

## Parental Involvement and Academic Achievement of Private Secondary School Students in Kwara State, Nigeria

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### ABSTRACT

This study investigated parental involvement and academic achievement of private secondary school students in Kwara State, Nigeria. The study was motivated by growing concerns about students' academic performance and the increasing recognition of parental involvement as an important factor influencing educational outcomes. Despite the expansion of private secondary schools in Kwara State, limited empirical studies have examined how specific dimensions of parental involvement contribute to students' academic achievement within the private school context. Therefore, the study examined parental participation in the provision of school facilities, frequent meeting attendance, homework assistance, school event attendance, and academic progress monitoring in relation to students' academic achievement. The study adopted a survey research design. The population consisted of teachers and principals from private secondary schools in Kwara State, Nigeria. A sample of 357 respondents was selected using multistage sampling techniques. Data were collected using a researcher-designed questionnaire titled "Parental Involvement and Students' Academic Achievement Questionnaire (PISAAQ)." The instrument was validated by experts and tested for reliability using the Cronbach's Alpha method. Mean and standard deviation were used to answer the research questions, while Pearson Product-Moment Correlation (PPMC) statistics were used to test the hypotheses at the 0.05 level of significance. The findings revealed that parental involvement activities were highly practised in private secondary schools and that students' academic achievement level was high. The study further found significant relationships between all dimensions of parental involvement and students' academic achievement. The study concluded that active parental involvement positively influences students' academic success.

**Keywords:** Academic Achievement, Frequent Meeting Attendance, Homework Assistance, Parental Involvement, Private Secondary Schools, School Events Attendance.



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### 1. INTRODUCTION

Education remains one of the most significant instruments for national development and social transformation across the world. The quality of education received by students largely determines the intellectual, economic, and social advancement of a nation (Hanushek, 2012). In recent decades, increasing attention has been given to factors influencing students' academic achievement, particularly within secondary school education, where learners undergo critical cognitive, emotional, and social development (Darling-Hammond & Cook-Harvey, 2018; Eccles & Roeser, 2011). Academic achievement is commonly described as the extent to which students attain educational goals through measurable outcomes such as examination scores, classroom performance, assignment completion, and active participation in learning activities (Guskey & Brookhart, 2019). In Nigeria, concerns regarding students' academic performance have continued to attract the interest of educators, policymakers, school administrators, and parents because of its implications for national development and human capital formation (Amadi & Nwogu, 2023). Among the numerous factors influencing students' academic achievement, parental involvement has emerged as one of the most important predictors of students' educational success. Parental involvement refers to the active participation of parents in various aspects of their children's education, both at home and in school-related activities (Epstein, 2018). This involvement may include assisting with homework, monitoring academic progress, attending school meetings and events, communicating with teachers, and providing educational resources that support learning. Research has consistently shown that students whose parents are actively involved in their education tend to demonstrate higher academic motivation, improved behaviour, better attendance patterns, and stronger academic performance than students who receive minimal parental support (Boonk et al., 2018).

The importance of parental involvement is further explained by Bronfenbrenner's Ecological Systems Theory, which emphasises that children's development is influenced by interactions within their immediate social environments, particularly the home and school (Astuti & Kurniawan, 2026; Widyastuti, 2025). Similarly, Epstein's Theory of School-Family-Community Partnership stresses that collaboration between families and schools creates supportive conditions that enhance students' academic outcomes (Epstein, 2018). These theoretical perspectives suggest that students achieve better educational outcomes when parents actively participate in their learning experiences and maintain consistent communication with schools. In many private secondary schools, parental involvement is often assumed to be high because parents make substantial financial investments in their children's education. Private schools generally provide better facilities, smaller class sizes, improved supervision, and enhanced instructional resources compared to many public schools in Nigeria (Adeyemi, 2019). However, financial investment alone may not automatically translate into improved academic achievement. Effective parental involvement requires consistent academic monitoring, emotional support, communication with teachers, and active participation in school activities. Studies have shown that the quality of parental engagement, rather than merely the financial capacity of parents, significantly influences students' academic outcomes (Goodall, 2017; Barger et al., 2019; Musengamana, 2023).

