



## **Relationship between Parents' Involvement and Children's Educational Attainment in Maiduguri Metropolis, Borno State, Nigeria**

YAGANA S. WALI, FATHI AHMAD ABULFATHI,  
ABUBAKAR HAMMAN, HAUWA MUSTAPHA MOHAMMED  
University of Maiduguri, Nigeria

YAGANA ALHAJI ABBA  
Borno State University, Nigeria

**Abstract.** The study used a correlation design to determine the relationship between parental involvement and academic achievement of children in Maiduguri Metropolis, Borno Nigeria. The research population was composed of households from 15 electoral constituencies in Maiduguri, five of which were selected at random and represent 20 percent of the total population. In accordance with the Smith (1975) recommendation for smaller samples. A purposive sample technique was used to draw 200 households as sample size. Data were collected using a self-developed questionnaire called Parental Involvement and Educational Achievement (PIEA), which was validated by experts who focused on the validity of the face and content. In addition, a pilot study was conducted in two wards not included in the main sample to evaluate the reliability of the tool. The reliability was measured by Pearson correlation coefficient of 0.05. Both Pearson's moment correlation coefficient and multiple regression methods have been used to analyze the relationship between educational attainment and parental involvement. The results showed a significant correlation between children's educational attainment and parental involvement. It was therefore recommended that school authorities should organize occasional events such as PTA meetings, symposia, cultural days, teacher days and children's days in which parents are invited to discuss home environment variables related to children's educational attainment.

**Keywords:** Parents' Involvement, Parents' Educational Background & Educational Attainment.

### **1. Introduction**

The nature and quality of the educational journey and growth of children are shaped by various elements, including governmental policies, community values, peer influences, and the educational institution itself. Nevertheless, two key entities that play a significant role in the upbringing and advancement of children are the family and the school. Additional influences from the broader society are reflected in the opportunities and experiences offered by these institutions.

The formation of a child's home or family environment is clearly an important and complex process, which has been examined mainly from the perspective of parental influence. Family plays an important role in children's educational attainment and school performance. It is widely believed to be the primary determinant of child development. The relationship between parent involvement and children's educational performance is attributed to a wide range of variables, as family influence is not simple (Walburg & Marjoribanks, 1976). It is not only characterised by the relationship between the child and the other household occupants, but is also complicated by a wide range of external influences. It is also considered to be a complex issue, involving social, cultural, economic and personal factors. As the primary socialization agent, the family provides a network of physical, social, and intellectual forces and factors that always influence the education and development of the child.

Parental involvement refers to the degree of parental involvement in the education of their child. It involves both parental commitment and active involvement in the school and the student. Vandergrift and Green (1992) identify two basic elements which together define the concept of parental responsibility. The first is the level of commitment to support the child, which may include actions such as motivation, empathy, comfort and understanding. The second component includes observable parental activities and involvement, such as tangible action taken. This combination of level of commitment and active involvement is what defines a committed parent.

While a strong direct relationship between Socio-Economic Status (SES) and education attainment is acknowledged, researchers claim that motivated families, regardless of their SES, can and do help their children attend higher level of education and improve school performance through several types of involvement. Research documenting the relationship between parental involvement at home and in school and school attainment concludes that differences in the achievement levels of working class and middle-class children is more explained by the nature of child-parent and parent-school interactions than by characteristics of SES (Conway & Houtenwille, 2008).

A review by Henderson & Paik (1997) of sixty-six studies on the subject of parental involvement concluded that the most accurate predictor of students' achievement in school is not income or social status, but the extent to which families are able to create a home environment that supports learning; communicate high and reasonable expectations for their children's achievement; and become involved in their children's schools. Programmes designed to foster linkages between families and schools have been shown to help compensate for limited family resources and effectively alter the traditional relationship between SES and school performance. This was corroborated by Flouri and Buchanman (2004) that parental involvement is a more powerful force than other family background variables such as social class, family size and level of parental education.

Gianzero (2001) reported that family practices of involvement is strongly related to socioeconomic background and there it is more important variable in determining whether and how students' progress and succeed in school. By encouraging their children and assisting on homework, parents can set example for their child, which is powerful and positive. Gianzero (2001) asserted that when schools work together with families to support learning, children tend to succeed

not just in school, but throughout life. When parents are involved in their children's education at home, they do better in schools. Conway & Houtenwille (2008) also found that parental involvement has a strong positive effect on student achievement.

