

EFFECTS OF PARENTAL INVOLVEMENT ON ACADEMIC ACHIEVEMENTS OF PUBLIC JUNIOR SECONDARY SCHOOL STUDENTS IN EGOR LOCAL GOVERNMENT AREA, EDO STATE, NIGERIA

SILOKO, EDITH AKPEVWE^{1*}, SILOKO, ISRAEL UZUAZOR², ENOYOZE, ESOSA², UDDIN, OYAIMARE OSEMENGBE³, AND ISHIKWENE, CYRIL CHUKWUKA⁴

¹Department of Mathematics, Delta State College of Education, Mosogar, Nigeria

²Department of Mathematics and Statistics, Edo State University, Iyamho, Nigeria

³Department of Computer Science, Edo State University, Iyamho, Nigeria

⁴Department of Statistics, University of Benin, Benin City, Nigeria

*Corresponding Author: siloko.akpevwe@descoem.edu.ng

ABSTRACT

This study examined effects of parental involvement on students' academic achievement in public junior secondary school students in Egor Local Government Area, Edo State, Nigeria. The primary objective was to assess the extent of parental engagement in their children's education and to explore how parents' involvement, education, and occupational status impact students' academic achievement. Three research questions and corresponding hypotheses were formulated and tested at 0.05 significance level using a sample size of fifty respondents from six public schools. To assess the instrument reliability, a test-retest method was utilized and a reliability index of 0.89 was obtained using Pearson correlation coefficient formula. The findings revealed strong positive correlation between parents' involvement, educational level of parents, occupational status of parents and students' academic achievement. Further regression analysis revealed that an increase in parents' involvement is associated with increase in students' academic achievements. Additionally, the regression analysis also revealed that the educational attainment of parents as well as parents' occupations contribute to students' academic achievements. Accordingly, it is recommended that parents should intensify their participation in their children's educational endeavors, while schools and governmental agencies should implement programs that promote and facilitate parental engagement in their children academic pursuits.

Keywords: Academic Achievement, Education, Involvement, Occupation, Parents.

Introduction

The initial educators of any child are the parents, and in propelling the child towards academic excellence, the support of parents has been underscored. Over the years, the shaping of children towards academic excellence has been a discussion and debate for ages, with a vital role for parents. Educators, researchers, and policymakers have focused on the involvement of parents in their children's academic achievement. The concept of parental involvement is broad and nuanced, encompassing the scope of activities and interconnections between parents and educational organizations, ranging from supervising homework to attending parent-teacher meetings (Sujarwo and Herwin, 2023). The impact of the involvement of parents on the academic achievements of their children has attracted serious attention from researchers, with suggestions that the engagement of parents and the achievement of students are highly positively correlated. Research has shown that children whose parents are involved in their academic activities attend school regularly, achieve good

grades, build better social skills, display better behaviour, adapt properly to school, and proceed to higher institutions (Mchia and Mwila, 2024).

Academic achievement means the measurable outcomes of any learner's efforts in academic activities, which generally reflect the extent of success that the learner has attained a certain learning standard. Academic achievement is usually expressed via grades, test scores, awards, certifications, and is typically regarded as the attainment of skills, knowledge, as well as competencies as prescribed by formal or informal evaluations (Piskorz-Ryń and Chikwe, 2015; Esteban, 2024). Academic achievement serves as a vital measure of students' development and is a major focus for educators, policymakers, and parents alike. Academic achievements is a vital indicator of the overall educational progress and development of the learner (Omeje, 2025).

The significance of parental involvement in children's academic achievements has been generally acknowledged, but the nature and magnitude of its effect remain elusive. The nature and degree of parental involvement are primarily hindered by multiple factors such as parenting styles, economic status, and cultural background. Parental involvement in children's academics implies active participation and engagement of parents in the academic activities of their children. Generally, parents play two broad roles regarding the academic activities of their children, which are at home, where it involves aiding with homework and other academic activities, or at school, involving school functions and attendance of meetings. An overwhelming proportion of parents are actively involved in their children's academic activities by maintaining regular communication with teachers, assisting with homework, and recognizing their children's strengths and weaknesses in academic activities. Researchers have established that children whose parents are involved in formal education tend to be academically better than their counterparts (Newman et al., 2019).