Parental involvement manifests in different dimensions that contribute uniquely to students' academic success. One important dimension is parental participation in school facilities provision. In many developing countries, including Nigeria, parents contribute financially and materially toward the provision and maintenance of school infrastructure such as classrooms, libraries, laboratories, and learning materials (Adeoluwa, 2022). Such contributions help create conducive learning environments that positively affect students' learning experiences and academic performance (Yahya & Nur, 2023). Another significant dimension is parental attendance at school meetings and conferences. Regular attendance at Parent-Teacher Association (PTA) meetings and academic review sessions allows parents to remain informed about their children's academic progress and behavioural development, thereby facilitating timely intervention when necessary (Reed, 2020). Homework assistance also constitutes an important aspect of parental involvement. Parents who supervise assignments, guide study habits, and encourage independent learning help reinforce classroom instruction and improve students' understanding of academic concepts (Boonk et al., 2018). In addition, attendance at school events such as award ceremonies, cultural programmes, and sports activities demonstrates parental support and strengthens students' motivation and self-esteem. Research indicates that students whose parents participate in school events tend to develop a stronger sense of belonging and commitment to educational activities (Cleland & Lumsdon, 2021). Furthermore, parental monitoring of academic progress through checking report cards, communicating with teachers, and tracking academic performance enables parents to identify learning difficulties early and provide necessary support to their children (Santana et al., 2019).

Despite the widely acknowledged importance of parental involvement, several challenges continue to limit effective parental participation in students' education in Nigeria. Socioeconomic status, educational background, work schedules, cultural beliefs, and limited communication between schools and parents often influence the extent of parental engagement (Garvis et al., 2021). In some cases, parents concentrate mainly on paying school fees while paying less attention to direct academic supervision and participation in school-related activities. Moreover, the increasing adoption of digital learning technologies following the COVID-19 pandemic introduced new demands on parents to support home-based learning and monitor students' online academic activities (UNESCO, 2020). These developments have further highlighted the critical role parents play in supporting students' educational achievement. In Kwara State, the rapid expansion of private secondary schools has increased public attention on educational quality and students' academic performance. Although many parents enrol their children in private schools with the expectation of obtaining better academic outcomes, variations in students' performance persist. Existing studies on parental involvement in Nigeria have largely focused on public schools or general educational settings, with limited empirical attention devoted specifically to private secondary schools in Kwara State (Oyinloye, 2021; Adeyemi, 2022). Furthermore, previous studies have mostly examined parental involvement as a broad concept without adequately investigating specific dimensions such as school facilities provision, homework assistance, school event attendance, meeting attendance, and academic progress monitoring within the context of private secondary education.

Consequently, there remains insufficient empirical evidence regarding the extent to which different forms of parental involvement influence students' academic achievement in private secondary schools in Kwara State, Nigeria. This gap creates uncertainty for school administrators, policymakers, and parents seeking evidence-based strategies to improve students' educational outcomes. Therefore, this study examines parental involvement and academic achievement of private secondary school students in Kwara State, Nigeria, with particular attention to parental participation in school facilities provision, frequent meeting attendance, homework assistance, school event attendance, and academic progress monitoring.

### Research Questions

- a. What are the parental involvement activities practised in private secondary schools in Kwara State, Nigeria?
- b. What is the level of academic achievement of private secondary school students in Kwara State, Nigeria?

### Operational Hypotheses

- H01:** There is no significant relationship between parental participation in school facilities provision and academic achievement of private secondary school students in Kwara State, Nigeria.
- H02:** There is no significant relationship between parental frequent meeting attendance and academic achievement of private secondary school students in Kwara State, Nigeria.
- H03:** There is no significant relationship between parental students' homework assistance and the academic achievement of private secondary school students in Kwara State, Nigeria.
- H04:** There is no significant relationship between parental school events attendance and academic achievement of private secondary school students in Kwara State, Nigeria.
- H05:** There is no significant relationship between parental academic progress monitoring and academic achievement of private secondary school students in Kwara State, Nigeria.

