

**Parental Involvement and Family Structure as Determinants of Private School Pre-school
Children Academic Achievement in Literacy in Oyo State**

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Child Education**

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Certification

This is to certify that this study was conducted under my supervision by Josephine ABIODUN-KOLAWOLE with the matriculation number LCU/PG/002731 for the award of Master of Education (MEd) Degree in Early Child Education, Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria

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Dedication

This thesis is dedicated to Almighty God, the enabler, source of strength and wisdom. The protector of mankind from whom all knowledge and understanding come.

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Although all the aforementioned Institutions and persons helped in one way or the other, all errors in this research report if found are solely mine.

Abstract

This study investigated parental involvement and family structure as determinant of private schools preschool children academic achievement in literacy in Oyo State. The study was guided by Epstein's Conceptual Model Theory and Social Capital Theory. Three research questions and three hypotheses were formulated. Descriptive survey research was adopted. Study population comprised 3,295 private primary schools and 217,850 pre-school pupils. Sample size consisted of 834 private primary school, 4100 pre-school pupils and 4,100 parents. Parental Involvement and Family Structure on Pre-school Children's Academic Achievement in Literacy Questionnaire (PIFPCA) ($r=0.87$) and Pre-School Pupil Literacy Examination (PPLE) containing fifteen questions were used. Data were analysed using descriptive and inferential statistics. Results showed that level of academic achievement in Literacy among pre-school students in Oyo State is excellent. Level of parents' involvement ($x=3.40$) in the preschool children education in Oyo State is moderate. The overall level of family structure of private schools preschoolers is moderate ($x=2.61$). There is significant combined influence of parental involvement and family structure on the academic achievement in literacy of private school preschool children ($\text{Adj. } R^2=0.620$, $F_{(2.612)}=14.575$, $P<0.05$). Parental involvement ($B=0.147$; $p=0.019$) and family structure ($B=0.202$; $p=0.008$) have positive influence on preschoolers academic achievement in literacy. Home environment ($F_{(1.6229)}=0.464$, $p\text{-value}=0.496$) has no influence on pre-school children academic achievement in literacy. Hence, the level of academic achievement should be maintained and improved, parents should improve on their involvement in preschool children's education, single parenting and polygamous family structure should endeavour to provide family support to improve their children academic achievement.

Keywords: Academic Achievement, Family Structure, Home Environment, Literacy, Nuclear Family, Polygamous Family, Pre-School, Single Parenting.

Word Count: 259

Table of Contents

Content	Page
Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	ix
List of Figures	x
List of Acronyms	xi
Chapter One: Introduction	
1.1. Background to the Study	1
1.2. Statement of the Problem	8
1.3. Aim and Objectives of the Study	10
1.4. Research Questions	11
1.5. Hypotheses	11
1.6. Significance of the Study	11
1.7. Scope of the Study	12
1.8. Limitations of the Study	13
1.9. Operational Definition of Terms	13
Endnotes	
Chapter Two: Literature Review	
2.1. Conceptual Review	17
2.1.1. Academic Achievement	17
2.1.2. Academic Achievement in Literacy	18
2.1.3. Parental Involvement	21
2.1.4. Parental Income and Socio-Economic Status	21
2.1.5. Parental Educational Activities	22

2.1.6. Parental Home Environment	29
2.1.7. Concept of Family Structure	34
2.1.8. Concept of Nuclear Family	36
2.1.9. Concept of Polygamous Family	41
2.1.10. Concept of Divorced Parents	42
2.2. Theoretical Framework	45
2.2.1. Epstein's Conceptual Model Theory	45
2.2.2. Social Capital Theory	47
2.3. Review of Empirical Studies	49
2.3.1. Parental Involvement and Academic Achievement of Academic Achievement of Preschool Children in Oyo State.	49
2.3.2. Family Structure and Academic Achievement of Preschool Children in Oyo State	105
2.4. Conceptual Model	112
2.5. Summary of Gap in Literature Reviewed	113
Endnotes	
Chapter Three: Methodology	
3.1. Research Design	135
3.2. Population of the Study	135
3.3. Sample and Sampling Technique	136
3.4. Description of Research Instrument	139
3.4.1. Parental Involvement and Family Structure on Pre-school Children Academic Achievement in Literacy Questionnaire (PIFPCA)	139
3.5. Validity of the Research Instrument	140
3.6. Reliability of the Research Instrument	141
3.7. Administration of the Research Instrument	141
3.8. Method of Data Analysis	141
3.9. Model Specification	142
Endnotes	

Chapter Four: Results and Discussion of Findings

4.1.	Instrument Response Rate	144
4.2.	Demographic Data Analysis	146
4.3.	Presentation of Research Questions	148
4.4.	Presentation of Hypotheses	155
4.5.	Discussion of Findings	160

Endnotes

Chapter Five: Conclusion

5.1.	Summary of Findings	168
5.2.	Conclusion	169
5.3	Recommendations	170
5.4	Contribution to Knowledge	171
5.5	Suggested Area of Further Studies	171

Bibliography	173
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Appendices	190
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Bio-data	197
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The University Compliance Certification	199
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List of Tables

Table	Title	Page
3.1	Population of the Study	136
3.2	Selected Local Government Areas for the Study	137
3.3	Sampled Local Government Areas for the Study and the Number of Selected Preschoolers	138
3.4	Sampled Local Government Areas for the Study and the Number of Selected Private Schools	139
4.1	Instrument Response Rate	144
4.2	Frequency Distribution of Parents	146
4.3	Pre-School Children Academic Achievement in Literacy	148
4.4	Level of Parents' Involvement in the Preschool Children Education in Oyo State	149
4.5	Level of Family Structure (a-d)	152
4.6	ANOVA Table	156
4.7	Model Summary	156
4.8	Coefficients of Multiple Regression Analysis	158
4.9	ANOVA Table of Home Environment	159

List of Figure

Figure	Title	Page
2.1	Conceptual Model	111

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List of Acronyms

Abbreviation	Meaning
EMI -	English-Medium Instruction
.SES -	Socio-Economic Status
PTA -	Parent Teachers Association
PHE-	Parental Home Environment
GPA -	Grade Point Average
ELA-	English language arts
SPGO-	Student Performance Goal Orientation
PIS-	Parental Involvement Scale
VET-	Vocational Education and Training
SPSS-	Statistical Package for the Social Sciences

Chapter One

Introduction

1.1 Background to the Study

The level of academic achievement attained by the students lays foundation for the subsequent stages of education. Therefore, it should be handled with care. The academic achievement of students is the single most important factor in determining the success or failure of any academic institution. The level of academic success attained by students serves as a foundation for the accumulation of knowledge and the growth of abilities. In addition, the academic performance of students should be the most important concern for all teachers. Academic achievement is also the knowledge that is gained that is evaluated by marks given by a teacher, as well as educational goals that are set by students and teachers to be accomplished over a specific period of time^{1,2}.

The academic achievement in literacy of children is a topic that is regularly discussed by various parties involved in education, including but not limited to teachers, parents, students, and other individuals. In light of this fact, there is a pressing need for the attention of all educators and other educational stakeholders to be drawn to the performance of students in these subjects and the factors that may serve as predictors to it. The representation of performance results on standardised educational goals in an academic setting at any given grade level is the academic achievement of students (i.e., Preschool, high school, college)³. Academic achievement is a multifaceted concept that can be broken down into several distinct learning domains, some of which can be subject-specific (for example, English, mathematics, or science), while others can cover multiple fields of study at the same time (e.g., critical thinking)⁴.

A preschool, also known as a nursery school, pre-primary school, play school, or creche, is an educational establishment or learning space that provides early childhood education to children before they begin attending primary school, which is where compulsory education begins⁵.

Parents are able to enroll their child or children in pre-school beginning at the age of six weeks old and continuing until the child reaches the age of six years old. They are typically also used to define services for children younger than the age of kindergarten, particularly in countries where kindergarten is required to be attended by all children. The pre-primary education is provided in an environment similar to that of a nursery school⁵.

Parents are one of the most important aspects in their children's growth. This is due to their authority and ability to mould and develop their children into motivated, inspired, and lenient people through their active involvement in the learning process. In contrast, parents who are not involved in their children's education are said to demotivate and demoralize their children through carelessness⁶. This, in turn, has a negative impact on their performance. Parental participation was defined as parental attitudes, actions, style, and events that occurred within or outside of the school setting to support children's academic or behavioural success in their currently enrolled school⁶. Active parental involvement in their children's education has a significant and positive impact on their life, including their development, behaviour, motivation, and academic performance⁷. According to study, children of parents who are interested in their academic work attend school more frequently, behave better, perform better academically from kindergarten through high school, continue farther in school, and attend better schools^{6,8}.

A parent is a child's first and most important teacher in life, and he or she is expected to be involved in the child's preschool journey since it is considered that a parent and child should grow together and have a rewarding preschool experience. This is followed by school life, when strong academic performance is anticipated. The parent is expected to help the child in all aspects, including socially, physically, psychologically, and emotionally⁹. According to research, children whose parents and/or other significant adults participate in their formal education perform better in school⁶. Higher grades and test scores, long-term academic accomplishment, good attitudes and behaviours, and more successful programmes are some of the benefits of parental involvement in education that have been identified¹⁰. Parental participation occurs outside of the context of the parent-child relationship and involves discussions between parents and children regarding school, which is especially crucial for adolescents⁹.

Parental involvement sends clear messages to their children, demonstrating interest in their activities and reinforcing the notion that school is important. Parents send clear messages to their children by becoming enthusiastically involved in their children's education at home and at school, demonstrating their interest in their activities and reinforcing the idea that school is important¹¹. When schools, families, and community groups work together to support learning, children do better in school, stay in school longer, and like school more. Regardless of family income or background, students with involved parents are more likely to earn higher grades and test scores, enroll in higher-level programmes, be promoted, pass their classes, earn credits, attend school regularly, have better social skills, show improved behaviour, adapt well to school, and graduate to post secondary education¹⁰.

Parental involvement in pre-school activities encompasses a wide range of actions, but it mainly refers to parents' and family members' usage and investment of resources in their children's education⁶. These investments can be made inside or outside of the classroom, with the goal of boosting children's learning. Parental involvement at home might include activities such as school-related chats, homework assistance, and reading with children. Parents can get involved at school by working in the classroom, attending workshops, or visiting school plays and sporting activities⁶.

Similarly, subtle parental participation tactics such as parenting style, parent-child communication, and expectations are more essential than overt strategies such as school involvement, homework help, and imposing rules¹². Academic socialization involvement, which includes conveying expectations and recognizing the importance and utility of education for the future, was found to be more significantly associated to achievement than other categories of involvement¹². Teachers have regarded this sort of involvement to be more valuable than other types of involvement⁶. Aside from these dominant strategies, ethnic minority families frequently engage in other strategies to support their children's achievement, communicate the importance of education, and advocate for better educational experiences that are not captured by current frameworks and are sometimes overlooked by school personnel¹². At the most basic level, the context in which parental participation in schooling occurs differs by demographic background¹². African American and Latino adolescents are more likely to attend under served schools with high teacher turnover, low teacher quality, and concentrated poverty¹³. Furthermore, it is well recognised that teachers have lower expectations for African American and Latino students and involve them in the classroom less than they do for Euro-American and Asian American students^{12,14}.