Berthelsen & Walker, (2008), studied the nature of parental involvement in children's education in the early years of school as well as the relationship between parental involvement and children's learning competence. The analyses use Wave 2 data from Growing Up in Australia: The Longitudinal Study of Australian Children (LSAC) for children in the kindergarten cohort, who were recruited at age 4 into the study. At the time of the Wave 2 data collection in 2006, these children were in Year 1 and 2 at school. Research findings on parental involvement revealed that there is variation in levels of parental involvement in children's learning at home and at school and is strongly influenced by family socio-economic status. Parents in families with lower SES often have fewer years of education and, possibly, have had more negative experiences with schools. They may feel unprepared to be involved. Parental involvement may also vary because of differences in ethnic and cultural backgrounds between parents and teachers.

Parental involvement in their children's learning positively affects the child's academic performance (Fan & Chen, 2001). Fennstein & Symons (1999) agreed with this and concluded that it works in both primary and secondary schools. Melhinsh et al., (2001) discovered that parental involvement in children's learning leads to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school. In this context, this study seeks to determine the relationship between parental involvement and students' educational attainment in Maiduguri Metropolis, Borno State, Nigeria

### 1.1 Statement of the Problem

Despite the importance of education in shaping children's futures, many children in Maiduguri, particularly in semi-urban areas, still struggle academically. Research has consistently shown that parental involvement is a key factor in the performance of children. Many parents face barriers to involvement due to inadequate sensitization, limited educational resources and socio-economic constraints. It is therefore necessary to identify the specific aspects of involvement which determine children's educational attainment. The aim of this study is to determine the relationship between parental

involvement and children's educational attainment in Maiduguri Metropolis, Borno State, Nigeria

### 1.2 Objectives of the Study

The Objective of the study is to determine the relationship between parental involvement and children's educational attainment in Maiduguri Metropolis, Borno State, Nigeria

### 1.3 Hypothesis

The following null hypothesis was tested:

There is no significant relationship parental involvement and children's educational attainment in Maiduguri Metropolis, Borno state, Nigeria.

## 2. Literature Review

Several past researches have reported positive correlation between parental involvement and children educational attainment. For example, Erlendsdottir (2010) investigated how parental involvement at Combretum Trust School in Namibia affects the schooling and academic achievement of students. In this case study a qualitative research approach was used. Data was gathered by interviewing parents of seven students at Combretum Trust School in Windhoek. The main findings are that all the parents who were interviewed are highly involved with their children's education. They have high expectations towards their children's education and their future. In addition, they are all quite vocal about their expectations to their children. The parents all recognize the importance of staying involved with their child's education and participate fully.

Barnard (2004) looked at the association between parental involvement in elementary school and student success in high school and concluded that early parental involvement in a child's education promotes positive long-term effects. Conversely, Bronstein et al. (2005) found a lack of guidance by parents of fifth grade students to be related to poor academic achievement. Hill & Tyson (2009) reported various types of parental involvement to be positively associated with academic achievement through a meta-analysis of 50 studies, with the exception of parental help with homework. Fan & Chen (2001) found that parental expectations for their child's educational achievement have the strongest relationship with students' academic achievement, while home supervision has the weakest relationship. The relationship between parent involvement and educational achievement was also found to be stronger

for global achievement indicators such as cumulative GPA rather than for subject-specific indicators (Pete & Neilson, 2009).

According to Hilton (1998) cited by Atta et al. (2014) "Parent participation has positive influence on students' educational attainments is so naturally appealing that it has considered an important ingredient for the remedy of many problems in education. A meta-analysis was conducted to produce the quantitative literature about the relationship between parental involvement and students' educational attainments, the findings expose meaningful relationship between parental involvement and educational attainments. Through moderator analysis, it was revealed that parental expectation for children's academic achievement has the strongest relationship with student's educational attainments. Furthermore, the effect of parental involvement (in terms of providing a home learning environment) on achievement and cognitive development has been explored in recent studies of English pre scholars (Melhuish et al., 2001). Sylva et al. (1999) ran a longitudinal study (The Effective Provision of Pre School Education Project, EPPE) to assess the attainment and development of children between the ages 3 to 7 years. More than three thousand children were recruited to the sample which investigated provision in more than 100 centers. A wide range of methods were used to explore the effects of provision on children's attainment and adjustment. The idea of a 'home learning environment' (HLE) was devised to describe a range of learning related provision in the home as reported by parents. HLE included reading, library visits, playing with letters and numbers, painting and drawing, teaching (through play) the letters of the alphabet, playing with numbers and shapes, teaching nursery rhymes and singing.