The effects of parental involvement on their children's academic success have been broadly viewed in two approaches which are direct and indirect parental engagement in educational processes. The direct form involves assistance in academic activities, while the indirect approach focuses on school management and emotional support. Studies have shown that a minimal level of involvement by parents in the academic activities of their children is capable of producing significant results in the academic achievement of children (Castro et al., 2015). Although it is generally accepted that all forms of parental involvement are advantageous to children's academic achievement, the effects and nature vary greatly due to different economic backgrounds. Researchers show that socioeconomic factors are determinants of the degree of parental involvement in the education of their children, directly connecting socioeconomic status to educational achievement via parental involvement. Other factors identified by researchers as significant determinants of parental involvement in the education of their children, besides socioeconomic status, are demographic variations and cultural settings, which ultimately affect the children's academic achievement (Zhang et al., 2021; Kim, 2022).

Apart from academic support in children's educational processes, parental involvement in psychological and emotional aspects plays a vital role in academic achievements. Researchers have demonstrated that emotional support systems in the family have a significant influence on children's educational achievements, especially among low-income earners. Again,

psychological support is of great importance because it impacts the performance of students academically and also influences the emotional and social well-being of the students, thereby affecting the general educational processes (Hardaway et al., 2020). Olawunmi et al. (2024) revealed that active parental participation in school events has a notable positive impact on students' academic achievement, emphasizing that collaboration between teachers and parents, involvement in school-based activities, and supportive home learning environments significantly impact students' academic achievements. While it is arguable that strategies aimed at boosting parental involvement differ depending on the context of that involvement, the existing literature consistently indicates a positive correlation between such involvement and enhanced academic performance in children (Musengamana, 2023).

The educational attainment of parents is a crucial factor in determining their children's academic success and behavioural outcomes. Educated parents often foster positive self-perceptions in their children regarding their academic goals, encourage intellectual pursuits, and cultivate a positive learning attitude. Yang et al. (2023) reported that students with educated parents tend to score higher on tests compared to those with uneducated parents, as educated parents are better equipped to support their children's educational efforts and understand what is being taught at school. Parental occupation is a critical factor that influences educational outcomes. Kyao and Onyango (2024) investigated how parents' occupations affect the academic success of students in public secondary schools and the findings indicated that the occupation of parents plays a significant role in students' academic performance. Similarly, Gidado et al. (2024) examined how parental occupation and income levels impact the academic performance of pupils, and the results showed a strong positive correlation between students' academic achievement and their parents' occupations, along with a notable impact of higher family income on student performance.

Statement of the Problem

Parental involvement is widely recognized as a pivotal factor that affects students' academic achievement. Nevertheless, in numerous public junior secondary schools, particularly within the Egor local government area, Edo State, Nigeria, parental engagement often remains inconsistent or minimal. Despite the policies and programs designed to promote greater parental participation in education, many parents encounter obstacles such as socioeconomic limitations, lack of awareness regarding their role, insufficient educational background, and time constraints resulting from work obligations.

While many interventions and resources are often aimed at senior secondary school students, largely because of the pressures associated with external examinations and admissions into higher institutions of learning, there is a strong argument for shifting more attention to junior secondary students. This phase typically acts as a crucial transition from primary education to the more demanding senior secondary school curriculum. At this stage, learners are experiencing early adolescence, a pivotal developmental time with significant cognitive, emotional, and social changes. The academic groundwork established during this period heavily impacts a student's ability to thrive in later levels. Additionally, this stage is essential for identity formation, peer interaction, and self-perception in the educational process. Without focused academic support, students may develop feelings of inadequacy that can hinder their involvement and achievement in senior secondary school. On the other hand, prioritizing the academic achievement of junior secondary students not only enhances their

current performance but also fosters resilience, confidence, and readiness for the rigorous academic challenges ahead. Therefore, focusing on this educational phase is not just about providing early support; it is a strategic investment in the overall quality of education and the future achievements of students.

Purpose of the Study

The purpose of this study was to examine the effect of parental involvement on students' academic achievement in public junior secondary schools in Egor Local Government Area of Edo State. The specific objectives of the study are:

1. To examine the extent of parental involvement in students' academic achievement in public junior secondary schools in Egor Local Government Area.
2. To determine the extent to which parents' level of education influences students' academic achievement in Egor Local Government Area.
3. To establish the level to which parents' occupation impacts students' academic achievement in public junior secondary schools in Egor Local Government Area.