African Americans are dissatisfied with their schools and perceive them to be less

inviting than Euro-American or Latino families¹². As a result, ethnic minority parents may become active for a variety of reasons and employ a variety of tactics.

A comprehensive framework, on the other hand, incorporates techniques from parents from various demographic backgrounds. Parents get and stay active in their children's education because they see it as part of their job as parents (i.e. role construction), they believe they can be effective and make a difference (efficacy), and schools reach out and welcome them^{14,15}. Programs and policies that are sensitive to the needs of parents are related with improved parental confidence in their involvement and have the ability to change prevalent messages about the value of involvement¹². Given the disparities in educational contexts among demographic groups, there may be additional motives for involvement based on demographic background. For example, African American parents' are discontent with school and was linked to higher levels of parental participation at home¹². One possible explanation is that African American parents become more involved when the school fails to achieve their expectations and become less involved when the school meets their expectations¹².

Family is a collection of people who are related through affinity, consanguine, or adoption who are within two generations of each other. The number of parents and siblings with whom children live in a family, as well as their parents' marital status, have an impact on their lives¹⁶. It is a close-knit community of people who genuinely care about and respect one another¹⁷. The family is a social group defined by shared living quarters, economic cooperation, and reproduction. It is a group of two or more persons who are connected through blood, marriage, adoption, step parenting, or fostering and who normally reside in the same household¹⁷. This includes newlyweds without children, couples with dependents, single mothers and fathers with children, and siblings living together.

The family is the primary socializing unit in society, particularly in Africa¹⁷. The family, as an institution, provides for the child's raising, socialization, and education¹⁸. It serves as the child's first point of interaction with society. It is the foundation of an individual's social identity. The consistency and quality of family relationships have significant effects on children's drive to learn and academic achievement¹⁹. The reason for this is that there are many supporting learning environments for respective child who have affection, time, and money to meet essential educational needs. Family structure is made up of several forms of families and marriages. Nuclear and extended families, single parenting, monogamous, polygamous, monoandrous, and polyandrous family systems are all examples¹⁷.

A nuclear family is a group of individuals made up of two adults and their offspring. A nuclear family is a group of people who live together or apart from their mother, father, and children. An extended family structure is a family that includes grandparents, aunts, uncles, and cousins who all live nearby or in the same household. The term extended family refers to both the nuclear family and other relatives affiliated with nuclear family members. Single parent refers to the parent who has the majority of the day-to-day obligations in raising the child or children, which would classify him or her as the dominant caregiver as the parent with whom the child lives the majority of the time, while polygamous families are those in which a man weds more than one woman.

Scholars discovered that children from single-parent families have poorer levels of psychological well-being²⁰. Single parenthood refers to a situation in which the custodial parent, who lives with the child, provides all of the child's needs. The urge to succeed as a single parent causes worry, which impacts the child's willingness to learn and academic achievement²¹. In contrast to polygamy, a monogamous family

structure is a type of relationship in which an individual has only one spouse during their lifetime or at any given moment²². Monogamy is what binds the family together as a unit.

Children from monogamous families have been shown to be less likely to develop psychological and cognitive problems²³. Also, children with monogamous parents appear to be more eager to learn than those with polygamous parents²⁴. Polygamous families are made up of a man and multiple simultaneous wives, whereas polyandry is made up of a woman having multiple simultaneous husbands or group marriage, which is made up of numerous husbands, a woman married to more than one husband at the same time. Family can have a significant impact on children's academic performance.

According to a study, when parents believe in their children's abilities and have high expectations for them, as well as providing a conducive learning atmosphere for them, they get motivated, which can increase their academic achievement⁶. Academic achievement refers to how students handle their studies and how they cope with or complete various tasks assigned to them by their teachers²⁵. A child's academic achievement and performance can be substantially influenced by his or her family structure, especially in pre-school. Pupils in pre-schools are typically drawn from diverse family structures with diverse histories, composition, lineage, and domicile.

The various family structure elements appear to have an impact on children's general motivation to learn and academic achievement¹⁷. The reason for this could be that different family structures give certain features that encourage or boost motivation to learn as well as a conducive atmosphere for their respective children⁶. Such assistance could include affection, time, and the availability of learning tools. Some family

systems are more restrictive than others in meeting vital children's needs, resulting in differing levels of accomplishment for youngsters.

Parents' financial stability and positive ambition appear to play a significant effect in their children's education¹. Many educational experts are concerned about the impact of parental participation and family structure on a child's academic achievement^{7,16,20}.

This study aims to highlight the impact of parental involvement and family structure on children's academic outcomes. The study's findings may aid in future improvements and the development of techniques to encourage and boost parental involvement both at home and at school.

1.2 Statement of the Problem

Parents of preschool children are often faced with unique challenges that hinder them from meeting the learners' needs. They include; insufficient time, career or job type, level of education, order of priority, set home environment, opinion to voluntary work at school, time taken to respond to school activities for example buying instruction materials, attending parents' meetings, conferences, sports, academic clinic day, disciplinary cases and also discussing the academic progress of the child. If the above needs are not attended to, there is a likelihood of child not performing well because he or she is not adequately supported. Insufficient parental involvement may lead to poor performance of the child academically.

Also, teachers and school administrators at pre-schools faces a major problem which is how to ensure the involvement of more parents in their children's education process to improve the achievement of their children. Involvement of parents in the form of upbringing and development interest has a major effect on child's academic results, attitudes and behavior. Schools have many parents who are unaware of contemporary

learning methods and ways they can be more associated with their child's education. School administrators have implemented a number of initiatives to encourage more home-school relations. However, some of these drives; especially concerning the involvement of parents in learning at elementary level, have not been effective. Although many school administrators have implemented strategies to encourage and ensure parent involvement, many parents are still reluctant to become involved in their children's education.

In addition, families for example nuclear, polygamy and single parenting have significant influence on children's performance. Girls are often found to be more affected in their development by the quality of interaction with their family members. They are higher in their need for affection, seek to satisfy their affection needs more from family members and place greater importance on parents' evaluations. As a result, boys may have greater record of low motivation to learn at the early stages of life than girls. However, some family in some part of the country place higher value on man child education than the female child thus reducing the motivation of the girl child to perform academically.

Thus, to the researchers knowledge, little or no study has been done on the academic performance especially among preschool students in Ibadan, Oyo State with respect to parent involvement and family different structures. The study therefore sought to establish the influence of parental involvement and influence of family structure on preschooler academic performance of selected preschools in Oyo State.

1.3 Aim and Objectives of the Study

The aim of this study is to establish the influence of parental involvement and family structure on the academic achievement in literacy of private school preschool children in Oyo State.

The specific objectives are to:

- i. examine the level of academic achievement in literacy of private school preschool children in Oyo State;
- ii. examine the level of parental involvement in the preschool children education in Oyo State;
- iii. determine the level of family structure of Pre-school children in private schools in Oyo state;
- iv. ascertain the significant joint contribution of parental involvement (child's educational activities, economic status on child's education) and family structure (nuclear, single and polygamous parents) on the academic achievement in literacy of preschool children in Oyo State and
- v. establish the significant relative influence parental involvement (child's educational activities, economic status on child's education) and family structure (nuclear, single and polygamous parents) on the academic achievement in literacy of preschool children in Oyo State.
- vi. determine the moderating effect of home environment (rural and urban) on pre-school children academic achievement in literacy in Oyo State.

1.4 Research Questions

The study addressed the following research questions:

1. what is the level of academic achievement in English literacy of preschool children in Oyo State?
2. what is the level of parents' involvement in the preschool children education in Oyo State?
3. what is the level of family structure of Pre-school children in private schools in Oyo State?

1.5 Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

They include:

H₀₁: There will be no significant joint contribution of parental involvement (child's educational activities, economic status on child's education) and family structure (nuclear, single and polygamous parents) on the academic achievement in literacy of preschool children in Oyo State.

H₀₂: There will be no significant relative influence of parental involvement and family structure (nuclear, single and polygamous parents) on the academic achievement in literacy of preschool children in Oyo State.

H₀₃: There will be no significant moderating effect of home environment (rural and urban) on pre-school children academic achievement in literacy in Oyo State.

1.6 Significance of the Study

Parental participation has a substantial impact on preschool children's academic achievement. The outcomes of this study will help to improve parental participation in pre-school children's academic performance, as well as the influence of family structures.

The findings could also be useful in managing learners' education and identifying the types of parental involvement such as parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community that impact preschool children's academic performance acquisition.

The research will also provide intellectual inputs for future scholars looking for information on the effects of parental participation and family structure on academic performance. This will also serve as a foundation for future research.

The findings can assist instructors and parents build programmes to improve their abilities, knowledge, positive attitude, and child-handling competence.

The preschoolers could benefit if the problems are solved; for it will improve the teaching and learning process, the end result which will be an improvement of preschoolers' academic achievement. The result of this study will serve as guide to other researchers who may wish to carry out further research in this area; it may also serve as a source of information for research.

1.7 Scope of the Study

The geographical scope of this study will cover all the preschool pupils and their parents in private nursery and primary schools in Ibadan North local government areas of Oyo State. The independent variables of the study included: 'parental involvement' (parental participation, parental economic status, educational activities and home environment) and 'family structure' (single, divorced and polygamous parents), while the dependent variable will be 'preschoolers academic achievement' in English language.

1.8 Limitation to the Study

Only pre-school parents and teachers in private pre-schools in Oyo State were used. This places a limitation to the generalization of the findings for the nation. This is as a result of the fact that parents, teachers in other states and public schools of the federation do not have similar perception of situations and circumstances.

1.9 Operational Definition of Terms

Academic Achievement: Comparing individual students' performance assessment results from one year to the next, aggregated to the school level.

Communication: Communication from home to school about children's intellectual growth and other academically relevant information.

Child: A pre-schooler between the age 1-5 years

Parent: A parent is a Child's first and most important teacher in life, and he or she is expected to be involved in the child's preschool journey

Parental Involvement: Refers to parental involvement in all aspects of their children's education and development from infancy to adulthood, acknowledging that parents are the primary influence in their life.

Parental Participation: Participation in children's educational activities

Educational Activities: Refers to all activities supporting education at home and at school

Family Structure: Types of family (Nuclear, polygamous, single parent), beliefs, norms.

Home Environment: Refers to space and its surrounding where the preschool child lives with the parent or guardian for example at home.