## 2. DISCUSSION

Parental involvement plays an important role in students' academic achievement and overall development. It goes beyond attending school activities to include supporting children academically, monitoring progress, assisting with homework, and maintaining communication with teachers and school authorities. Studies have shown that effective parental involvement positively influences students' motivation, discipline, confidence, and academic performance (Boonk et al., 2018; Reed, 2020). Parents who actively participate in their children's education help create a supportive learning environment that enhances intellectual, social, and emotional growth. Parental involvement can take several forms, including attendance at school meetings and events, provision of school facilities, homework assistance, and academic progress monitoring (Đurišić & Bunijevac, 2017). Attendance at PTA meetings and parent-teacher conferences helps parents stay informed about school activities and students' progress, thereby strengthening home-school collaboration (Huang et al., 2022). Similarly, participation in school events motivates students and increases their sense of belonging and commitment to learning (Thomas, 2012). Homework assistance is another important dimension of parental involvement. Parents who guide and encourage their children during homework activities help reinforce classroom learning, improve study habits, and promote academic responsibility (Epstein et al., 2018). However, parental support should focus on guidance rather than completing tasks for students in order to encourage independent learning and critical thinking skills. Monitoring students' academic progress is equally significant. Parents who regularly review report cards, track assignments, and communicate with teachers are better able to identify learning difficulties and provide timely support (Santana et al., 2019). Technological tools such as online school portals have further improved parents' ability to monitor students' performance effectively.

Despite the benefits of parental involvement, several barriers limit parents' participation in education. These barriers include socioeconomic challenges, lack of time, inadequate communication between schools and parents, cultural beliefs, and low educational background of some parents (Garvis et al., 2021). Financial difficulties and demanding work schedules often prevent parents from attending school activities or providing adequate educational support. In some cases, parents may feel unqualified to assist with academic work due to limited educational experience. To address these challenges, schools are encouraged to adopt strategies that promote stronger parental engagement. Effective communication systems, flexible meeting schedules, awareness programs, and inclusive school policies can improve collaboration between schools and families (Goodall & Montgomery, 2023). Schools can also organise workshops and seminars to educate parents on how to support their children academically. Academic achievement refers to the extent to which students attain educational goals through classroom participation, assignment completion, attendance, punctuality, and extracurricular involvement. Researchers have identified cognitive, affective, and behavioural dimensions of academic achievement, emphasising that students' success is influenced not only by individual abilities but also by external support systems such as family and school environment (Akinyemi, 2025; Ogunsola et al., 2014). The relationship between parental involvement and students' academic achievement is widely supported in literature. Studies indicate that students whose parents actively participate in their education tend to perform better academically, attend school regularly, complete assignments on time, and demonstrate higher motivation toward learning (Kagan et al., 2022). Therefore, parental involvement remains a critical factor in improving students' academic performance and promoting holistic educational development.

### **Empirical Review**

Several empirical studies have examined the relationship between parental involvement and students' academic achievement. Wang and Wei (2024) investigated how different forms of parental involvement affect students' mathematics performance and found that parental expectations and communication about schoolwork had the strongest positive effect on students' achievement. The study also revealed that excessive parental control negatively affected students' confidence and performance. The researchers recommended balanced parental involvement that encourages independence while providing academic support. Similarly, Sujarwo and Herwin (2023) conducted a meta-analysis that reviewed 30 empirical studies from the Scopus database to determine the overall effect of parental involvement on students' academic performance. Findings showed that parental involvement had a moderate to strong positive influence on academic achievement, especially through home-based support such as helping with assignments and communicating academic expectations. The study recommended that schools should provide parents with strategies to support learning effectively at home. Assefa and Sintayehu (2019) examined secondary school students and parents through questionnaires and achievement tests. The study found that both parental involvement and peer influence significantly affected students' academic performance, although parental involvement had a greater impact. The researchers recommended increased parental participation in school and home-based academic activities.