Research Questions

The following are the research questions of this study:

1. How does parental involvement influence students' academic achievement in public junior secondary schools in Egor Local Government Area?
2. To what extent does parents' level of education influence the academic achievement of junior secondary school students in Egor Local Government Area?
3. To what extent does parents' occupation impact students' academic achievement in public junior secondary schools in Egor Local Government Area?

Hypotheses

This study was guided by the following main hypotheses at 0.05 significance level:

H₀₁: There is no significant relationship between parental involvement and students' academic achievement in public junior secondary schools in Egor Local Government Area.

H₀₂: The educational level of parents does not significantly influence students' academic achievement in public junior secondary schools in Egor Local Government Area.

H₀₃: There is no significant relationship between parents' occupation and students' academic achievement in public junior secondary schools in Egor Local Government Area.

Research Method

This study employed a descriptive survey design and applied a simple random sampling technique, which facilitates unbiased selection of every member from the population. The study population comprises 250 class teachers, as they play a crucial role in monitoring students' attendance, assessments, and overall evaluations. Teachers provide valuable insights into students' academic strengths, weaknesses, and behaviours, making them central to this study. In this study, we consider a sample size of 20% of teachers from the selected schools. This sample size was deemed adequate, as studies show that a range of 10% to 30% is statistically significant for research studies (Gamarrá-Moncayo and Prada-Chapoñán, 2025). The instruments for data collection were aligned with the objectives of the study and validated by three experts from the Department of Science Education, Delta State College of Education, Mosogar. This aligns with the findings of Krieglstein et al. (2022), who state that expert judgment is essential for establishing validity. The Pearson correlation coefficient formula was

applied to assess the reliability of the instruments which produced a reliability index of 0.89. The study gathered primary data where the researcher personally distributed questionnaires to respondents, providing them with detailed instructions for their completion. All questionnaires were collected from respondents on the same day for analysis. The gathered data underwent coding and completeness checks before analysis. The data were analyzed using Mathematica version 12.3 software package. The Pearson correlation coefficients and regression analysis were employed to determine the relationships between variables.

Results Presentation

The study focused on a sample of 50 teachers from six selected public junior secondary schools, achieving a remarkable 100% response rate. Such a response rate is generally considered satisfactory for meaningful conclusions; typically, a 50% response is adequate for analysis, 60% is regarded as good, and over 70% is seen as excellent (Ericson et al., 2023; Taherdoost and Madanchian, 2024). Therefore, the response rate obtained in this study is classified as outstanding. The six selected schools are Egor Junior Secondary School, Okhokhugbo Comprehensive Junior Secondary School, Evbareke Secondary School, Useh Secondary School, Asoro Grammar School, and Uwelu Junior Secondary School.

To evaluate the strength and direction of the relationship between parental involvement and students' academic achievement, Pearson's correlation coefficient was calculated. This correlation analysis provided insight into whether parental involvement was statistically associated with enhanced educational outcomes for students. The significance of this correlation was assessed using a two-tailed test at a 0.05 significance level. Furthermore, regression analysis was conducted to investigate how effectively parental involvement predicts students' academic achievement. The results from the regression analysis offered valuable insights into both the predictive strength and practical significance of parental involvement in relation to students' academic achievement.

Research Question 1: How does parental involvement influence students' academic achievement in public junior secondary schools in Egor Local Government Area?

Teachers were asked to provide their opinions on the relationship between parental involvement and students' academic achievement. To gather their responses, they were required to complete a 4-point Likert scale, where Strongly Agree (SA) =4, Agree(A) =3, Disagree(D)=2, and Strongly Disagree (SD)=1. The responses were analyzed and are presented in Table 1.

Table 1: Parental Involvement and Students' Academic Achievement

Parental Involvement and Students' Academic Achievement	SA	A	D	SD	Total	Mean	SD
Students whose parents show interest in their studies perform better academically.	41(82%)	7(14%)	2(4%)	0(0%)	50(100%)	3.78	0.50

Regular communication between parents and teachers improves students' learning outcomes.	35(70%)	11(22%)	4(8%)	0(0%)	50(100%)	3.62	0.63
Parental supervision of homework enhances students' academic achievement.	43(86%)	7(14%)	0(0%)	0(0%)	50(100%)	3.86	0.35
Students with uninvolved parents often show poor academic achievement.	33(66%)	11(22%)	6(12%)	0(0%)	50(100%)	3.54	0.70
Mean Responses	38(76%)	9(18%)	3(6%)	0(0%)	50(100%)	3.70	0.55

The results in Table 1 indicate that a significant majority of teachers (76%) strongly agreed with the statements presented, while an additional 18% agreed. Only 6% of teachers disagreed, and none strongly disagreed. This highlights that most teachers believe that parental involvement in education has a positive impact on students' academic achievement.