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Chapter Two

Literature Review

This chapter presents the review of relevant concepts and variables in the research topic based on the objectives, hypotheses and research questions in the present study. It also reviews empirical studies and theories that render supports to the work. It is organized according to the following sub-headings:

2.1 Conceptual Review

- 2.1.1 Concept of Academic Achievement
- 2.1.2 Concept of Academic Achievement in Literacy
- 2.1.3 Concept of Parental Involvement
- 2.1.4 Concept of Parental Economic Status
- 2.1.5 Concept of Parental Educational Activities
- 2.1.6 Concept of Parental Home Environment
- 2.1.7 Concept of Family Structure
- 2.1.8 Concept of Nuclear Family
- 2.1.9 Concept of Polygamous Parents
- 2.1.10 Concept of Divorced Parents

2.2 Theoretical Framework

- 2.2.1 Epstein's Conceptual Model Theory
- 2.2.2 Social Capital Theory

2.3 Review of Empirical Studies

- 2.3.1 Parental Involvement and Academic Achievement in Literacy of preschool children in Oyo State
- 2.3.2: Family Structure and Academic Achievement in Literacy of preschool children in Oyo State

2.4 Conceptual Model

2.5 Summary of Gap in Literature Reviewed

2.1 Conceptual Review

2.1.1 Academic Achievement

A person's future progress in society depends in large part on their academic performance¹. Academically successful people have abilities and information that they can utilize to benefit society and the nation's economy. Academic achievement has remained educational psychologists' top concern over time, and they work to identify the drivers of students' academic success^{2,3,4}.

Prior study concentrated on a student's cognitive skills, such as reasoning, memory, and problem-solving, as a significant determinant in academic achievement^{5,6,7}. However, researchers also take into account non-cognitive factors like self-esteem, emotional intelligence, family, and peer influence as a potential factor that predicts academic success since cognitive abilities on academic achievement alone were not sufficient to fully determine the outcome of learners^{8,9}.

The direct or indirect learning processes that students engage in are inextricably linked to the learning results they achieve. It implies that both internal and external influences may have an impact on a student's ability to learn successfully^{91,92,93}. Conditions that influence student learning that are independent of the individual student include the school environment, family, community, socioeconomic status of the pupils, and family. While internal elements, which include motivation, self-concept, readiness, discipline, independence, and other traits that come from within the students themselves, have an impact on the learning process. In order to obtain the best learning outcomes, self-concept and learning independence are included in the internal elements that determine learning outcomes^{10,11,12}.

Academic achievement, according to research, is the representation of performance results on standardized educational goals in an academic setting at any given grade level (i.e., elementary school, high school, college)¹³. Academic achievement is a complex

concept made up of a variety of learning domains, some of which can be subject-specific (e.g., math, science, or English) and others of which may cover a number of disciplines simultaneously (e.g., critical thinking)¹⁴. Academic achievement has a wide range of outcomes, so this factor is best defined by the method used to measure it¹⁵. Academic accomplishment is measured by both curricular-based (such as grades) and cumulative-based (such as certificates and diplomas) systems¹⁶. The majority of western nations accept grade point averages (GPA) and test results from standardized exams like the Scholastic Assessment Test (SAT) as measures of academic success¹⁷.

2.1.2 Academic Achievement in Literacy

When studying academic material using English-medium instruction, a study looked at whether English language competency advances over time (EMI). It was also looked for whether rising proficiency can forecast EMI academic success. Data on student English language exam scores and Grade Point Average (GPA) were gathered from a Turkish public university. Over a four-year period of studying through English, the results showed that English language skills statistically considerably increased in both disciplines. Additionally, this progress predicted EMI academic achievement, i.e., the better EMI academic achievement pupils attained, the more skilled they became in English¹⁸.

Another similar study reveals the effects of digital storytelling (DST) on academic achievement and motivation of sixth grade pupils in the English language in Jordan. The preservation and advancement of the English language are significantly aided by DST. A quasi-experimental approach is used in the study. The sample for the study is made up of (50) male students who were carefully selected from Jerash governorate's public schools. The study's findings revealed that, in the experimental group, where

the DST strategy is the primary teaching strategy for the English language, there are statistically significant changes in students' academic accomplishment and students' enthusiasm to learn the language¹⁹.

In a study conducted on junior high school students in the Aboom Circuit, Cape Coast, it was determined that gender played a moderating effect in the association between creative thinking and academic achievement in English Language and Mathematics. The study's methodology favors a quantitative approach using correlational design. Two research hypotheses, which were put to the test with the help of the Andrew F. Hayes Moderation Process and Pearson Product-Moment Correlation, served as the study's guiding principles. The study found a strong link between pupils' academic achievement and creative thinking. According to the study's additional findings, gender considerably influenced the association between academic achievement and creativity. In English language and mathematics, men respondents had larger creative thinking effects than female respondents²⁰.

The academic achievement and English language ability of ESL nursing bachelor's degree candidates was examined. A correlation approach was employed with a sample of 136 nursing students to determine their English competence using a structured questionnaire on socio demographic traits, factors influencing language proficiency, open questions, and the English Language Acculturation Scale (ELAS). 43 percent of the participants reported having trouble comprehending the second language in clinical settings, 68 percent reported having trouble learning it, and 47 percent felt ashamed to use English. A little more than 71% of individuals had low ELAS scores, but 58% had high grade point averages (GPA). Internal motivation, study difficulty, and entry GPA were found to be predictors of academic performance using regression analysis²¹.

In order to better understand the relationship between class XI pupils' academic progress and their English language anxiety, a study was carried out in the Malda District. 266 male and female pupils from rural and urban schools were subjected to the researcher's English Language Anxiety Scale (Bengali). Significantly negative connections between academic achievement and English language anxiety were discovered by the study²².

Another study determined how students' academic performance in professional nursing courses and the NLE was impacted by their level of English language ability. An old-fashioned descriptive correlational study design was used in the research. One nursing school in the Philippines conducted a secondary examination of 141 nursing students' already-existing research data sets. The correlation between the variables was calculated using Pearson's r . The three English courses offered as part of the nursing program and the Verbal Ability subscale of the Nursing Aptitude Test were found to significantly correlate with academic success. Significant connections between the NLE ratings, Verbal Ability, and the three English courses were also found²³.

In Oyo and Osun States of Nigeria, a study looked at how much English language ability predicted secondary school pupils' overall academic success. 400 pupils were proportionately selected from the student population in the two states by eight randomly selected high schools. Using Pearson Product Moment Correlation and Linear Regression Analysis at the .05 level, the performance of the respondents on the ELPT was associated with the students' annual results in the core academic areas of Mathematics, Biology, and English. The findings demonstrated a substantial positive link between the students' English language competence and their overall academic

accomplishment as well as a significant impact of English language proficiency on students' overall academic achievement²⁴.

2.1.3 Parental Involvement

Parental involvement is described as a parent's level of involvement in their child's education and school²⁵. Many parents are quite active, frequently offering to assist in their child's classroom activities, effectively interacting with their child's instructors, aiding with homework, and recognising their child's unique academic strengths and weaknesses²⁶. Unfortunately, many parents are not actively involved in their children's education. Many schools provide initiatives to increase parental participation, such as games and athletics, home activities, and other volunteer opportunities²⁷. Home environment, parent-school communication, and education activities both at home and at school will be considered as factors. When schools, families, and community groups collaborate to enhance learning, children perform better, remain in school longer, and like school^{28,29}. According to the study, regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, enrol in higher-level programmes, be promoted, pass their classes and earn credits, attend school regularly, have better social skills, show improved behaviour, and adapt well to school³⁰.

2.1.4 Parental Income and Socio-Economic Status

Academic achievement research has repeatedly demonstrated that socio-economic status (SES) is crucial in determining children's achievement in general³¹. Children from low-income homes are disproportionately vulnerable to a variety of academic challenges in school. However, the processes behind this impact are poorly understood. A range of theories have been advanced, ranging from unequal

distribution of resources and opportunity to heterogeneity in family interactions³¹. In general, children reared in homes with higher social and financial advantages perform better academically³². Other research has concentrated on particular parental characteristics such parenting style, nurturing, parent-child interactions, and warmth³¹. In fact, research regularly reveals that parents' educational degrees and family wealth strongly correlate with their children's educational expectations³³. Low-income parents have less positive school experiences than their higher-income counterparts. For example, they may feel less effective in supporting their child's learning and are thus less likely to invest in child learning factors, contributing to lowered expectations of their child's academic success³¹. Low-income parents have less positive school experiences than their higher-income counterparts. For example, they may feel less effective in supporting their child's learning and are thus less likely to invest in child learning factors, contributing to lowered expectations of their child's academic success³¹.

2.1.5 Parental Educational Activities

When a child comes from school with an assignment, the parents' responsibility is to ensure that it was completed correctly and on time³⁴. Some studies have found that parents checking their children's homework has a favourable relationship with academic progress^{35,36}. Students who had their parents review their school work performed better than students who did not have their parents check their homework³⁵. However, some studies have found a detrimental relationship between parents monitoring their children's homework and academic achievement^{37,38}. What parents do is more crucial to kid performance than whether they are wealthy or poor, or if they have completed high school. Every school will encourage partnerships that will boost parental involvement in supporting children's academic success. It is well

established that children who spend more time on homework perform better in school on average, and that the academic benefits increase as children progress through the grades³⁵. Good assignments, when performed effectively, may assist youngsters in developing healthy habits and attitudes. Homework, on the other hand, may help parents learn about their children's education³⁹. This can foster a lifetime passion of study. Families and their children participate in learning at home, including homework and other curriculum-related activities and decisions. Families are involved in school choices, governance, and advocacy through PTA, school councils, committees, and other parent organizations⁴⁰. According to research, parental affective support and engagement appear to be one of the most powerful determinants of adolescents' academic achievement⁴¹.

A recent meta-analysis found a strong positive relationship between parenting style as described as supportive, caring, and helpful, as well as maintaining a sufficient degree of discipline, and academic achievement⁴². These beneficial correlations may be attributable to parents with an authoritative parenting style's capacity to be caring and supportive while also maintaining a suitable amount of discipline in the home⁴². This parenting style includes attributes such as trust and approachability, which encourage children to address academic challenges and expectations with their parents⁴³. Furthermore, such parents are more likely to approach instructors when their children have academic or behavioral issues⁴³. Busy parents may involve their children in regular chores such as dinner preparation and grocery buying. Teachers might also propose that parents set aside time each day to discuss school with their children³⁴. This may be tough for parents who have limited knowledge of what happens at school. Using questions offered by the teacher, parents and children can discuss current

events. Teachers frequently recommend reading aloud to students. Reading to youngsters has been shown to increase their interest and skill in reading⁴⁴.

Teachers might also urge students to read to their parents. Schools can lend books in regions where children may not have many books, and instructors can present questions for parents and children to discuss. Reading together with the children, playing math and games, engaging in meaningful educational dialogues, reading to your children, listening to your children read, engaging the children in math/science activities at home, taking children on educational tours, camps, and so on are all examples of educational activities at home. Parents participate in Preschool children activities that assist the kid in learning. Provision of play resources such as toys and other things for preschool play is one of these activities⁴⁵. These toys and materials assist the youngster in developing mental creativity. The youngster may recall different sorts of toys, how they appear, and how they work⁴⁶.

Toys advertised on television have a profound influence on young children. For starters, many of these toys are associated with cartoon shows, contemporary children's movies, or children's television shows that involve violence and action figures⁴⁶. Unfortunately, these toys have minimal play value and are associated with aggressive behavior⁴⁶. They do not encourage imaginative play, theatrical play, or creativity. Toys have evolved over the last 50 years to include more technology and are mass produced in an infinite variety.

