and procedures. Primary school pupil parents may get interested in their children's learning because they share in the success and development of their children.

#### **b. Academic Achievement of Primary School Pupils**

The findings of the study further revealed that the majority of the primary school pupils have fair and average achievement in both English language and Mathematics respectively. This means that the pupils' academic achievement in the English language was neither very good nor poor; rather, the performance was within average. This is an affirmation of the notion that there is a general low academic achievement among learners in Nigeria. The finding in this study agrees with Adeyemi (2014) and Akpan, Ojinnaka and Ekanem (2010). Although Adeyemi performed a comparative analysis between private and public primary schools on the academic performance of pupils, Akpan et al. contrasted the academic performance of primary school children with behavioural disorders. Both reports have reported below-average academic performance of pupils. Similarly, the research of Ubulom and Adoki (2016) also conforms to the results

of the current report. The study revealed a low level of academic achievement in written English in public primary schools among male and female pupils.

The above results could be clarified by analysing factors that appear to affect students' academic performance such as teacher factor, supportive parents, school environment, peer influencing context factors among others. It is noteworthy that teachers play a significant role in achieving the high expectations of academic achievement that are being increasingly emphasised in schools and education systems worldwide. However, Panferov (2010) argued that families in which the parents are socially, educationally and economically advantaged encourage a high degree of achievement in their children.

### **c. Relationship between parental participation and academic achievement of primary school pupils**

Findings of this study revealed that there is the low positive relationship existing between the primary school pupils' parental participation in learning and their academic achievements in the English Language. The findings further revealed that the relationship between the primary school pupils' parental participation and academic achievement in the English Language is significant. This indicates that there is a strong association between parents' participation in the learning of their primary school children which could lead to a higher or lower academic achievement of those children in subjects like the English language.

The finding of this study is consistent with Antoine (2015) whose study investigated whether or not there is a correlation between parental participation and student academic achievement. Study participants were tested for associations between the degree with which their parents participate in their academic life and the subsequent academic performance. Antoine's research showed that active participation of parents tends to enhance and promote the interest of a child in education, and promotes their academic achievement. The finding is also consistent with Amponsh, Milledzi, Ampofo and Gyambra (2018) and Fajoju, Aluede and Ojugo (2016). Fajoju, Aluede and Ojugo's study investigated the relationship between parental participation in children's education and the academic achievement of primary six pupils. The study revealed that parental participation significantly influenced pupils academic achievements in three core subjects, English Language, Mathematics and Integrated science in primary school and that the higher the parental involvement, the higher the achievement of pupils in the three core subjects.

In addition, in this study, it was found that there is a very low positive relationship of -0.030 between parental participation in learning of the primary school pupils and their academic achievements in mathematics. The findings further revealed that in Mathematics the relationship between parental involvement of primary school pupils in the learning of the child and academic achievement is not important. This indicates that there is a correlation between the two variables which will result in a substantial increase in the other. This indicates that pupils whose parents are interested in mathematics are

more likely to do well and achieve more than other pupils whose parents are less involved in their learning.

Parents' participation in their children's learning thus included a number of different activities that they participated in to promote their children's learning in primary school. These findings emphasise the importance for both parents to establish and maintain a good working relationship throughout their children's school years, especially at the primary schools level. Findings, such as this, confirm that parents' support and participation in their child's learning is and will continue to be an important factor in young people's academic development and achievement through primary school.

In addition, the study results showed that active parental involvement is crucial to the academic achievement of pupils. It showed that through the children would achieve more in school when parents were involved in their children's school lives at home. Better outcomes were imposed upon the pupil when parents were involved. Overall, the reactions of the pupil have a significant effect on the extent of parental engagement activities at home with their child and the educational achievement of their child.

#### **4. Conclusions**

Based on the findings of the study, the following conclusions are made: there is a significant, very low positive, significant association between parental participation in learning of elementary school pupils and their academic achievements in the English language. There is a very low negative non-significant association between parental involvement in the learning of primary school pupils and their academic achievements in mathematics.

##### **4.1 Implications of the Study**

Based on the findings of the study, the following implications of the study were observed. Study findings on the relationship between parental participation and academic achievement of primary school pupils by students indicate the need to maintain good parental engagement in learning, particularly as it concerns those children at primary school level of education. Therefore, the schools will definitely see the need to adopt and enforce measures to help increase the quality and continuity of parental engagement with their children, both at home and at school.

##### **4.2 Recommendations**

Based on the findings of this study, the following recommendations are made:

1. Guidance counsellors and school administrators should work together to help create fun and engaging educational programmes that could engage parents in

home learning for their children as that may likely go a long way to help enhance their academic achievement.

2. Parents should increase their commitment to involve themselves in the learning of their children by taking the lead position in encouraging the learning efforts of their children, such as taking home assignments and assessing their notes.
3. In cooperation with the school management, the Ministry of Education should strengthen adult literacy programmes in the city where parents would be sensitised to their roles and responsibilities in the learning of their children.

### **Acknowledgements**

We would like to thank God Almighty for giving us the strength, knowledge and the ability to undertake this research and complete it satisfactorily. We thank our colleagues from Nnamdi Azikiwe University whose insight and scholarly contributions assisted the research process. We are also grateful to primary school teachers whose assistance greatly facilitated the research process. Finally, we thank the anonymous reviewers for their insights.

### **Conflict of interest statement**

The authors certify that there are no affiliations with or involvement in any organization or entity with any financial interest or non-financial interest in the subject matter or materials discussed in this manuscript.

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