Hypothesis One

Ho: There is no significant relationship between parental involvement and students' academic achievement in public junior secondary schools in Egor Local Government Area. To explore the relationship between parents' involvement and students' academic achievement, the Pearson Correlation coefficient was calculated, with the findings detailed in Table 2.

Table 2: Relationship Between Parental Involvement and Students' Academic Achievement

		Parental Involvement in Education	Students' Academic Achievement
Parental Involvement in Education	Pearson Correlation Coefficient	1	0.89
	Sig. (2-tailed)		<0.0001
	N	50	50
Students' Academic Achievement	Pearson Correlation Coefficient	0.89	1
	Sig. (2-tailed)	<0.0001	
	N	50	50

Table 2 shows that the correlation coefficient between parents' involvement in education and students' academic success is 0.89. This indicates a strong positive relationship between

parental involvement in education and students' academic achievement. The p-value of less than 0.0001 at the 0.05 significance level confirms that this relationship is statistically meaningful. It shows that an increase in parental involvement in education leads to a significant improvement in students' academic achievement, and vice versa. Hence, there is a significant relationship between parental involvement and students' academic achievement in public junior secondary schools in Egor Local Government Area.

Research Question 2: To what extent does parents' level of education influence the academic achievement of junior secondary school students in Egor Local Government Area?

Teachers were surveyed to provide their insights regarding the relationship between parents' level of education and students' academic achievement. They filled out a 4-point Likert scale, which included the following options: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The responses were then analyzed and are presented in Table 3.

Table 3: Parental Educational Level and Students' Academic Achievement

Parental Educational Level and Students' Academic Achievement.	SA 4	A 3	D 2	SD 1	Total	Mean	SD
Educated parents are more likely to support their children's learning at home.	35(70%)	12(24%)	2(4%)	1(2%)	50(100%)	3.62	0.66
Parents with higher education levels understand how to assist their children academically.	26(52%)	16(32%)	7(14%)	1(2%)	50(100%)	3.34	0.79
Students from well-educated families tend to perform better academically in school.	24(48%)	20(40%)	5(10%)	1(2%)	50(100%)	3.34	0.74
Low parental education contributes to students' poor study habits and achievement.	35(70%)	12(24%)	2(4%)	1(2%)	50(100%)	3.62	0.66
Mean Responses	30(60%)	15(30%)	4(8%)	1(2%)	50(100%)	3.48	0.71

Table 3 indicates that 60% of teachers strongly agreed that parents' educational background impacts students' academic outcomes. Additionally, 30% of the teachers agreed with this statement, while 8% disagreed, and 2% strongly disagreed. This data suggests that a significant majority (60%) of teachers firmly acknowledge the influence of parents' level of education on their children's academic achievements.

Hypothesis Two

Ho₂: The educational level of parents does not significantly influence students' academic achievement in public junior secondary schools in Egor Local Government Area.

The Pearson Correlation analysis was conducted to assess the connection between parents' education levels and students' academic success based on the teachers' perspectives. The results of this analysis are detailed in Table 4.

Table 4: Relationship Between Parental Educational Level and Students' Academic Achievement

		Parental Educational Level	Students' Academic Achievement
Parental Educational Level	Pearson Correlation Coefficient	1	0.96
	Sig. (2-tailed)		<0.0001
	N	50	50
Students' Academic Achievement	Pearson Correlation Coefficient	0.96	1
	Sig. (2-tailed)	<0.0001	
	N	50	50

Table 4 displays the correlation coefficient between the educational attainment of parents and the academic achievement of students, and the calculated coefficient is 0.96. This strong correlation indicates a highly positive relationship between the level of education that parents attain and the academic success of their students. Again, the p-value of less than 0.0001 is significantly lower than the 0.05 significance level, implying that the relationship is statistically significant. Therefore, the educational level of parents significantly influences students' academic achievement in public junior secondary schools in Egor Local Government Area.