Second, a parent is expected to read with their child. Reading with the kid assists the parent in identifying the child's weaknesses^{44,46}. The youngster, for example, may be able to read vocabulary and in other languages. A parent can also educate his or her child to listen and repeat what he or she has read. The parent will help the youngster count and solve easy math problems. In addition, the youngster can be assisted in

counting, grouping, pairing, sorting, comparing, and matching^{34,46}. This will help the youngster become a better mathematician because he or she will be undertaking a lot of related tasks.

Finally, another form of parental involvement in educational activities at home is educational tours such as visits to museums, caverns, zoos, and businesses. These websites assist them in studying and learning about world science. The youngster would feel pleased after witnessing unusual wild creatures that are not commonly seen. When parents are active in their children's schools and education, their grades and standardised test scores increase, as do their conduct at home and school, social skills, and adaption to school⁴⁷. Education activities at schools include the distribution of instructional materials, attendance at parent meetings, involvement in sports days, yearly academic days, parent seminars, and membership in various organisations such as the Parent Teachers Association (PTA)⁴⁸. Parents with greater educational attainment and money attend school conferences, volunteer at schools, and support school activities, according to research on the demographics of parents who are active in their child's school⁴⁷. By taking the time to get engaged, parents of various socioeconomic backgrounds may "level the playing field" in their child's education. Teachers pay greater attention to students who know their parents through school visits. As a result, it encourages parents to prioritise school activities for attendance, which can aid to promote children's education.

Participating in parent-teacher conferences and activities, as well as receiving and responding to written messages from the teacher, are examples of school-based parental participation⁴⁸. Parents can also volunteer at the school library, lunchroom, or as classroom assistants. Parents may get active in their children's schools by joining Parent Teacher Associations (PTAs) or Parent Teacher Organizations (PTOs) and

voting on educational services for their children. Almost every school has a PTA or PTO, but only a tiny proportion of parents participate in these organisations. These associations and organisations offer flexible scheduling for school activities and parent-teacher conferences, inform parents about what their children are learning, and assist parents in creating a conducive atmosphere at home for children's learning⁴⁸. Lack of time is a key barrier to involvement for many parents. Working parents are frequently unable to attend school functions during the school day. Furthermore, because evenings are the only time some parents have to spend with their children, they may prefer to spend time with their family rather than attend school meetings.

Motivation is another important aspect that determines kids' academic progress. Motivation, whether intrinsic (the inner impulse to work more) or extrinsic (rewards for performance), can motivate students to generate their best⁴⁹. Students can be motivated to do their best if they have a strong knowledge of the aims of motivation. Students must be encouraged to accept problems rather than avoid them, and they must be educated on the purpose of their school work and how it impacts their academic progress.

In an hypothesis that describes parental participation in their children's academic outcomes⁵⁰. The theory defines six levels of parental participation, and it has remained the most useful model for linking parental involvement to academic accomplishment with three interconnected stakeholders (i.e., family, school, & community). According to the notion, a coordinated interaction between the family, educators, and the community can support the child's learning and growth. According to the idea, there are six forms of parental involvement: parenting, communication, volunteering, at-home learning, decision-making, and community collaboration^{50,51}.

Parenting: According to the theory, the school should assist families in creating a home environment that supports their children as students⁵¹. This suggests that the school should educate families with knowledge that will assist them improve their parenting abilities, so advancing their children's development and creating a living environment that will aid kids' academic progress. This contains information on discipline, adolescence, child health, and nutrition, all of which will assist parents of students in carrying out their responsibilities at each stage of their life. This information should be available to all families, not just those who attend school events. Typically, families that do not attend school activities require this information the most. Similarly, the school must include family knowledge about their homes into the subjects they teach. According to the notion, parental participation improves student discipline, boosts school attendance, and enhances learning time.

Communication: According to the theory, a two-way communication system regarding school programming and student development should be built between the family/parents and the school⁵¹. To communicate information between students and parents, the school must create numerous forms of communication. PTA meetings, delivering termly student report cards to parents, phone talks, messaging/emails, and social media are examples of communication outlets⁵¹. Establishing continual communication between these two stakeholders will create a forum for reciprocal discussion of students' progress and flaws.

Oral or written communication improves parents' understanding of school regulations and procedures, taking into account additional school support⁵¹. According to the theory, students who benefit from this communication link gain a better understanding of their academic achievement, increase their school attendance, improve their understanding of school rules and policies, improve their communication skills, and gain a sense of direction in terms of which study field to pursue.

Volunteering: This sort of parent participation encourages parents to support the school's vision and goals, as well as the learning processes, in whatever capacity they are capable of. As a result, the school must devise and implement strategies to encourage families to engage in school events/activities. Volunteers might be charged with becoming class parents, mentors, students at open forums, organising school visits with established role models, participating in school collaborative work, and accompanying children to athletic events⁵². Volunteering allows schools and families to collaborate intellectually for the benefit of the kid. According to the notion, kids whose parents volunteer enhance their communication skills with adults, are exposed to life outside of school, copy volunteers, and apply what they learn in their future life development.

Learning at Home: The school can include parents by providing them with tools and information on how to help their children with curriculum-related subjects at home⁵¹. These include assisting families in understanding school curriculum activities required for academic achievement, devising methods of informing parents on how to monitor children's practises and behaviours, educating parents on how to train their children on setting and achieving appropriate career goals, and selecting best fitting school programs⁵³. When children are comforted by their parents, they are more likely to participate actively in defining academic achievement objectives and arranging post-secondary educational experiences⁵³. According to the notion, kids who benefit from this increase their exam results, do their assignments more efficiently, and acquire a good attitude about schoolwork⁵².

Decision-Making: The fifth level of participation requires parents to participate in school decision-making, therefore generating parent leaders and representatives⁵². This indicates that parents should participate in administration, governance, and decision-making. PTA and other parent groups, councils, and advisory boards provide

opportunities for parents to get engaged. Similarly, parents might be appointed to school administration committees or as school patrons or chairpersons⁵⁴. Participation in the school governing board provides parents with a say in school affairs, policies, improvement, and changes. Students that have this level of parental involvement do better in school and learn better. Furthermore, some policies are formed on behalf of the pupils, meeting their interests, thanks to the parents' representative (s).

Collaborating with the Community: This sort of participation discovers and integrates resources available in the community where schools and families dwell to help kids achieve academic success. Any of the aforementioned parental engagements may include the community's head (s). As a result, the school may give information to families and students about community health, cultural, recreational, and social support services, as well as activities that can benefit the child⁵². Participation in this activity can expose kids to more learning opportunities and allow them to interact with people other than their parents, classmates, and teachers. Furthermore, this can improve students' learning outcomes, act as a means of harnessing skills for extracurricular potentials and apply classroom information to the real world.

2.1.6 Parental Home Environment

Much of a child's first two years of life are spent developing a "feeling of self" or developing a first identity⁵⁵. This is an important aspect of a child's personality, how they initially perceive themselves, how they believe they should operate, and how they expect others to act in relation to them. As a result, in addition to hiring a professionally selected and qualified caregiver programme, early childhood care policy must stress ties with family, home culture, and home language⁵⁶. Some environments focus on the aspect of creating a supportive environment for children to study in, such as balanced meals, safety, a reading/homework area with adequate

lighting, establishing a family schedule to eat meals as a family, setting firm rules for bedtime, extracurricular activities, limiting television time, setting high but appropriate expectations, and parents modelling learning and hard work. Supervision and norms are part of the home environment⁵⁷. This term alludes to modest parental assistance. Children who spend less time watching television and more time on school-related activities do better academically⁵⁸.

According to studies from India and the United States, monitoring is a major role of parenting and includes the actions that parents engage in to guarantee that their children's basic physical and safety requirements are met¹⁰. Being late to pick up a child from school, for example, might have serious safety implications, especially if the school shuts and no adults are there. The level of supervision required to keep school-age children safe varies according on the child's chronological age and the location of the school and home¹⁰. To guarantee that their children do not suffer, parents must ensure that someone is available to take care of their children's meals and transportation requirements before and after school⁵⁹. Working parents' capacity to perform these fundamental supervisory obligations is limited by the structure of the workplace. Communicating with youngsters during the day is not a difficulty for individuals who work alone. However, in many jobs, employees are either barred from making personal calls or have their conversations monitored. Furthermore, the nature of certain employment limits possibilities to respond to children's fundamental requirements, such as leaving work early to accompany a kid to a medical appointment⁶⁰. The home environment gives parents schedule freedom, provides opportunity for parents and children to spend time together, and provides a comfortable setting. Home activities should be enjoyable and meaningful, rather than mundane routines that parents and children must "get through."

Teachers frequently prepare home activities in terms of worksheets or assignments that will reinforce skills taught in school⁶¹. However, parents frequently become bored of the never-ending stream of paperwork to be scrutinised and the time spent on "busywork." Another risk of encouraging home activities is the likelihood of an unclear division of duties, with instructors expecting parents to "teach" at home. Teachers and parents must recognise that their duties are distinct and that their interactions with children should be distinct⁶¹. Furthermore, there are several additional crucial methods that parents may assist their children learn in an ideal home environment. Setting guidelines for usage at home is one of these methods, as is parental encouragement to spend more leisure time reading rather than watching television⁵⁹.

Schools and parents are responding to growing expectations, economic demands, and time constraints in today's society. Effective partnerships between teachers and parents are becoming even more important in meeting the needs of children in these changing times⁵⁹. One of the six key types of parent engagement practises crucial to creating healthy working connections between teachers and parents is communication with parents⁶². Cultivating the teacher-parent relationship is also seen to be important for development team work⁶³. Unfortunately, many instructors are not explicitly educated in the skills required to effectively connect with parents. Because school communication practises are so important in incorporating families in the educational process, teacher preparation and professional development programmes should actively encourage teachers to improve communication skills⁶⁴. Teachers work hard to form partnerships with parents in order to enhance student learning. Strong communication is critical to the success of this collaboration and the development of a feeling of community between home and school. Teachers must continue to grow and

enhance their abilities in order to optimise successful communication with parents in these changing times.

There are several advantages to good communication between parents and instructors. Children learn better and parents and teachers feel more supported when parents and teachers exchange information⁶⁵. Positive feelings can be created between teachers and parents through effective communication. Schools and instructors understand that effective communication with parents is an essential aspect of their job. Teachers must understand their students' families, languages, and cultures in order to help them learn⁶⁵. Parents benefit because they have a better understanding of what is going on at school and may support learning at home. Most significantly, greater communication benefits children since contact between households and schools helps children learn and succeed⁵⁹.

However, parent-teacher contact can be difficult, particularly when parents are uneasy at school, do not speak English well, or come from different cultural backgrounds than teachers⁵². Fortunately, both parents and teachers have devised methods to facilitate communication. Some parents may have had a negative school experience as children. Other parents have expressed dissatisfaction with the school or the teacher⁶⁶. Fortunately, there are things that may be done to assist in overcoming these obstacles. Here are some instances of how some parents have grown more at ease and confident. In the United States, studies were done to assess the usefulness of teacher contact with parents and children as a method of improving student engagement⁶⁶. It conducted a randomized field experiment in which students were allocated to receive a daily phone call home and a text/written message during an obligatory summer school programme in order to evaluate the causal effect of teacher communication. Frequent

teacher-parent contact was shown to instantly boost student involvement as evaluated by homework completion rates, on-task conduct, and class participation⁶⁶.