Ayeni (2021) explored how different forms of parental involvement influence students' academic success. The study revealed that home-based involvement, such as checking assignments and monitoring study habits, positively influenced students' achievement. However, school-based activities had less impact because of poor communication and low attendance at meetings. The study recommended stronger communication channels between schools and parents. Idris-Iyekolo (2024) investigated students and parents from selected secondary schools. Findings showed that parents with higher educational backgrounds were more actively involved in their children's education and created better learning environments at home. The study concluded that parental education significantly influences students' academic achievement and recommended adult education and parenting programs for less-educated parents. Yang et al. (2023) examined the level of parental engagement in school activities and found that parental engagement was moderate overall. Students in private schools experienced higher parental involvement than those in public schools. The study also revealed differences based on geographical location and class level. The researchers recommended further studies on factors influencing parental engagement in schooling. Overall, the reviewed empirical studies consistently showed that parental involvement positively influences students' academic achievement. Home-based involvement, communication, monitoring of academic progress, and parental expectations were identified as the most effective forms of involvement in improving students' educational outcomes.

### **3. RESEARCH METHODS**

A survey research design was adopted for the study. Survey research is a methodological approach that involves the collection and analysis of data from a subset of a larger population, known as a sample, in order to derive conclusions about the entire population. The design of the study explored some facts about parental involvement and students' academic achievement in private secondary schools in Kwara State, Nigeria. The study population consisted of teachers and principals from all private senior secondary schools in Kwara State, Nigeria. Kwara State is home to a total of 383 Private Secondary Schools with 4979 staff (National Association of Proprietors of Private Schools (NAPPS), 2025). The target population of this study comprised all teachers in private secondary schools in Kwara State. The sample for this study was 357 teachers out of the target population of 4979 staff. This sample was determined using the Research Advisor (2006) sample size determination table at 95% confidence level and 5% margin of error. This study made use of a multistage sampling technique in order to accomplish its specific objectives. At the first stage, there are sixteen Local Government Areas (LGAs) in the state of Kwara. These LGAs are as follows: Asa, Baruten, Edu, Ekiti, Ifelodun, Ilorin East, Ilorin South, Ilorin West, Irepodun, Isin, Kaiama, Moro, Offa, Oke Ero, Oyun, and Pategi. Five (5) LGAs were selected using a purposive sampling method. Asa, Ilorin East, Ilorin South, Ilorin West, and Moro Local Government Areas were selected as the target population of this study. At the second stage, five (5) private senior secondary schools were selected using a random sampling technique from each of the selected local government areas (LGA). This is to ensure that the sample accurately reflects the diversity of private senior secondary schools in Kwara State and enables meaningful comparisons. At the third stage, a simple random sampling technique was used to select 10 teachers and one (1) principal from each of the selected private senior secondary schools. A researcher-designed questionnaire was used as an instrument for this study. The questionnaire titled "Parental Involvement and Students' Academic Achievement Questionnaire (PISAAQ)" was categorically designed. The questionnaire consisted of two sections (A and B). Section A deals with parental involvement in school activities, while Section B deals with Students' Academic Achievement. A validation process was carried out on the questionnaire that is a part of the study in order to evaluate both its face validity and its content validity. The questionnaire and research questions were provided to the supervisor

as well as two other lecturers in the Department of Educational Management and Counselling at the Faculty of Education at Al-Hikmah University, Ilorin. The lecturers conducted a comprehensive review of the study questions and the questionnaire in order to ascertain whether or not the instrument is appropriate and adequate. Using the 4-Likert scale with four points (SA = Strongly Agree, A = Agree, D = Disagree, and SD = Strongly Disagree), the questionnaire was organised according to the recommendations made. Following the validation of the questionnaire, a pilot study was carried out to assess the instrument's reliability. A total of 55 questionnaires were distributed to 10 teachers and one principal from five randomly selected private senior secondary schools in Oke-Ero and Ekiti LGAs. It is essential to acknowledge that private senior secondary schools from both Oke-Ero and Ekiti LGAs are excluded from the private senior secondary schools selected for the study. The Cronbach's Alpha method was utilised to evaluate the instrument's reliability through the analysis of its internal consistency. Cronbach's Alpha quantifies the internal consistency of items, reflecting the degree of correlation among them at the 0.05 level of significance. The questionnaire was administered to the selected sample by the researcher. Copies of "Parental Involvement and Students' Academic Achievement Questionnaire (PISAAQ)" were administered to the teachers in the sampled schools. After the administration of the instruments, it was retrieved for data analysis with the aid of research assistants. The data collected during the fieldwork underwent coding and subsequent analysis. The analysis utilised the Statistical Package for the Social Sciences (SPSS). Mean and standard deviation were used to answer the research questions. The mean score above 2.50 was considered high, while the mean score below 2.50 was considered low. Pearson Product-Moment Correlation (PPMC) statistics were used to test the hypotheses. All hypotheses were tested at an alpha level of 0.05.