Atta et al., (2014) carried out a research work that focused on the "comparative study of parental involvement and private tuition regarding educational attainments of students at secondary school level". A sample of 80 students of 10th class from ten different secondary schools was taken. To analyze the results t-test was used. In this comparison it was conducted that parental involvement turn out significant effect on student educational attainments as compared to private tuition. On the bases of results researcher has analyzed that when parents involve in the studies of their children then their educational attainments are high as compared to private tuition.

Nyarko (2007), conducted a research in Ghana to investigate, (1) factors that predict parental involvement, (2) the relationship between parental home and school involvement and the educational

achievement of adolescents, (3) the relationship between parental authoritativeness and the educational achievement of adolescent students, (4) parental involvement serving as a mediator between their authoritativeness and the educational achievement of the students, and (5) whether parental involvement decreases as children reach adolescence. Two hundred and thirty-nine (239) students from diverse socio-economic backgrounds between the ages of 15 and 20 as well as their teachers took part in the study. The results indicated a positive and significant correlation between mothers and fathers' home involvement and the academic achievement of the students. Mothers' school involvement, but not the fathers' was also positively and significantly correlated with the educational achievement of the students.

However, with respect to stepparents, grandparents, and other guardians, their home and school involvement activities were found to be non-significant to the academic achievement of the students. Mothers' occupational status emerged as the best predictor of mothers' home involvement followed by nature of school, mothers' marital status, and program of study; whereas nature of school was the best predictor of mothers' school involvement, followed by mothers' occupational status, and program of study. Nature of school was the only factor that predicted fathers' home involvement. Furthermore, mothers and fathers' authoritativeness were positively correlated with the students' educational achievement whereas the authoritativeness of stepparents, grandparents, and other guardians were not significantly correlated with the school achievement of the students. Finally, parental involvement played a mediation role between their authoritativeness and the educational achievement of the students. The findings highlight the importance of parental involvement in adolescents' school success.

Moreover, Olatoye & Agbatogun (2009) investigated parental involvement as a correlate of pupils' achievement in mathematics and science in Ogun State, Nigeria. The descriptive survey research design was employed to carry out this study. Four hundred and eighty (480) pupils from thirty primary schools in Ogun State, Nigeria were randomly selected for this study. The results showed that parental involvement is

an important predictor of mathematics and science achievement. There exists a significant difference in the parental involvement of public and private primary school pupils ( $t = -9.68, p < 0.05$ ). Private school pupils enjoy more parental involvement than their counterparts in the public schools.

### 3. Methodology

A correlation research design was used to determine the relationship between parental involvement and children's educational attainment in Maiduguri Metropolis, Borno State, Nigeria. The population of the study consisted of households from 15 electoral districts in Maiduguri, and a simple random sampling technique was used to select 20 per district, resulting in the sampling of 5 districts. In line with the Smith (1975) recommendation for small groups, a total of 200 households were selected using purposive sampling technique. The primary data collection tool was a self-designed questionnaire entitled Parental Involvement and Educational Achievement (PIEA). This tool has been subjected to validation by experts, which focused on both the face and the content validity of the tool. In addition, a pilot study was carried out in two wards which were not part of the main sample to assess the reliability of the data. The reliability of the tool was determined by using Pearson's correlation coefficient of 0.05. The data obtained were analyzed by Pearson's correlation coefficient and multiple regression analysis. The Pearson correlation coefficient is recognized for its efficiency in quantifying the association of continuous variables and for providing insight into the strength and direction of those relationships.

### 4. Results

The hypothesis was tested using two statistical tools. These are: Multiple regression and correlation coefficient. Each hypothesis was tested at the significant level 0.05.

The hypothesis which states: *There is no Significant Relationship between Parental' Involvement and Children's Educational Attainment was tested as in the following:*

**Table 1:** Regression Analysis on Parental Involvement and Children’s Educational Attainment

| Model | R                 | R Square | Adjusted Square | RStd. Error of the Estimate | Change Statistics |                 |     |     |               |
|-------|-------------------|----------|-----------------|-----------------------------|-------------------|-----------------|-----|-----|---------------|
|       |                   |          |                 |                             | R Change          | Square F Change | df1 | df2 | Sig. F Change |
| 1     | .635 <sup>a</sup> | .403     | .400            | 4.856                       | .403              | 133.828         | 1   | 198 | .000          |

Table 1 above presented model summary on parental involvement and children’s educational attainment. The results indicated parental involvement accounted for 40% of the total variance in the children’s educational attainment (R<sup>2</sup> .403, p value 0.01). This showed that 40% of the variation in children educational attainment was determined and predicted by the parental involvement. The 40% variance is significantly greater enough to predict educational attainment by the children. The p value was 0.05 level of significance. Thus, the null hypothesis was rejected at <0.05 level of significance.