On average, teacher-parent contact raised the likelihood that children finished their assignments by 42% and reduced the number of times teachers had to redirect students' attention to the job at hand by 25%. Class participation rates improved by 49% among 6th grade students, whereas communication appeared to have a little negative influence on 9th grade students' willingness to participate⁶⁶. Based on surveys and interviews with participating teachers and students, there are three key processes through which communication is likely to have influenced engagement: stronger teacher-student connections, higher parental participation, and increased student motivation⁶⁷. Parents may convey positive actions, beliefs, and character qualities to their children through talking with them. They may maintain contact with the school, convey high expectations for students, and encourage their attempts to succeed.

Through efficient school-to-home and home-to-school communication, the school communicates with families on school programmes and student success⁶⁸. When a teacher reports a child's improper behaviour or academic failure, the parent is frequently called. However, instructors can also utilise phone calls to inform parents about positive conduct and solicit feedback. Parents are understandably protective if they believe that every phone conversation will result in a negative report. If instructors train parents to expect regular phone calls merely to stay in touch, it will be simpler to discuss difficulties when they arise³⁴.

2.1.7 Concept of Family Structure

Family structure experiences affect children's care giving surroundings, including the degrees of parental and economic resources accessible to or invested in them, as well as the nature of their interactions with their caregivers⁶⁹. Biological/legal ties and stable family structures are thought to be best for children's development because they result in larger, higher-quality, and more consistent relationships and investments, both because stable families and (married) two biological-parent families are more socio economically advantaged than other families and because parents in stable families have the greatest incentives to invest in children⁶⁹.

When family structures change, so do family resources, parental investments, and children's care giving surroundings. Indeed, economic resources, parental time and attention, and family conflict and stress are regarded to be the major processes that relate family structure events to child development⁶⁹. At the same time, the consequences of children's transitions may vary depending on the context, including early family structure experiences and transition sequencing, such as whether children in single-parent families were born to single mothers or experienced parental breakup during childhood, potentially followed by additional transitions⁶⁹. Transitions in family structure, regardless of kind, may have a detrimental impact on child development by upsetting family roles and routines and potentially leading to changes in housing, parental work, and social support, resulting in stress and conflict for both parents and children⁷⁰. Even under ideal conditions, family structure adjustments are likely to cause some stress for the children and adults involved. Furthermore, the cumulative stress and lack of regularity associated with recurrent transfers may be especially damaging for children⁶⁹. A increasing body of research supports this idea,

revealing negative connections between a child's cognitive and, in particular, socio-emotional well-being and the presence or quantity of transitions⁶⁹.

Associations between family structure transitions and child development may differ depending on the type(s) of transition(s), due to differences in the consequences of changes in economic resources, parental time and attention, and family conflict and stress⁶⁹. However, a priori assumptions about the relative magnitude and direction of certain types of transitions are not always clear⁶⁹. The breakdown of a child's biological parents' relationship is frequently connected with reduced financial resources and parental time and attention accessible to the kid, as well as high (if not higher) levels of stress⁶⁹. In turn, parental divorce has been consistently associated to negative consequences for children, while there is variance depending on parental connection^{71,72}.

However, it is unclear how parental reconciliation and repartnering (with a social parent) could affect child development⁶⁹. While parental reconciliation may be accompanied by improved parenting quality and economic resources, it is unclear how it affects stress and conflict. Parental reconciliation may be related with reduced stress and conflict if the reasons that caused the breakup have been resolved; it may be associated with greater stress and conflict if those issues remain troublesome. Similarly, parental reconciliation may provide children with comfort and stability, or it may be accompanied by continued uncertainty about the future consistency of their family connections and living situations. According to empirical data, parental reconciliation is connected with mother well-being⁶⁹.

There is significant selection into family structure at birth, which is likely to be related to children's endowments, future family structure changes, and subsequent child development⁶⁹. Furthermore, children's paths into certain family structures, as

well as the types and amount of family instability they experience, are intrinsically tied to family structure at birth⁶⁹. As a result, it is necessary to understand the many circumstances in which children experience changes in family structure, as well as the diverse paths by which they come to experience a particular family structure⁶⁹. It is critical to choose a family structure before birth. Most children were born to and raised by married parents. Children's lifestyles have become increasingly changed and unsettled in recent decades. Although most children still live in married groups with both parents, the level of this has decreased with time.

In 2009, 67% of children lived in this family arrangement, compared to 84% in 1970⁴⁰. In 2009, around 23% of toddler lived in single-parent homes, compared to 11% in 1970⁶⁹. Approximately half of all youngsters may expect to spend some of their adolescence outside of a married parent household. In 2009, 35% of black children were raised in two-parent marital homes, while half were raised in single-parent households⁶⁹. In 2009⁴⁰, 64% of Hispanic children lived in two parent marital families, while 25% lived in single parent families. Half of impoverished children are raised by a single parent. In a cross-country study on the influence of family structure on academic achievement, it was discovered that when a family's financial base was taken into account, the impact of family structure decreased by a quarter to a half⁶⁹. According to a researcher, children benefit from superior instructional, social, intellectual, and behavioural outcomes when they live with two married parents rather with alternative family units, such as step parent and single-parent homes or families⁷³.

2.1.8 Concept of Nuclear Family

Children raised in acceptable two-parent families fare better than children raised in single-parent families⁷³. The amiable two-parent households will most likely reduce levels of stress and the chance of divorce. These children have much higher academic

ranks than youngsters from other household types⁷³. Children raised in marital parent family units are more likely to continue their schooling than other children⁷³. Youngsters in this family unit, on the other hand, have far less behavioural difficulties than children in other family types. The parents have consistently demonstrated the capacity to provide additional time and financial assistance to the youngster. The structured dual-headed family unit provides enough parental input, guidance, hope, support, time, and direction. These several components are critical to the child's academic achievement⁷³. When both parents complete their thoughtful obligations, their children are morally, logically, and economically adjusted. Sociology of education teaches us that the family is the most important fundamental social group with whom children first interact and collaborate, and this group plays an important role in the child's physical, mental, and moral development.

Most parents want their children to succeed in school, but they are frequently unaware that home life has a considerable influence on their child's academic ability. The implications of an intact family on children's scholastic attainment and school conduct, as well as its influence on the home environment, are discussed below. According to research, primary school students from intact biological families do better on reading and arithmetic tests than children from cohabiting, divorced-single, and always-single parent families⁷³. Adolescents from non-intact households do worse on maths, science, history, and reading assessments than their counterparts from intact married homes⁷³.

Previous studies found that adolescents in intact married homes or married step families (with stepfathers) fared equally on the Peabody Vocabulary Test, whereas adolescents in single-mother families or cohabiting step families (with their biological mother) performed worse⁷⁴. After correcting for other family socio-economic characteristics, adolescents from single-parent and cohabiting households are more

likely to have poor performance scores, lower college expectations, worse grades, and greater drop out rates than children from intact biological families⁴⁵. Over 57 percent of children from intact biological families attend college, compared to 32.5 percent of children from step families, 47.5 percent of children from single-parent families, and 31.8 percent of children from non-parental families⁷⁴. Students from broken homes are less likely than their classmates from intact biological families to finish four years of college.

According to the National Longitudinal Survey of Adolescent Health (Waves I and II), high school students living in intact married families have a higher average combined GPA in English and Maths (2.9) than those living in married step families, divorced families, or intact cohabiting families (2.6), and those living in always single parent families or cohabiting step families (2.5)⁷⁵. According to the 1997 National Longitudinal Survey of Youth, 28 percent of students from intact married families received mostly A's, followed by students from intact cohabiting families (21%), single divorced parent families (18%), married step families (15%), cohabiting step families (11%), and always single parent families (9%)⁷⁵. According to prior research, first-grade pupils born to married mothers are less likely to engage in disruptive behaviour (i.e., defy a teacher, be hostile with other children) than those born to single or cohabiting mothers⁷⁶.

Adolescents from single-parent families, married step families, or cohabiting step families are more likely than adolescents from intact married families to have been suspended or expelled from school, to have participated in delinquent activities, and to struggle in school with getting along with teachers, doing homework, and paying attention⁷⁶. Children and adolescents from intact married homes are more likely to value academic achievement, to do school work without being coerced, to accomplish

more than "just enough to get by," and to complete their homework⁷⁷. Adolescents from mixed and step families are less positive at school than adolescents from intact biological families⁷⁸. Adolescents from divorced and cohabiting households have far more unexplained absences and miss more classes than those from intact married homes. Even after adjusting for socio economic status, kids from step families and single-parent families are three times as likely to drop out of school than students from intact biological families⁷⁹. Adolescents in intact biological families graduate from high school at a rate of 85%, compared to 67.2 percent in single-parent homes, 65.4 percent in step families, and 51.9 percent in no-parent households⁷⁹.

In a pipeline, 69% of children from intact biological families applied to college, compared to just 60% of students from non-intact families⁷⁹. According to one research, children born to married mothers are about twice as likely as children born to unmarried mothers to complete high school⁷⁹. Adolescent adolescents from single-parent or step families stated that their parents had fewer educational expectations for them, were less likely to check school work, and monitored social activities less than parents from intact biological families⁷⁸. Divorce and stressful life circumstances have an influence on a child's ability to complete high school. According to one research, children who suffered marriage breakup before the age of 18 had a considerably lower likelihood of completing high school than children from intact families⁸⁰.

The intact biological family supports parental engagement in the education of teenage children⁶⁹. Adolescents from intact biological families stated that their parents were more involved in school, that they spoke about school more with their parents, and that they knew more of their friends' parents than those from single-parent and stepfamilies^{69,81}. According to the National Survey of Children's Health, children who live with both biological parents or two adoptive parents are only one-third as likely

as those who live with their mother only, one biological parent and a step parent, or in other family configurations, such as with their father only or with foster parents, to have ever repeated a grade in school⁸².

Furthermore, various cultures place different priorities on schooling, and these values impact children's learning outcomes⁸³. While Western parents are more likely to have more flexible expectations and tend to put less pressure on their children to succeed academically, Chinese parents place a high value on their children's educational achievement⁶⁹. This value orientation stems from Confucianism, which encourages societal harmony in human connections, particularly familial bonds. Chinese parents are responsible for their children's academic performance⁸⁴. The efficacy of a parent is sometimes measured by how well their children perform in school⁸⁴. Furthermore, academic success frequently entails a focus on the family, since familial commitment and respect are communicated via the child's excellent performance in school⁶⁹.

Unsurprisingly, Chinese parents have high educational aspirations for their children, which is reflected in their children's superior academic accomplishment. Despite the fact that most studies demonstrate a high association between parental expectations and children's school achievement in the Chinese context⁶⁹. Two hypotheses were investigated in a recent research utilising a Western low-SES population to explain the connections between parent academic expectations and child academic outcomes⁸⁵. The first hypothesis proposed that high academic expectations inspire parents to participate in school, hence improving their child's achievement⁶⁹.