#### 4. RESULTS AND DISCUSSION

**Research Question 1:** What are the parental involvement activities practised in private secondary schools in Kwara State, Nigeria?

**Table 1**

*Parental Involvement Activities Practised in Private Secondary Schools in Kwara State, Nigeria*

S/N	Parental Involvement Activities Practised	N	Mean	SD	Decision
1	Parental Participation in School Facilities Provision	314	3.49	.782	High
2	Parental Frequent Meeting Attendance	314	3.88	.590	High
3	Parental Students' Homework Assistance	314	3.65	.481	High
4	Parental School Events Attendance	314	2.99	.891	Moderate
5	Parental Academic Progress Monitoring	314	2.60	.683	Moderate
	Parental Involvement Activities Practised		3.32	0.685	High

Table 1 shows the mean scores on the parental involvement activities practised in private secondary schools in Kwara State, Nigeria. The mean scores for the dimensions of parental involvement activities practised were 3.49, 3.88, 3.65, 2.99, and 2.60, respectively. The standard deviations were .782, .590, .481, .891, and .683 respectively. The average mean score of parental involvement activities practised was 3.32, with a standard deviation of 0.685. This shows that the dimensions of parental involvement activities were strongly practised in private secondary schools in Kwara State.

**Research Question 2:** What is the level of academic achievement of private secondary school students in Kwara State, Nigeria?

**Table 2**

*Level of Academic Achievement of Private Secondary School Students in Kwara State, Nigeria*

	N	Mean	SD	Decision
<b>Students' Classroom Participation</b>				
My students actively participate in class discussions during lessons.	314	2.45	.842	Moderate
Most students regularly ask and answer questions in class.	314	3.49	.762	High
Students demonstrate interest and engagement in classroom activities.	314	2.99	.891	Moderate
Students work collaboratively with peers during group tasks.	314	3.06	.542	High
Many students take the initiative to contribute their opinions during lessons.	314	3.73	.834	High
Students' Completion of Assignment				

Most students submit their assignments on or before the deadline.	314	2.94	.346	Moderate
Students complete their assignments with minimal supervision.	314	3.11	.643	High
The majority of students show understanding of topics through their assignments.	314	3.56	.826	High
Assignment completion reflects the students' commitment to learning.	314	3.93	.695	High
Students take assignments seriously and view them as important academic tasks.	314	2.61	.570	Moderate
<b>Students' Attendance and Punctuality</b>				
Students attend classes regularly without frequent absences.	314	2.84	.532	Moderate
Most students arrive on time for lessons each day.	314	2.70	.324	Moderate
Regular attendance positively affects students' academic performance.	314	2.55	.671	Moderate
Students' punctuality reflects their seriousness about academic success.	314	2.70	.431	Moderate
The majority of students maintain consistent class attendance throughout the term.	314	3.78	.523	High
<b>Students' Extracurricular Engagement</b>				
Students actively participate in extracurricular activities organised by the school.	314	3.11	.562	High
Involvement in extracurricular activities has a positive impact on students' academics.	314	2.59	.872	Moderate
Students balance academic work with extracurricular participation effectively.	314	3.65	.672	High
Many students take leadership roles in extracurricular programs.	314	2.80	.823	Moderate
Participation in extracurricular activities enhances students' confidence and motivation.	314	2.88	.345	Moderate
Level of Academic Achievement of Private Secondary School Students		3.07	0.635	High

Table 2 indicates the level of academic achievement of private secondary school students in Kwara State, Nigeria, on the parameters of students' classroom participation, students' completion of assignments, students' attendance and punctuality and students' extracurricular engagement. The findings indicated that the mean academic achievement score for private secondary school students was 3.07, with a standard deviation of 0.635. This simply means that the level of academic achievement of private secondary school students was high in Kwara State, Nigeria.