**Table 2:** Pearson Correlation on Parental Involvement and Children’s Educational Attainment

|                                   |                     | Parental Involvement | Children’s Educational Attainment |
|-----------------------------------|---------------------|----------------------|-----------------------------------|
| Parental Involvement              | Pearson Correlation | 1                    | .635**                            |
|                                   | Sig. (2-tailed)     |                      | .000                              |
|                                   | N                   | 200                  | 200                               |
| Children’s Educational Attainment | Pearson Correlation | .635**               | 1                                 |
|                                   | Sig. (2-tailed)     | .000                 |                                   |
|                                   | N                   | 200                  | 200                               |

Table 2 presented Pearson correlation on parental involvement and the children’s educational attainment. The table showed that there was significant correlation between parental involvement and educational attainment of school age children in the study area. The correlation was significant at <0.05 level of significance. This confirmed the earlier rejection of the null hypothesis.

**5. Discussion**

The findings indicated strong relationship between parents’ involvement and children educational attainment at <0.05 level of significance. This means that children whose parents have time to participate in their children school activities tend to attain higher education than their counterpart. This is in line with the findings by Fasina (2011) who revealed that there is relationship between parental involvement and early childhood education. Henderson & Paik (1997) observed that the most accurate predictor of students’ achievement in school is not income or social status, but the extent to which families are able to create a home environment that supports learning; communicate high and reasonable expectations for their children’s achievement; and become involved in their children’s schools. Flouri and Buchanman (2004)

asserted that parental involvement is a more powerful force than other family background variables such as social class, family size and level of parental education. Gianzero (2001) reported that family practices of involvement is strongly related to socioeconomic background and there it is more important variable in determining whether and how students’ progress and succeed in school. Gianzero (2001) asserted that when schools work together with families to support learning, children tend to succeed not just in school, but throughout life. When parents are involved in their children’s education at home, they do better in schools.

Similarly, Conway & Houtenwille (2008) also found that parental involvement has a strong positive effect on student achievement. Berthelsen & Walker, (2008) found that there is variation in levels of parental involvement in children’s learning at home and at school and is strongly influenced by family socio-economic status. Parents in families with lower SES often have fewer years of education and, possibly, have had more negative experiences with schools. They may feel unprepared to be involved. Parental involvement may also vary because of differences in ethnic and cultural backgrounds between parents and teachers. Melhinsh et al., (2001) discovered that

parental involvement in children's learning leads to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school. Erlendsdottir (2010) in his study reported that all the parents who were interviewed are highly involved with their children's education. They have high expectations towards their children's education and their future. In addition, they are all quite vocal about their expectations to their children. The parents all recognize the importance of staying involved with their child's education and participate fully. Barnard (2004) concluded that early parental involvement in a child's education promotes positive long-term effects. Hill & Tyson (2009) reported various types of parental involvement to be positively associated with academic achievement through a meta-analysis of 50 studies, with the exception of parental help with homework.

In the same vein, Fan & Chen (2001) found that parental expectations for their child's educational achievement have the strongest relationship with students' academic achievement, while home supervision has the weakest relationship. The relationship between parent involvement and educational achievement was also found to be stronger for global achievement indicators such as cumulative GPA rather than for subject-specific indicators. Atta et al. (2014) asserted parent participation has positive influence on students' educational attainments is so naturally appealing that it has considered an important ingredient for the remedy of many problems in education. Nyarko (2007) found a positive and significant correlation between mothers and fathers' home involvement and the academic achievement of the students. Mothers' school involvement, but not the fathers' was also positively and significantly correlated with the educational achievement of the students. Olatoye & Agbatogun (2009) found that parental involvement is an important predictor of mathematics and science achievement. There exists a significant difference in the parental involvement of public and private primary school pupils. Private school pupils enjoy more parental involvement than their counterparts in the public schools.

## 6. Conclusion

Based on the findings of the study, it was concluded that parental involvement and education are important determinants of children's educational attainment. Children of supportive parents tend to achieve higher educational levels than their peers.

## 7. Recommendations

Based on the findings of the study, the following recommendations were made:

- School authorities should strengthen Parents-Teachers-Association (PTA) and should encourage stakeholders to allow parents benefits from sensitization packages issued to educate them on the influence of their relationship and behaviour toward the educational attainment of their children.
- National Orientation Agency should embark on sensitization and orientation of parents on the importance of their education to the success of their children.
- School authorities should organize occasional events such as PTA, Symposium, cultural day, teachers' day and children's day where parents are engaged in discussion about home environmental variables in relation to the children's educational attainment.

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