Alternatively, in an examination of the link between parental participation and children's academic success, as well as the impact of family socio-economic situation in this relationship⁸⁵. The study indicated that parents with greater academic expectations acted as external supports that increased parental engagement in school

activities. Furthermore, their children's good early learning engagement and conduct at school were fostered by this assistance, resulting in quicker increase in their academic performance⁸⁵. As a result, a study focused on a low-income Western sample found strong evidence on the correlations between parental academic aspirations and child academic achievement and established that two mediators, parental participation and child engagement, may explain these links⁶⁹.

2.1.9 Concept of Polygamous Family

The polygamous family is a different kind of arrangement that can occur within a family. It is a type of marriage in which there are more than two people involved. It is the situation in which a man weds more than one woman, resulting in a family having children who were born to different mothers within the same household. It is still prevalent in Nigeria. There are three different kinds of polygamy: polygyny, in which "one husband is married to two or more wives," The term polygynandry refers to a group marriage scenario in which two or more wives are simultaneously married to two or more husbands, whereas the term polyandry describes the situation in which "one wife is married to two or more husbands"⁷⁰. Only 2% of people around the world engage in the practise of polygamy. The prevalence of polygamy is highest in West and Central Africa, with the highest rate being recorded in Burkina Faso (36%). Polygamy is also prevalent among people who practise folk religions (45%), Muslims (40%), and Christians (24%)⁷⁰.

A recent study involving a large number of people found that children who were raised in polygamous marriages were more likely to suffer from physical and emotional abuse, as well as neglect from their parents. Because of this, the majority of them have a poor performance in their academics. A qualitative study on female children and young adults found that polygamous marriage formed an emotional

abuse to the daughters, which affected their class attention and overall academic achievement. This is because the daughters have witnessed the mother's severe pain of second marriage and ascribe the mother's pain to it⁷⁰. The research was conducted on female children and young adults. In comparison to children from monogamous marriages, polygamous marriages have been linked to an increased risk of mental health issues, social issues, and lower academic achievement in children⁷⁰. Women in polygamous relationships have reported being abused by their husbands or other wives percent of the time, according to the findings of a qualitative study of American Muslims of various ethnic backgrounds⁷⁰. The prevalence of emotional distress (86.8%), fearful feeling (17%), low self-esteem (58.4%), and loneliness (64.1%) have also been found to be higher among women in polygamous relationships compared to monogamous marriages. The prevalence of emotional distress, fearful feeling, low self-esteem, and loneliness were found to be 17.9, 7.7, and 12.8%, respectively, among Bedouin-Arabs living in Israel's Negev region⁷⁰.

In a research on the impact of family structure on secondary school students' academic achievement. The study revealed that polygamy families have a substantial association with pupils' academic achievement in secondary schools in Girei local Government region. The study also indicated that there was a strong association between students' birth order and academic achievement in secondary schools in Girei local Government region.

2.1.10 Concept of Divorced Parents

Children and adolescents with divorced or separated parents are less well-adjusted on average across a spectrum of outcomes, including physical and mental health, and do less well in school compared to those who grow up with nondivorced parents⁷⁹. Adolescents whose parents divorce have been found to experience a decline in overall

grade point average (GPA) of one quarter to one-third of a letter grade and to fail more classes than those continuously living with both parents^{78,79}. In general, recent studies suggest that the association between divorce and youths' academic success is partly causal. This link between divorce and poorer academic achievement is important, as successful schooling may have a long-term impact on later educational attainment, occupational and economic stability, and future physical and mental health⁷⁹.

In a study on divorce and adolescent academic achievement, the negative association between parental divorce and GPA was stronger among adolescents with educated or highly educated parents compared to adolescents with less educated parents. This heterogeneity was driven by maternal educational qualifications, whereby divorce was more strongly and negatively associated with GPA among adolescents with educated mothers compared to those with less educated mothers, independent of paternal educational levels and income measures⁷⁹. Also, the results from a study on whether the children from divorced single parents are disadvantaged shows that children living with divorced single mothers performed as well as children from intact families, whereas children living with divorced single fathers and stepparents were disadvantaged in academic performance and subjective wellbeing. Frequent quarrels between parents in intact families also had a negative impact on child outcomes⁸⁰.

Furthermore, various cultures place different priorities on schooling, and these values impact children's learning outcomes⁸³. While Western parents are more likely to have more flexible expectations and tend to put less pressure on their children to succeed academically, Chinese parents place a high value on their children's educational achievement⁴⁷. This value orientation stems from Confucianism, which encourages societal harmony in human connections, particularly familial bonds. Chinese parents

are responsible for their children's academic performance⁴⁷. The efficacy of a parent is sometimes measured by how well their children perform in school⁸⁴. Furthermore, academic success frequently entails a focus on the family, since familial commitment and respect are communicated via the child's excellent performance in school⁴⁷.

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2.2 Theoretical Framework

This study is anchored on two theories. They include; Epstein's conceptual model and social capital theory. This study explores the multidimensional nature of parental involvement, its ramifications and family structure within the context of .

2.2.1 Epstein's Conceptual Model Theory (Theory of Overlapping Spheres of Influence)

Epstein's (1987, 1992) theory of overlapping spheres of influence describes and explains the relationships between parents, schools, and local environments by combining psychological, pedagogical, and sociological perspectives on social institutions⁸⁷. The three spheres are family, school, and local community; the overlapping spheres reflect the collaboration between these three entities, with the kid as the focal point at the centre. According to Epstein, the amount to which the spheres overlap is determined by time, taking into consideration the child's age and grade level, as well as historical influences. The degree of overlap is also determined by family, school, and community experiences, ideas, and practises, and the spheres can be purposefully pushed to overlap more or less.

Much of Epstein's research is concentrated on the many forms of family interaction and what educators might do to increase overlap across the spheres⁸⁸. Researchers have discovered that the family, school, and community all have an impact on children's development. Epstein's (1987, 1992) theory recognises the significance of these environments in a child's development, as well as the necessity for families, schools, and the community to share responsibility for the child's socialisation. Epstein accepted that some school, family, and community practises must be carried out independently, but he advocated for significant practises to be carried out

collaboratively by persons from all spheres⁸⁷. Epstein developed the phrase "partnerships" to stress how schools, families, and communities all have overlapping domains of influence when it comes to children.

According to the notion, schools should be more open to increased engagement from all stakeholders, and educators should be prepared to share responsibility for student learning with families and the community⁸⁸. The primary purpose of these collaborations is to improve student success, but there is also emphasis on improving home-school communications, making schools more welcoming to families, and assisting families in improving their overall well-being. Epstein's theory may be utilised to develop shared responsibility between parties, as well as to recommend policy changes for greater leadership and research in the field of family partnerships⁸⁸. Scholars have critiqued Epstein's theory for continuing to emphasise school-based activities and ideas while limiting families' agency, voice, and opinions. Although Epstein's approach promotes family-school collaborations, the description of activities reveals a school-centered agenda that families support⁸⁸. Some scholars critique its restricted conception of partnerships as "a market paradigm whose purpose is to produce capita that tends to punish families for not taking advantage of such partnerships⁸⁸." A more egalitarian approach would see families as communal resources to be sought out, rather than people who only engage when invited⁸⁸.

Relevance to the Study

This theory is pertinent to this study because it describes how parental participation affects students' schooling and motivation based on parent-child interactions. Parents' public acts demonstrating their interest in their child's education, such as visiting an open house or volunteering at the school, are examples of behavioural involvement³⁴. It goes on to say that personal participation involves parent-child interactions that

convey good attitudes toward school and the value of education to the kid. Cognitive/intellectual participation refers to activities that help youngsters improve their skills and knowledge, such as reading books and visiting museums. According to this hypothesis, parental participation influences student accomplishment because these interactions influence kids' motivation, perception of competence, and belief that they have control over their academic success.

Parental engagement include actions such as assisting with homework, discussing school events or courses, volunteering at school, and attending school events. Parental participation is influenced by a parent's perceptions about parental roles and obligations. A parent may assist their children excel in school, and the school or teacher should create chances for engagement. According to this hypothesis, when parents become active in their children's education, they gain information, skills, and a greater feeling of confidence that they can succeed in school. School, family, and community are key "spheres of influence" on children's development, and when these three contexts collaborate toward common goals, a child's educational development is boosted.

2.2.2 Social Capital Theory

Bourdieu (1986) established this theory, which expanded on the economic notion of capital by applying it to other systems engaged in the transformation and exchange of goods between individuals⁸⁸. He defined habitus as the interaction between an individual's values, interests, and methods of engaging and the external field or social milieu in which they interacted and traded resources⁸⁸. Because they incorporate subjective and more objective features, habit and field may both be utilised to explain family experiences. Other scholars have clarified and expanded on the concept of social capital by applying it to schools and families. Social capital is commonly seen

to include two components: resources related to group membership and social networks⁸⁸. Social networks contribute to the production of social capital through encouraging the flow of information, shaping views, and enforcing behavioural standards.

The size of a social network that parents can access is generally tied to their social position, and network size is proportionately related to the amount and diversity of capital individuals may access⁸⁸. As a result, network linkages offer individuals with resources such as favours and knowledge. The size of a parent's network can indicate a child's degree of participation in school⁸⁸. In comparison to middle-class families, lower-income families' social networks do not promote successful navigation of school environments. The use of social capital theory may highlight injustices, possible impediments, and the significance of social networks, particularly in places where families and educators differ in culture, socioeconomic class, and education⁸⁸. The wide definition of capital, which may apply to cultural, social, and material assets, might be useful in investigating these discrepancies. The theory's emphasis on reciprocal and synchronous subjective and objective experience might aid in examining the intricate links between family members' experiences and school contexts⁸⁸.

However, the framework's theoretical character limits its applicability, making it difficult to translate Bourdieu's notions into practical solutions for school-family partnerships⁸⁸. Partnerships are perceived as a projection of the model of suburban families from higher classes, rather than an open invitation for varied families to reinvent schooling and the connections inherent in it, according to the idea. Finally, as it is commonly implemented, the theory may oversimplify the significance of money and family experiences. Researchers that employ social capital theory often employ a

restricted range of tools, primarily quantitative approaches that compare objective factors such as test scores and school drop out rates rather than subjective experiences⁸⁸.

Relevance of Social Capital Theory to this Study

This hypothesis became significant because it predicts how parents participate in their children's primary education. It predicts that parents with more cultural capital will be more active, and that engagement will be more effective in assisting their children's success.

2.3 Review of Empirical Studies

2.3.1 Parental Involvement and Academic Achievement of Academic Achievement of Preschool Children in Oyo State

In a research on the effects of parental participation on children academic achievement⁸⁹. The goal of this study was to see if there were any differences in fourth-grade children' English language arts (ELA) and mathematics success between those whose family members were active in school and those whose family members were not involved in school. The sample included 30 fourth-grade pupils whose family members were very active in school and 30 fourth-grade students whose family members were not. Independent t-tests were used to compare the district benchmark mean ELA and mathematics scores between the two groups. Based on the results of the cumulative end-of-year district benchmark examinations for ELA and mathematics for grade 4, pupils with highly active family members outscored those with non-involved family members. The mean difference for ELA was 32.33 $p=.001$ and 52.73 ($p=.001$) for mathematics.

