



Exploration of Parents' Involvement in Their Children's Education

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ABSTRACT

This study explored parents' involvement in their children's education in Ilorin West Local Government Area of Kwara State, Nigeria. A descriptive research design was adopted. A total of 216 parents were selected using a multi-stage sampling technique. Validated and reliably tested research instrument using Questionnaire on Parents' Involvement in their Children's Education (QPICE) was used. The reliability index of QPICE ($r = 0.78$) was determined using the test-retest method. One research question and one hypothesis were raised and formulated respectively to guide the study. Data were analyzed using percentage, mean, and t-test. The findings of the study revealed that the level of parents' involvement in their children's education was low. Also, there was a significant difference in parents' involvement in their children's education based on gender. It was concluded that the level of parents' involvement in their children's education was low. The study recommended that parents should be more involved in their children's education.

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1. INTRODUCTION

Education is a fundamental right and a critical tool for personal and societal development. Teaching and learning are fundamental components of education. Teaching involves the transfer of knowledge, skills, and values from a teacher to a student. Learning, on the other hand, refers to the process of acquiring knowledge, skills, and values. Effective teaching and learning are essential for the acquisition of knowledge and skills that enable individuals to succeed in life. Effective teaching and learning strategies enhance student achievement and success. Teaching and learning are two interconnected processes that form the backbone of education. Parental involvement in these processes plays a significant role in determining the academic success of children. Parental involvement in education refers to the active participation of parents in their children's learning process. Clinton and Hattie (2013) posited that parental involvement describes a situation in which parents actively participate in their children's education, participate in their children's learning by assisting them with homework, providing needs, etc both independently and in conjunction with the school administrators and classroom teachers, and carry out their parental responsibilities by doing everything within their power to support their children's learning and total development.

Parental involvement can take various forms, such as volunteering in schools, attending parent-teacher conferences, monitoring homework, and providing support for educational activities. Parental involvement has been shown to have a positive impact on children's academic achievement, social skills, and overall well-being (Fiore, 2001). Active parental involvement enhances children's academic achievement, promotes positive attitudes toward learning and school, promotes positive social skills and behaviors, and fosters better communication and relationships between parents and their children.

Parental involvement is widely recognized as a crucial factor in promoting children's academic success and overall well-being. A significant body of research indicates that parental involvement can positively impact children's cognitive development, academic achievement, social skills, and emotional well-being (Jeynes, 2012). Parental involvement can take many forms, including monitoring homework, communicating with teachers, participating in school activities, and providing emotional support to their children (Fiore, 2001). Research suggests that when parents are actively involved in their children's education, their children are more likely to attend school regularly, have higher academic achievement, and are more likely to graduate from high school. Moreover, parental involvement can also help reduce disparities in educational outcomes for children from disadvantaged backgrounds (Hill & Tyson, 2009). Studies have shown that low-income children whose parents are actively involved in their education have higher academic achievement than their peers whose parents are less involved (McWayne et al., 2004). Many studies (Fan & Williams, 2010; Han & Compton-Lilly, 2019, Harris & Chrispeels, 2015; López & Schiamburg, 2015; Quach et al., 2016; Yang, 2020) have been carried out on parental involvement but none of these studies explored parents' involvement in their children education at primary school level particularly in Ilorin West Local Government Area of Kwara State where this study was carried. And this is the research gap the study intended to fill.

Another variable of interest is gender. Gender can be defined as a set of characteristics that distinguish femininity and masculinity, and may include biological sex, sex-based social systems, and other features that are shaped by the environment (Kevin, 2017). Gender encompasses all of the qualities that society attributes to each sex. Onyeukwu (2000) defines gender as the culturally imposed roles assigned to each sex. Many scholars (Oluwatelure, 2015) have carried out studies on gender but none of these studies was carried out to

examine the influence of gender on parents' involvement in their children's education at the primary school level, particularly in Ilorin West Local Government Area of Kwara State where this study was carried. And this justified the inclusion of gender as a moderator variable in this study.

Education is a fundamental right and a critical tool for personal and societal development. Teaching and learning are fundamental components of education. Teaching and learning are two interconnected processes that form the backbone of education. Parental involvement in these processes plays a significant role in determining the academic success of children. Many studies have been carried out to investigate the involvement of parents but none of such studies examined the involvement of parents in their children's education at the primary school level, particularly in Ilorin West Local Government Area of Kwara State, Nigeria where the study was carried out. And that was the research gap the study intended to fill.

The research question is What is the level of parents' involvement in their children's education?

The research hypothesis is H01: There is no significant difference in parents' involvement in their children's education based on gender.

2. METHODS

The study adopted a descriptive research design. The population of the study comprised all parents in Ilorin West Local Government Area of Kwara State. Multi-stage sampling technique was used for sample selection. A simple random sampling technique was used to select eight schools. A total number of 216 Pupils in primary six were purposively selected because they have spent the maximum number of years in primary school and their parents would have been involved in one or the other in their education. The parents of the pupils constituted the sample. Questionnaire on Parents' Involvement in their Children's Education (QPICE). The Questionnaire contained 16 items on a Likert scale of Always, Sometime, and Never. QPICE was validated by five Lecturers in the Department of Early Childhood and Primary Education, Kwara State University, Malete, Nigeria. To determine the reliability of QPICE, test-retest method was used. QPICE was administered twice, with an interval of two weeks, to 20 parents who were not part of the study. Data from the two administrations were correlated using Pearson Product Moment Correlation (PPMC) and the reliability coefficient was established at 0.78. QPICE was administered to parents and data collected were analyzed using Analysis of Covariance (ANCOVA).