Research Question Three

Ho₃: There is no significant relationship between parents' occupation and students' academic achievement in public junior secondary schools in Egor Local Government Area.

The researcher gathered teachers' opinions regarding the impact of parents' occupations on students' academic achievement. Teachers were asked to respond using a 4-point Likert scale, where Strongly Agree (SA)=4, Agree(A)=3, Disagree(D)=2, and Strongly Disagree (SD)=1. The results of the teachers' responses are presented in Table 5.

Table 5: Parental Occupation and Students' Academic Achievement

Parental Occupation and Students' Academic Achievement.	SA 4	A 3	D 2	SD 1	Total	Mean	SD
Parents with demanding jobs spend less time	45(90%)	5(10%)	0(0%)	0(0%)	50(100%)	3.90	0.31

monitoring their children's studies.							
The nature of parents' occupation affects the children's ability to attend school meetings.	23(46%)	25(50%)	2(4%)	0(0%)	50(100%)	3.42	0.57
Students whose parents have stable occupations perform better academically.	25(50%)	20(40%)	5(10%)	0(0%)	50(100%)	3.40	0.66
Parents' work schedules limit their involvement in their children's education.	39(78%)	10(20%)	1(2%)	0(0%)	50(100%)	3.76	0.47
Mean Responses	33(66%)	15(30%)	2(4%)	0(0%)	50(100%)	3.62	0.50

The results presented in Table 5 indicate that a significant majority of teachers, specifically 66%, strongly agreed with the statements provided. Additionally, 30% expressed agreement, 4% disagreed, and no teacher reported strong disagreement. This suggests that most teachers (66%) believe that the occupation of parents has a serious impact on students' academic achievement.

H₀: There is no significant relationship between parents' occupation and students' academic achievement in public junior secondary schools in Egor Local Government Area.

Pearson Correlation analysis was conducted to explore the degree of relationship between parents' occupations and students' academic achievements, based on the teachers' responses summarized in Table 5. The results of the analysis are presented in Table 6.

Table 6: Relationship Between Parental Occupation and Students' Academic Achievement

		Parental Occupation	Students' Academic Achievement
Parental Occupation	Pearson Correlation Coefficient	1	0.95
	Sig. (2-tailed)		<0.0001
	N	50	50
Students' Academic Achievement	Pearson Correlation Coefficient	0.95	1
	Sig. (2-tailed)	<0.0001	
	N	50	50

Table 6 shows that the correlation coefficient between parents' occupations and students' academic achievement is 0.95. This suggests a powerful positive correlation between parents' occupations and students' academic achievement. Again, the p-value of less than 0.0001 at the 0.05 significance level demonstrates that these results are statistically significant. This implies that there is a significant relationship between parents' occupation and students' academic achievement in public junior secondary schools in Egor Local Government Area.

The coefficient of the regression analysis of the impact of parental involvement on students' academic achievement, and the t-test values at a 0.05 significance level are in Table 7.

Table 7: Regression Coefficients

Predictors	Coefficients	T	P-value	Interpretation
Intercept	5.61	—	—	—
Parents' Involvement	0.404	13.54	<0.0001	Significant
Parents' Education	0.338	23.76	<0.0001	Significant
Parents' Occupation	0.475	21.07	<0.0001	Significant

At a significance level of 0.05, the critical t-value is 2.011, which is less than the calculated t-values presented in Table 7. The coefficients associated with the predictors, in conjunction with the computed t-test values, indicate that parental education and occupational status exert a significant influence on the academic achievement of students in public junior secondary schools within Egor Local Government Area.

Discussion of Findings

The findings of the first research question show a strong positive relationship between parental involvement and academic success among students in public junior secondary schools in Egor Local Government Area. A correlation coefficient of 0.89 clearly shows that students whose parents actively participate in their education tend to achieve better academic results. This is in agreement with Nair et al. (2024), who emphasized that parental involvement is vital for improving students' academic achievement. The high correlation value aligns with Hornby and Blackwell (2018), who noted that the strong correlation between parental involvement and academic achievement stems from children spending over 99% of their early years under their parents' influence outside of school.

Moreso, the p-value of less than 0.0001 is well below the 0.05 significance level, confirming that this relationship is statistically significant and not due to chance. This evidence highlights that when parents engage actively by supervising homework, attending school events, and encouraging their children's learning efforts, students demonstrate greater motivation and attain higher academic achievement (Yahya et al., 2022; Musengamana, 2023). Therefore, promoting parental involvement should be a main strategy for improving student achievement in public junior secondary schools in Egor Local Government Area.