In a study to access the relationship between parental involvement, students' performance goal orientation and academic achievement at elementary level⁹⁰. The study's purpose is to investigate the relationship between parental participation and its impact on kids' performance goal orientation and academic accomplishment during their primary school years. The research used a correlational design. From a total of 233 (140 girls and 93 boys) Middle/Elementary schools in Lahore, nine (04 boys and 05 girls) were chosen at random. From these randomly selected 09 public Middle/Elementary schools, 324 individuals (180 females and 144 boys) from grade 6 were easily picked. This study also included 324 parents (mother/father) of the aforementioned students. As study instruments, the Student Performance Goal Orientation (SPGO) and the Parental Involvement Scale (PIS) were utilised. The study was quantitative and descriptive in nature. The survey approach was employed to obtain data. The study discovered a link between parental participation and pupils' achievement of learning outcomes. A positive relationship between students' performance goal orientation and learning achievement was also discovered. It was shown that parents might boost students' motivation and assist them in reaching their goals. More than half of the students agreed that parental participation improves children' academic outcomes.

In Georgia High School a study on the effect of parental involvement on the academic achievement of students was carried out⁹¹. The goal of the comparative study was to examine the impact of parental participation on academic accomplishment of students in a Georgia high school and which type of parental involvement had a higher impact on academic achievement for those children. This study was significant since there had been little research on the impact of parental engagement on academic success in a high school setting. This study employed a convenience sample approach and a

causal comparative research design, with 100 students and their parents representing 64.9% African Americans, 14.9% Caucasians, and 8.5% Hispanic. The parent and student Family-School Partnership Scales survey was used to assess parental participation, while the Georgia Milestones state assessment was used to assess academic progress. Two t tests were used to compare the achievement of pupils with parental participation and those with little to no parental involvement. A box and whisker graphic was used to identify extreme outliers. In terms of reading scores, key findings demonstrated a considerable difference in academic success between high school students with parental help and high school students without parental support. There was a substantial difference in academic success between high school students whose parents participated largely in home-based educational activities and high school students whose parents participated mostly in school-based educational activities.

A study was also carried out to assess the parent involvement in pre-school science activities⁹². The purpose of this study was to look into parents' attitudes about science and their involvement in pre-school scientific activities. The study was carried out using Cresswell's sequential explanatory mixed-method methodology. The participants were parents of 39 children (60-72 months) who studied in two distinct classrooms at a public pre-school in Ankara/Turkey during the 2015-2016 school year, with 20 children in one classroom and 19 children in the other. Parents' Opinions on Science and Preschool Science Activities Data was gathered using a scale and semi-structured interviews. Furthermore, semi-structured interviews were performed with three volunteer parents, one from each of the parents who had high, medium, or low average scores on the scale. Thus, parents' attitudes about science and parental engagement in pre-school scientific programmes were thoroughly investigated.

According to the findings of this study, the parents who took part in it had good attitudes about science and science education in pre-school, recognised the value of science activities in pre-school, and were enthusiastic to participate in pre-school science activities.

In a related study to access parental Involvement in Pre-Primary Education as a Predictor of acquisition of basic literacy competencies among pre-primary children in Kenya⁹³. The purpose of this study was to see what influence parental engagement has on pre-primary children's reading competency in Kenya. The specific goals of the study were to investigate the impact of home-school communication, the home parenting environment, parental volunteerism, and home learning on the development of reading skills in preschoolers in Manga Sub-County, Nyamira County. The study was based on Epstein's overlapping spheres of influence concept, and it looked at parental involvement via Epstein's theoretical perspective. Concurrent triangulation research was employed as part of a mixed-methods technique in this study. The study's units of analysis were 65 public primary schools, which comprised 65 head teachers, 65 ECDE school lead teachers, 210 preschool parents, 210 preschool children, and three ECDE divisional coordinators. The study sample comprised 20 head teachers, 136 preschool parents, 136 preschoolers, 65 ECDE lead teachers, and three ECDE Divisional Coordinators. Questionnaires, an interview schedule, and focus group discussions were used to collect data for the study. The validity of the instrument was confirmed by expert evaluation, and the reliability of the questionnaires was proved using the test-retest procedure, providing an overall coefficient of 0.724. Furthermore, the internal consistency of the questionnaire was assessed using Cronbach's alpha coefficient analysis, which provided an average alpha value of 0.811. The Statistical Package for Social Sciences (SPSS) version 22.0

was used to analyse quantitative data using both descriptive and inferential statistics. To evaluate qualitative data, thematic analysis was performed. According to the study's findings, preschool parental engagement was low or moderate in all four areas of parental involvement: at-home parenting, home-school communication, volunteer services, and at-home learning. However, the study found a statistically significant beneficial relationship between all four measures of parental participation and preschoolers' acquisition of reading competence. Home parenting accounted for 26.4% (Adjusted $R^2=.264$), home to school communication accounted for 23.9% (Adjusted $R^2=.239$), parental volunteering services accounted for 14.6% (Adjusted $R^2=.146$), and home learning accounted for 38.5% (Adjusted $R^2=.385$) of the variation in basic literacy competency acquisition. All four elements of parental engagement were significant predictors of preschoolers' acquisition of fundamental reading abilities. Overall, parental participation through Epstein's theoretical perspective accounted for 80.6% (Adjusted $R^2=.806$) of the variation in preschoolers' development of literary competence. It was established that strong parental participation through Epstein's is critical for the acquisition of fundamental reading abilities.

Further, in a study to analyze the relationship between parents' involvement in children's schooling and children's adjustment⁹⁴. The study used a quantitative synthesis of 448 independent studies involving 480,830 families to find small positive associations ($r_s = .13$ to $.23$) between parents' naturally occurring involvement in their children's schooling and their children's academic adjustment (i.e., achievement, engagement, and motivation) that lasted over time. Concurrently, parental participation was positively connected to children's social ($r = .12$) and emotional adjustment ($r = .17$) and adversely related to their delinquency ($r = .15$). Analyses concentrating on children's academic adjustment found that various sorts of

involvement (e.g., parents' participation in school activities and school-related communication with children) were all positively correlated with such adjustment. The sole exception was that parental homework aid was related with worse accomplishment ($r = .15$), but not with engagement ($r = .07$) or motivation ($r = .05$). There was minimal variance in the relationships between different forms of participation and children's academic adjustment based on age, ethnicity, or socioeconomic background.

In a similar study on parental involvement in Mexican elementary students' homework: Its relation with academic self-efficacy, self-regulated learning, and academic achievement⁹⁵. The purpose of this study was to investigate the association between parental engagement in homework, psychological resources, and academic accomplishment in Mexican primary pupils. In all, 823 youngsters took part, with 51% being female and 49% being male. Participants varied in age from 9 to 12 years old ($M = 11.12$, $SD = 0.63$).

The structural equations were computed. According to the first model, parental autonomy support had a direct positive relationship with academic self-efficacy and self-regulated learning, as well as an indirect positive relationship with academic accomplishment. Parental control, on the other hand, was both directly and indirectly associated to academic self-efficacy, self-regulated learning, and academic accomplishment. According to the second model, children's psychological resources and academic accomplishment determined the sorts of parental participation in homework. Gender did not modify the predicted relationships in the model, according to a multi-group study. Overall, the data indicate a positive association between parental engagement in homework and children's academic performance.

In a work on parental involvement and adolescent school achievement⁹⁶. The study looked at how kids perceived parental participation, self-regulated learning, and school accomplishment in their first year of middle school. Data from 5939 Flemish children were analysed using mediation analyses, which demonstrated that kids' views of parental engagement in school work were related to self-regulated learning and school accomplishment. Furthermore, how students perceived parental participation was linked to student accomplishment via self-regulated learning characteristics. These findings support the relevance of parental involvement in middle-school education. Schools should be aware of this and encourage parental educational participation and self-regulated learning in the home.

In another related work on parental influences on immigrant students' achievement-related motivation and achievement⁹⁷. The overall impacts of parental influence markers (i.e., parental psychological engagement, behavioral participation, and socioeconomic status (SES)/educational level) on the achievement-related motivation of 5453 immigrant adolescents were explored in this meta-analysis of 14 research. The meta-analysis went on to look at immigrant kids' motivation as a possible mediator of the association between parental effects and student accomplishment. Potential impact moderators were also evaluated. The results revealed that parental impact markers (psychological engagement, $r = .22$ CI[0.16, 0.27], behavioral participation, $r = .23$ CI[0.14, 0.32], and SES/educational level, $r = .07$ CI[0.02, 0.11]) had a minor overall effect on immigrant students' achievement-related motivation. The association between parental psychological involvement and achievement-related motivation was moderated by school level. The achievement-related motivation of immigrant kids exhibited a little mediation effect on the link between parental effects and student success ($r = .10$, CI[0.06, 0.14]). The relevance of proximal parental

impacts on immigrant children's achievement-related motivation and accomplishment was highlighted by the findings that parents' psychological engagement and behavioral participation had a larger effect than parental SES/education level.

To access parents involvement, peers and agreeableness personality of lecturers related to self regulated learning⁹⁸. This study aims to investigate the relationship between parental participation, peer support, and the perception of lecturers' personality agreeableness in connection to students who engage in self-regulated learning (SRL). This research employs a quantitative correlational field research model. Respondents for this study were 250 students from Yogyakarta State Islamic University who were selected using a technique of systematic random selection. A measure of SRL, parent engagement, peer support, and assessment of the lecturer's agreeableness is used to collect data. Regression analysis is a technique for analyzing data. Results indicated a positive and statistically significant correlation between parental involvement and SRL, peer support and SRL, personality perception agreeableness of lecturers and SRL, and parental involvement, peer support, and perceptual personality agreeableness of lecturers in conjunction with SRL, with a 15.1% effective contribution (R^2). It was determined that parental involvement, peer support, and the perception of lecturers' agreeable personalities were related to students' SRL.

In another study to analyze the Chinese parental involvement and children's school readiness⁹⁹. This study evaluated the moderating influence of parenting style on the relationships between several measures of parental engagement and school readiness in children. This study included 311 Chinese parents (mean age = 35.74, standard deviation = 4.61) and their kindergarten-aged children (mean age = 5.53, standard deviation = .50). Parents filled out questionnaires about their demographic information,

parenting methods, and parental engagement, while instructors appraised children's school preparedness. Results suggested that parental participation in home-based, school-based, and home-school conferences was positively associated with children's school readiness. The association between home-based participation and school readiness was greater than that of the other two forms of parental involvement. In addition, authoritative parenting attenuated the effects of school-based participation and home-school conferences on school readiness in children. In the setting of an authoritative parenting style, school-based participation had a greater impact. In contrast, the influence of home-school conferences was diminished when parents were less authoritative. Policy or Procedure. The findings show that initiatives aimed to increase parental participation in children's school preparedness must take into account the emotional environment created by parental style.