3. RESULTS AND DISCUSSION

3.1. Research Question: What is The Level of Parents' Involvement in Their Children's Education?

Table 1 shows the respondents always do the following: I pay my child's school fees (2.96), and I attend parent-teacher conferences (2.67). The respondent sometimes monitors my child's progress and grades in school (1.54). The respondents never did the following: I serve as volunteer in my child's school (1.02), I get involved in fieldtrip activities in my child's school (1.08), I read with your child at home and discuss what he/she is reading (1.27), I participate in school fundraisers and donate when possible (1.16), I get to know my child's teacher and stay in touch with him/her throughout the school year (1.13), I attend parent workshops and seminars on education topics (1.03), I use educational apps and games to supplement my child's learning at home (1.08), I provide resources and materials that support my child's learning at home (1.25), I provide a healthy and balanced diet to support my child's brain development (1.16), I provide a quiet and distraction-free space for studying at home (1.16),

I use positive reinforcement to motivate my child and celebrate his/her achievements and successes in school (1.47), I work with my child to create a study schedule and help them stick to it (1.09), I encourage my child to set academic goals and help him/her achieve them (1.12). The weighted mean is 1.39 which is a numeric indicator that the level of parents' involvement in their children's education was low.

Table 1. The level of parents' involvement in their children's education.

S/N	Items	Always	Sometime	Never	Mean
1	I pay my child school fees	207(95.8)	9(4.2)		2.96
2	I attend parent-teacher conferences	162(75.0)	36(16.7)	18(8.3)	2.67
3	I serve as volunteer in my child's school		4(1.9)	212(98.1)	1.02
4	I get involved in fieldtrip activities in my child's school		17(7.9)	199(92.1)	1.08
5	I read with your child at home and discuss what he/she is reading	21(9.7)	17(7.9)	178(82.4)	1.27
6	I participate in school fundraisers and donate when possible	3(1.4)	29(13.4)	184(85.2)	1.16
7	I get to know my child's teacher and stay in touch with him/her throughout the school year		29(13.4)	187(86.6)	1.13
8	I attend parent workshops and seminars on education topics		7(3.2)	209(96.8)	1.03
9	I use educational apps and games to supplement my child's learning at home		17(7.9)	199(92.1)	1.08
10	I provide resources and materials that support my child's learning at home	16(7.4)	21(9.7)	179(82.9)	1.25
11	I provide a healthy and balanced diet to support my child's brain development	9(4.2)	17(7.9)	190(88.0)	1.16
12	I provide a quiet and distraction-free space for studying at home	6(2.8)	22(10.2)	188(87.0)	1.16
13	I use positive reinforcement to motivate my child and celebrate his/her achievements and successes in school	40(18.5)	22(10.2)	154(71.3)	1.47
14	I work with my child to create a study schedule and help them stick to it		20(9.3)	196(90.7)	1.09
15	I monitor my child's progress and grades in school	51(23.6)	14(6.5)	151(69.9)	1.54
16	I encourage my child to set academic goals and help him/her achieve them	5(2.3)	16(7.4)	195(90.3)	1.12
	Weighted Mean				1.39
Decision Rule: Low (1:00 – 1:49)		Average (1.50 – 2.49)		High (2.50 – 3:00)	

The finding is not a new phenomenon, as it has been observed in previous studies as well. For instance, a study by [Fan and Williams \(2010\)](#) found that parental involvement in their children's education was lower than expected, particularly in terms of parents' engagement in their children's academic activities and communication with teachers. Similarly, a study by [López and Schiamberg \(2015\)](#) found that Latino parents reported lower levels of involvement in their children's education compared to non-Latino parents. However, some studies have reported higher levels of parental involvement. For example, [Harris and Chrispeels \(2015\)](#) found that family involvement, particularly in the form of parents' reading activities with their children was high which reflected in their children's literacy and mathematics achievement outcomes and social-emotional skills. Similarly, [Han and Compton-Lilly \(2019\)](#) also found that the level of parents' involvement in children's literacy development was high.

3.2. Research Hypothesis: There is No Significant Difference in Parents' Involvement in Their Children's Education Based on Gender

Table 2 shows that there was a significant difference in parents' involvement in their children's education based on gender ($t = -5.174$; $df = 214$; $P < 0.05$). The hypothesis is therefore rejected in light of the result since the significant value (.000) is less than 0.05. This implies that gender had no significant influence on parents' involvement in their children's education. Female parents (Mothers) with a mean value of 5.01 were more involved in their children education than male parents (fathers) with a male value of 1.92.

This finding was in tandem with the research report of [Fan and Williams \(2010\)](#) found that mothers tend to be more involved in their children's education, particularly in terms of helping with homework and attending school events. Similarly, a study by [López and Schiamburg \(2015\)](#) found that Latino mothers were more involved in their children's education than fathers. However, some studies have found no significant difference in parental involvement based on gender. For instance, a study by [McWayne et al. \(2004\)](#) found no significant differences in parental involvement between mothers and fathers of urban kindergarten children.

Table 2. The difference in parents' involvement in their children's education based on gender.

Gender	n	Mean	Std. Deviation	t	df	Sig	Remark
Male	78	19.21	1.92	-5.174	214	.000	Significant
Female	138	22.26	5.01				

4. CONCLUSION

Based on the findings of the study, it was concluded that the level of parents' involvement in their children's education was low. Based on the findings, the study recommends the following: 1) Parents are encouraged to be more involved in their children's education; 2) Fathers should take up the responsibility of being involved in their children's education and not leave it to the mothers alone.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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