#### Operational Hypotheses

**H<sub>01</sub>:** There is no significant relationship between parental participation in school facilities provision and academic achievement of private secondary school students in Kwara State, Nigeria.

**Table 3**  
*Parental Participation in School Facilities Provision and Academic Achievement of Private Secondary School Students in Kwara State, Nigeria*

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Parental Participation in School Facilities Provision	314	3.49	.782				
				312	.364	.000	H <sub>01</sub> Rejected

Academic  
 Achievement of 314 3.07 0.635  
 Private Secondary  
 School Students

***P<0.05***

Table 3 shows that the p-value (.000) was less than the significant level at (0.05) for 312 degrees of freedom with the calculated r- value of .364. Therefore, the null hypothesis, which states that there is no significant relationship between parental participation in school facilities provision and academic achievement of private secondary school students in Kwara State, Nigeria, was rejected. This suggests there was a significant relationship between parental participation in school facilities provision and the academic achievement of private secondary school students in Kwara State, Nigeria. This implies that parental participation in school facilities provision will improve the level of academic achievement of private secondary school students.

**Ho<sub>2</sub>:** There is no significant relationship between parental frequent meeting attendance and academic achievement of private secondary school students in Kwara State, Nigeria

**Table 4**

*Parental Frequent Meeting Attendance and Academic Achievement of Private Secondary School Students in Kwara State, Nigeria*

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Parental Frequent Meeting Attendance	314	3.88	.590	312	.273	.000	Ho <sub>2</sub> Rejected
Academic Achievement of Private Secondary School Students	314	3.07	0.635				

***P<0.05***

Table 4 shows that the p-value (.000) was less than the significant level at (0.05) for 312 degrees of freedom with the calculated r- value of .273. Therefore, the null hypothesis was rejected. This suggests that a significant relationship existed between parental frequent meeting attendance and the academic achievement of private secondary school students in Kwara State, Nigeria. This implies that parental frequent meeting attendance enhances the level of academic achievement of private secondary school students.

**Ho<sub>3</sub>:** There is no significant relationship between parental students' homework assistance and the academic achievement of private secondary school students in Kwara State, Nigeria.

**Table 5**

*Parental Students' Homework Assistance and Academic Achievement of Private Secondary School Students in Kwara State, Nigeria*

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Parental Students' Homework Assistance	314	3.65	.481	312	.294	.001	Ho <sub>3</sub> Rejected
Academic Achievement of Private Secondary School Students	314	3.07	0.635				

***P<0.05***

Table 5 shows that the p-value (.001) was less than the significance level at (0.05) for 312 degrees of freedom with the calculated r- value of .294. Therefore, the null hypothesis, which states that there is no significant relationship between parental students' homework assistance and academic achievement of private secondary school students in Kwara State, Nigeria, was rejected. This suggests there was a significant relationship between parental students' homework assistance and the academic achievement of private secondary school students in Kwara State, Nigeria. This implies that parental students' homework assistance makes students committed to their studies.

**Ho4:** There is no significant relationship between parental school events attendance and academic achievement of private secondary school students in Kwara State, Nigeria.

**Table 6**  
*Parental School Events Attendance and Academic Achievement of Private Secondary School Students in Kwara State, Nigeria*

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Parental School Events Attendance	314	2.99	.891	312	.421	.000	Ho <sub>3</sub> Rejected
Academic Achievement of Private Secondary School Students	314	3.07	0.635				

***P<0.05***

Table 6 shows that the p-value (.000) was less than the significance level at (0.05) for 312 degrees of freedom with the calculated r- value of .421. Therefore, the null hypothesis, which states that there is no significant relationship between parental school events attendance and academic achievement of private secondary school students in Kwara State, Nigeria, was rejected. This suggests there was a significant relationship between parental school events attendance and the academic achievement of private secondary school students in Kwara State, Nigeria. This implies that parental school events attendance enhances the level of academic achievement of private secondary school students in Kwara State, Nigeria.