Again, the findings from research question two reveal a very strong positive correlation between the educational attainment of parents and the academic achievement of junior secondary school students in Egor Local Government Area. With a correlation coefficient of 0.96, the findings suggest that as parents' education levels rise, the academic outcomes of their children tend to improve. This is consistent with the findings of Yang et al. (2023) that students with educated parents tend to be academically sound compared to those with uneducated parents, as educated parents are better equipped to support their children's educational

efforts. The p-value that is less than 0.0001 is significantly lower than the 0.05 threshold, indicating that this relationship is statistically significant. This underscores the vital role parental education plays in influencing students' learning outcomes. Parents who are educated are more inclined to offer academic support, establish a conducive learning environment, and emphasize the importance of education, all contributing positively to their children's academic success.

Similarly, the findings from research question three reveal a strong positive correlation of 0.95 between parents' occupations and students' academic achievement in public junior secondary schools in Egor Local Government Area. This suggests that as parents' job status improves, their children tend to perform better academically. This aligns with Gidado et al. (2024), who also found a significant link between parental occupation and student success. With a p-value of less than 0.0001 at the 0.05 significance level, these results are statistically significant. Students with parents in stable, well-paying jobs typically achieve higher academic results than those whose parents have unstable, lower-paying positions (Kyao and Onyango, 2024). Therefore, the nature of parents' occupations affects the resources, support, and learning environment available to their children, highlighting the importance of parental occupational status in influencing academic outcomes in the study area.

The regression analysis in Table 7 illustrates that students' academic success is heavily influenced by their parental involvement. Parents' occupation has the most substantial impact, followed by parental involvement, and educational attainment. These findings highlight the critical role of family background and parental support in shaping educational outcomes in public junior secondary schools. The constant term of 5.61 reflects the anticipated level of students' academic achievement when all independent variables are controlled. This implies that even without direct parental involvement, education, or occupation, there is still an expected baseline level of student academic success. This baseline may be attributed to other unmeasured aspects, such as individual motivation, the learning environment, or peer influence.

Each coefficient in the model illustrates both the direction and strength of the impact that each parental factor has on students' academic success. The positive coefficients across all variables suggest that an increase in any of these parental attributes correlates with enhanced academic success among students. Notably, the coefficient for parents' occupation (0.475) is the highest, indicating that the type of work or professional status of parents plays the most significant role in students' academic achievements. This influence may stem from stable or prestigious occupations, which often provide financial resources and a conducive social environment for learning at home. Parental involvement (0.404) is also significant, demonstrating that active participation in children's education, such as monitoring schoolwork, attending school events, and encouraging learning, leads to better academic outcomes. Lastly, the coefficient for parents' educational level (0.338) also shows a positive contribution. Educated parents are generally more equipped to guide and motivate their children, track academic progress, and communicate effectively with educators regarding their children's needs. The significance level of 0.05 indicates that the relationships captured in this model are statistically significant and unlikely due to chance. In essence, all the variables included substantially explain variations in students' academic achievement.

Conclusion

The study shows that parental involvement in education greatly impacts students' academic success. Parental involvement encompasses activities such as attending school meetings, monitoring students' academic progress, assisting with homework, enforcing discipline, providing necessary learning materials, and paying school fees, among other responsibilities. Additionally, the study found a significant relationship between parents' level of education and their children's academic success in Egor Local Government Area. Parents with higher education levels tend to value education more, creating a conducive learning environment for their children, and are better equipped to assist with homework compared to parents with lower educational backgrounds. Finally, the study concluded that there is a positive correlation between parents' occupations and students' academic achievement in the area. Students whose parents are in stable formal employment generally achieve higher academic success than those whose parents are peasant farmers or are unemployed.

Recommendations

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

1. Parents should be sensitized about the significant advantages of their involvement in the education of their children.
2. The study indicates that many parents in Egor Local Government Area lack formal education, which hampers their ability to engage effectively in their children's academic success. Therefore, it is recommended that schools in this region implement robust strategies to encourage and facilitate parental engagement in education.
3. Additionally, the study reveals that a majority of parents in Egor Local Government Area are small-scale business operators with limited monthly incomes. To address this issue, it is suggested that the government take steps to improve the economic conditions of families in the area by investing in income-generating projects.