**Ho5:** There is no significant relationship between parental academic progress monitoring and academic achievement of private secondary school students in Kwara State, Nigeria.

**Table 7**  
*Parental Academic Progress Monitoring and Academic Achievement of Private Secondary School Students in Kwara State, Nigeria*

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Parental Academic Progress Monitoring	314	2.60	.683	312	.394	.000	Ho <sub>3</sub> Rejected
Academic Achievement of Private Secondary School Students	314	3.07	0.635				

***P<0.05***

Table 7 shows that the p-value (.000) was less than the significance level at (0.05) for 312 degrees of freedom with the calculated r- value of .394. Therefore, the null hypothesis, which states that there is no significant relationship between parental academic progress monitoring and academic achievement of private secondary school students in Kwara State, Nigeria, was rejected. This suggests there was a significant relationship between parental academic progress monitoring and the academic achievement of private secondary school students in Kwara State, Nigeria. This implies that parental academic progress monitoring will have a good impact on students' academic achievement.

### **Discussion of Findings**

The findings of this study revealed that parental involvement activities were highly practised in private secondary schools in Kwara State, Nigeria. The dimensions of parental involvement examined in the study, namely parental participation in school facilities provision, frequent meeting attendance, homework assistance, school events attendance, and academic progress monitoring, all recorded moderate to high mean scores. This finding agrees with the study of Yang et al. (2023), who found that parental involvement was generally higher among students in private schools compared to public schools. The similarity in findings may be attributed to the financial commitment and educational expectations of parents who enrol their children in private schools. Similarly, the finding supports the position of Boonk et al. (2018), who reported that active parental involvement contributes positively to students' learning experiences and academic development. However, the present study differs slightly from the findings of Ayeni (2021), who observed relatively lower school-based parental involvement due to poor communication and irregular attendance at school meetings. The difference may be connected to variations in school management systems and the nature of private schools, which often maintain stronger communication channels with parents than public schools. The study also found that the level of academic achievement among private secondary school students in Kwara State was high. Students demonstrated relatively strong classroom participation, assignment completion, attendance, punctuality, and extracurricular engagement. This finding is consistent with the submission of Darling-Hammond et al. (2018), who argued that supportive learning environments contribute significantly to students' academic success and holistic development. The result also aligns with the study of Kagan et al. (2022), which found that students perform better academically when supported by strong family and school systems. The high level of academic achievement recorded in this study may be attributed to the combined influence of effective parental involvement and the relatively conducive learning environment associated with private secondary schools.

The findings further revealed a significant relationship between parental participation in school facilities provision and students' academic achievement. This implies that when parents contribute toward the provision and maintenance of school facilities, students tend to achieve better academically. The finding corroborates the work of Yahya and Nur (2023), who reported that conducive learning environments positively influence students' motivation and academic performance. Similarly, the finding agrees with Adeoluwa (2022), who found that educational resources and learning facilities significantly affect students' academic outcomes. The similarity in findings suggests that adequate infrastructural support creates a learning atmosphere that enhances concentration, participation, and academic commitment among students. The study also established a significant relationship between parental frequent meeting attendance and students' academic achievement. This result agrees with the findings of Reed (2020), who found that parents who regularly attend academic meetings and conferences become more informed about their children's educational progress and are better positioned to provide support. In the same vein, the finding supports Huang et al. (2022), who noted that active parental communication with schools strengthens home-school collaboration and positively influences students' learning outcomes. However, the present finding contrasts with the study of Ayeni (2021), which reported low attendance at school meetings among some parents. The difference may be due to differences in parental educational orientation, school policies, and socioeconomic conditions across the study locations. Another important finding of the study showed that parental homework assistance had a significant relationship with students' academic achievement. This finding is consistent with the studies of Sujarwo and Herwin (2023), who concluded through meta-analysis that home-based parental support, especially homework supervision and academic guidance, positively influences students' academic performance. The finding also supports Wang and Wei (2024), who found that parental communication and assistance with schoolwork significantly improve students' achievement. The similarity in findings suggests that students benefit academically when parents monitor assignments, encourage study habits, and reinforce classroom learning at home. Nevertheless, the present study emphasises supportive guidance rather than excessive parental control, which was identified by Wang and Wei (2024) as potentially harmful to students' confidence and independence. The findings equally revealed a significant relationship between parental attendance at school events and students' academic achievement. This result agrees with the submission of Thomas (2012), who explained that students whose parents actively participate in school programmes develop a stronger sense of belonging and academic motivation. The finding is also in line with Cleland et al (2021), who observed that parental participation in school activities contributes to social support and students' educational engagement. The implication is that students feel encouraged and emotionally supported when parents attend school ceremonies, cultural activities, and extracurricular events, thereby promoting improved academic performance.