REFERENCES

- Castro, M., Casas, E. E., López-Martín, E., Hernández, L. L., Asencio, E. N., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, 14, 33–46.
- Ericson, A., Bonuck, K., Green, L. A., Conry, C., Martin, J. C., & Carney, P. A. (2023). Optimizing survey response rates in graduate medical education research studies. *Family Medicine*, 55(5), 304–310.
- Esteban, Z. D. (2024). Parental involvement and students' academic performance: Basis for an intervention program. *Psychology and Education*, 25(4), 592–599.
- Gamarra-Moncayo, J., & Prada-Chapoñán, R. (2025). Sample, sample size and sampling: a review of current recommendations. *Interacciones*, 11, e447. <https://dx.doi.org/10.24016/2025.v11.447>
- Gidado, A. A., Aliyu, S. R., & Zangina, M. A. (2024). Influence of parental occupation and income level on academic performance of primary school pupils in home economics subject in Kaduna State, Nigeria. *BW Academic Journal*, 1(3), 44–51.
- Hornby, G., & Blackwell, I. (2018). Barriers to parental involvement in education: An update. *Educational Review*, 70(1), 109–119.
- Kim, S. (2022). Fifty years of parental involvement and achievement research: A second-order meta-analysis. *Educational Research Review*, 37, 100463.

- Krieglstein, F., Beege, M., Rey, G.D., Ginns, P., Krell, M., & Schneider, S. (2022). A Systematic Meta-analysis of the Reliability and Validity of Subjective Cognitive Load Questionnaires in Experimental Multimedia Learning Research. *Educational Psychology Review*, 34, 2485–2541.
- Kyao, S. M., & Onyango, D. O. (2024). The Contribution of parents' occupation on students' academic achievements in public secondary schools in Njombe town Council. *East African Journal of Education Studies*, 7(1), 342–351.
- Mchia, A. M., & Mwila, P. M. (2024). The impact of parents' involvement in pupils' academic performance in public primary schools: A case of Ilala City, Tanzania. *International Journal of Research and Innovation in Social Science*, 8, 4922–4930.
- Musengamana, I. (2023). A Systematic review of literature on parental involvement and its impact on children's learning outcomes. *Open Access Library Journal*, 10: e10755. <https://doi.org/10.4236/oalib.1110755>
- Nair, S.M., Wider, W., Bo, D., Singh, G.K.S., & Siddique, M. (2024). The Impact of parental involvement in preschool on children's academic achievement. *Journal of Ecohumanism*, 3(7), 3796–3808.
- Olawunmi, E. T., Ajibola, I. A., & Adeola, I. A. A. (2024). Family involvement and girl child's academic performance in public secondary schools in Ibadan North Local Government. *African Journal of Educational Management*, 25(1), 37–58.
- Omeje, C. O. (2025). Effect of gamification on senior secondary students' academic achievement in chemical reactions in Enugu Education Zone of Enugu State. *Sapientia Foundation Journal of Education, Sciences and Gender Studies*, 7 (4), 19 – 28.
- Piskorz-Ryń, O., & Chikwe, C. (2024). Parental involvement and its influence on academic achievement. *Iranian Journal of Educational Sociology*, 7(2), 50–56.
- Sujarwo, S., & Herwin, H. (2023). Parental involvement and student achievement: A meta-analysis of publications in the Scopus database. *International Journal of Instruction*, 16(2), 107–124.
- Taherdoost, H., & Madanchian, M. (2024). The impact of survey response rates on research validity and reliability, <http://dx.doi.org/10.2139/ssrn.5262008>
- Yahya, I. O., Khadijah, O. S., & Adekunle, A. U. (2022). Influence of parental support and achievement motivation on academic performance of secondary school Islamic studies students in Lagos State. *Journal of Applied Science, Engineering, Technology, and Education*, 4(2), 236–245.
- Yang, Y., Zhang, M., & Chen, X. (2023). Parental involvement and students' school engagement and achievement: A meta-analysis. *Education Research International*, 1–13.
- Zhang, F., Jiang, Y., Huang, S., Ming, H., Ren, Y., & Wang, L. (2021). Family Socioeconomic status, parental involvement, and academic achievement: The moderating role of adolescents' subjective social mobility. *The Journal of Early Adolescence*, 41(9), 1425–1454.