Furthermore, the study found a significant relationship between parental academic progress monitoring and students' academic achievement. This finding corroborates the study of Santana et al. (2019), who found that parents who consistently monitor report cards, assignments, and academic progress help improve students' learning outcomes. The finding also supports Idris-Iyekolo (2024), who concluded that

parents who maintain close supervision of their children's education contribute significantly to academic success. The similarity in findings indicates that regular monitoring enables parents to identify academic challenges early and provide timely intervention and encouragement. This result further supports the theoretical assumptions of the Epstein School–Family–Community Partnership Theory, which emphasises that sustained collaboration between parents and schools enhances students' educational outcomes. Overall, the findings of this study generally align with existing empirical literature that parental involvement positively influences students' academic achievement. Although slight differences exist in some dimensions due to contextual and institutional variations, the study confirms that active parental participation remains an essential factor in improving academic outcomes among private secondary school students in Kwara State, Nigeria.

## 5. CONCLUSION

This study examined parental involvement and academic achievement of private secondary school students in Kwara State, Nigeria, with emphasis on parental participation in school facilities provision, frequent meeting attendance, homework assistance, school events attendance, and academic progress monitoring. The findings of the study established that parental involvement activities were highly practised in private secondary schools in Kwara State. Specifically, parents were actively involved in attending meetings, assisting with homework, contributing to school facilities, participating in school events, and monitoring students' academic progress. The study also revealed that the level of academic achievement among private secondary school students was generally high, as reflected in students' classroom participation, assignment completion, attendance and punctuality, and extracurricular engagement. More importantly, the study found that all the dimensions of parental involvement examined had significant positive relationships with students' academic achievement. Parental participation in school facilities provision was found to contribute to the creation of conducive learning environments that support students' academic success. Frequent attendance at school meetings strengthened communication between parents and schools, thereby improving students' educational support systems. Homework assistance enhanced students' study habits, academic commitment, and understanding of classroom instruction. Similarly, parental attendance at school events promoted students' confidence, motivation, and sense of belonging within the school environment. The study further established that parental monitoring of academic progress enabled early identification of learning difficulties and encouraged timely academic intervention and support.

The study contributes significantly to knowledge by providing empirical evidence on the specific dimensions of parental involvement that influence academic achievement within the context of private secondary schools in Kwara State, Nigeria. Unlike many previous studies that examined parental involvement as a broad concept, this research carefully investigated distinct parental involvement practices and demonstrated how each dimension relates to students' academic achievement. The study therefore expands existing literature on school-family partnerships and educational achievement in Nigeria, particularly within private secondary education, where empirical studies remain limited. The findings validate the argument that students achieve better academic outcomes when parents actively participate in their educational experiences both at home and within the school environment. Practically, the study provides useful information for school administrators, educational policymakers, teachers, and parents on the importance of strengthening parental involvement practices to improve students' academic achievement. The findings suggest that schools should continue to encourage active parent-school collaboration through effective communication systems, regular meetings, academic monitoring programmes, and inclusive school activities. Parents should also recognise that their responsibilities extend beyond financial support to active academic engagement and emotional support for their children. Overall, the study concludes that parental involvement remains a critical determinant of students' academic achievement in private secondary schools in Kwara State, Nigeria. Sustainable collaboration between parents and schools is therefore essential for improving students' educational outcomes and promoting holistic academic development.

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