In a work done in Chile on parental involvement and low-SES children's academic achievement in early elementary school¹⁰⁰. This research studies the impact of parental participation on the Language and Mathematics performance of third-grade pupils in Santiago, Chile who attend low-SES schools. Utilizing multilevel linear regression models (individuals and schools) coupled with academic performance-related factors. Results indicate that parental educational aspirations and perceived self-efficacy have a favorable and statistically significant influence on Language and Mathematics academic achievement. Parental participation at home solely affects Language achievement, however this evidence is not convincing. According to estimates, school participation practises are not statistically significant. A country with the greatest levels of family economic disparity and one of the most segregated school choice models is explored in relation to the consequences of these findings.

Moreover, in a related study “Parental involvement in adolescents’ learning and academic achievement”¹⁰². This study examined the reciprocal link between parental participation and academic success among Chinese teenagers, as well as the mediating impact of academic engagement. In addition, gender differences in these connections were investigated. Using a longitudinal approach, 2,381 secondary school pupils (48.8% female, mean = 13.38 sd=0.59) were included in the study. The findings revealed considerable positive direction effects from academic accomplishment to parental participation, but not the other way around. Only teenage females exhibited the cross-lagged influence from academic success to parental participation. Parental participation was associated to academic success through the indirect impacts of adolescents' behavioral engagement, as indicated by Bootstrap analyses of the entire sample. Regarding gender differences, behavioral engagement completely mediated the relationship between academic performance and parental participation for males, whereas no significant mediation effect was reported for girls. These findings give empirical evidence of the influential influence of adolescents' academic features on parenting practises and the contradictory effect of parental participation on adolescents' academic achievement.

In study that analyzes parenting and adolescents’ academic achievement: the mediating role of goal engagement and disengagement¹⁰². The research investigated the relationships between parental conduct, teenage motivation, and academic accomplishment. Using data obtained from 220 youth programme participants, we examined whether academic goal involvement and disengagement modulates the link between adolescents' relationships with their parents and their academic accomplishment. The results of regression-based mediation models suggested that adolescents' perceptions of mother support were positively connected with their

academic accomplishment and that this connection was mediated by students' commitment to academic goals. Negative associations between perceived mother psychological control and academic achievement were mediated by students' academic goal disengagement. Additional evaluations of perceived parental support and psychological control revealed that maternal warmth may be most advantageous for teenagers' academic achievement, whereas maternal devaluation may be most damaging. Perceived father psychological control was only connected to inferior academic success, but not to goal disengagement among adolescents.

In a research done in Kenya to analyze whether parental involvement in translate to performance in kiswahili comprehension among elementary school pupils in Kenya¹⁰³. The goal of this study was to examine the effect of parental participation on the reading comprehension performance of children aged 5 to 6 in public preparatory schools in Athi - River Zone, Machakos County. The sample consisted of one hundred preparation school parents, one hundred preparatory school students, and four preparatory school teachers. Interview guidelines, pre- and post-preparatory school reading comprehension tests, school archive data, and parent focus group discussion guides were used to collect data. The reliability of research tools was 0.84, indicating that they were trustworthy. The research proposed that the government, through the Kenya Institute of Curriculum Development, develop workshops, seminars, training sessions, and a reading handbook to instruct parents on how to engage meaningfully in their children's home reading.

In a related study on parental involvement and educational success among vulnerable students in vocational education and training¹⁰⁴. The purpose of this study was to determine which sorts of parental participation vulnerable 16–18-year-old students in upper secondary education (ages 16–18) deem crucial to their academic success. The

analysis of semi-structured interviews with 25 Norwegian students in their second year of vocational education and training (VET) was the basis for this study. The pupils were identified as being at danger of not finishing their upper secondary school based on their grades. The bulk of the students had immigrant ancestry and were from poor socioeconomic status households. The interviews were transcribed and subjected to a method of reflexive thematic analysis. Students regarded various sorts of parental participation as an important factor in their academic performance. The analysis highlighted five themes: social psychological support, schoolwork supervision, practical help, high hopes and aspirations, and parental obligation and thankfulness. The narratives of the students reflect a variety of parental participation strategies that are not limited to parents with advanced degrees or familiarity with the educational system. In addition, their narratives revealed their need for encouragement and inspiration, their need for actual school help, and their gratitude for clearly stated educational expectations.

Research was carried out in South Texas to analyze parental involvement and academic achievement of middle school hispanic American students in South Texas¹⁰⁵. This quantitative correlational study aimed to determine whether or to what extent there is a significant relationship between parental involvement, as measured by the Epstein's Learning at Home and School Survey, and academic achievement, as measured by the mathematics and reading portions of the Texas state assessment, among eighth-grade Hispanic American students in Southeast Texas. The gathering of data comprised a parent engagement survey and archival data on student mathematics and reading achievement. 1) Is there a substantial correlation between parental participation, as evaluated by Epstein's Learning at Home and School Survey, and academic success, as measured by the mathematics component of the Texas state assessment? 2) Was there a correlation between parental participation, as evaluated by

Epstein's Learning at Home and School Survey, and academic success, as measured by the mathematics component of the Texas state assessment? There were 87 Hispanic American students and their parents in the sample. Spearman's correlation studies revealed no link between academic success (mathematics) and parental involvement: home $r_s(85) = 0.171$, $p = .114$; school $r_s(85) = -0.081$, $p = .456$. Academic success (reading) was not significantly correlated with parental involvement: home $r_s(85) = 0.176$, $p = .104$; school $r_s(85) = -0.104$, $p = .338$.

Further, in a work on parental involvement and family motivational climate from the parents' perception: cross-cultural validation of the CMF-P questionnaire¹⁰⁶. This investigation has two aims. First, to investigate the validity of the family motivational climate model as an indicator of parental engagement, as measured by the Family Motivational Climate Questionnaire for Parents (CMF/P). Second, to conduct the study in the Spanish and Cuban populations in order to assess the variations in parental perceptions of the CMF between the two nations. 400 parents from Spain and 492 parents from Cuba participated in the study, for a total of 892 parents. In addition to reliability analysis, confirmatory factor analyses, cross-validation, and multi-group studies were conducted. The results demonstrate the validity of the theoretical model behind the questionnaire in both Spain and Cuba. The two most essential components in the definition of the CMF are the assistance provided by parents who serve as an example to their children and the method in which parents organise homework at home. However, culture modulated the design of the CMF in a number of Model variables, indicating that Spanish and Cuban parents acted differently in the creation of a family-motivating atmosphere.

In a study on parent involvement in children's mathematics achievement¹⁰⁷. The purpose of the study was to investigate the factor structure of a parent survey in order to identify potential parental participation in their children's education. The second purpose of the present study was to examine the relationships between the many dimensions of parental participation and address the issue of how these features were connected to children's mathematical ability. This research utilised secondary data from a prior survey-based study. An elementary school was used to collect data from 139 parents and 121 children as part of a convenient sample. The direct oblimin technique of rotation was used to conduct Principal Component Analysis, which resulted in seven components. Five components were preserved in the Path Analysis that follows. Parental self-efficacy was positively predicted by parents' attitude toward the school and instructors, mediated by parents' impressions of the teacher's engagement with them, according to the findings. In addition, parental self-efficacy predicted positively their particular assisting activities with children's math and science at home, their role construction beliefs, and their children's arithmetic success. Math success was adversely correlated with parental support in science and mathematics.

Additionally, in a research on the influence of family structure on academic achievement in the Kwabre East Municipal Area, Ghana¹⁰⁸. This study examined the impact of family composition on academic attainment in the Kwabre East Municipality. This study has three objectives: to determine the roles of families in the academic achievement of senior high school students, to identify the obstacles to the adequate performance of families' roles in the academic achievement of senior high school students, and to examine the impact of family structure on the academic achievement of senior high school students in the Kwabre East Municipal Area. Data were obtained from 363 pupils in the Kwabre East Municipality for this cross-sectional survey.

The instrument for collecting data was a structured questionnaire. The acquired data were descriptively and quantitatively examined. The Pearson Correlation Coefficient is used to determine the association between the respondents' family structure and academic success. The majority of respondents were opposed to parents sharing academic and health information with school officials. The parent does not encourage their children's homeschooling. However, parents support ICT education in schools and attend school events such as an anniversary. Financial difficulty was a substantial barrier to the successful engagement of parents in their children's academic success. There is a substantial positive association between parental involvement in schooling and academic success.

In a research done in Kumasi Ghana to identify the effect of family structure on the academic performance of children: a case study of Ayeduae R/C Junior High School¹⁰⁹. This study examined the family structure and academic achievement of Junior High School students in the Ayedutse Sub-Metro of Kumasi. The aims were to analyse the difference in academic performance between children from single-parent households and those from two-parent families, as well as to establish the difference in parental participation in academic success. The research employed a case study of 80 J.H.S. students in Ayeduae Sub-Metro, Kumasi between the ages of 12 and 18 who were sampled using the stratified sampling method. To preserve dependability, the sample consisted of pupils from all three levels of Junior High School. The Chi-square test of independence was used to assess the first study hypothesis, which sought to discover the link between children from single-parent and two-parent households (family structure) and the dependent variable (academic performance). According to the results of the study, there was no significant difference between children from single-parent and two-parent homes (family structure) and academic performance of pupils ($p=0.791$). The results of this study suggested that family

structure had no substantial influence on the academic achievement of children. The report suggests that more research be conducted to explore other familial characteristics. The Chi-square test of independence was employed to examine the second hypothesis, which sought to assess the difference between parental participation and academic achievement of children. The results of the study also suggested that parental participation in children's academic success varied significantly ($p=0.223$).

In another related study on the influence of parental involvement on academic performance of preschool Children in Kangeta division, Meru county, Kenya¹¹⁰. The research aimed to achieve the following particular goals: To determine whether home environment affects the academic performance of preschoolers, to determine whether parent-school communication affects the academic performance of preschoolers, to determine whether parents' participation in educational activities at home affects the academic performance of preschoolers, and to determine whether parents' participation in educational activities at school affects the academic performance of preschoolers. The research employed a descriptive survey methodology. We utilised interview schedules, questionnaires, and document analysis as study instruments. The sample size consisted of 166 parents, teachers, and children. Version 16.0 of statistical programme for social sciences (SPSS) was used to analyse the data. The descriptive character of the study necessitated the use of descriptive statistics in the analysis. Data was presented using frequency, mean scores, data tables, and bar graphs. The study identified many kinds of parental involvement in educational activities at school; education activities at home, parent-school communication, and the home environment had an impact on the academic performance of preschool students. Positive and negative effects of the home environment on the academic achievement of preschoolers were observed. It was discovered that parental engagement in educational activities

at school had an indirect effect on the academic performance of preschoolers, whereas parental involvement in educational activities at home had a direct effect. It was discovered that parent-school communication influences the academic achievement of preschoolers to some extent.

Similarly in a study on parent involvement and its affects on student academic achievement¹¹¹. This study aimed to examine whether there were differences in English language arts (ELA) and mathematics success between fourth grade pupils whose family members were active in school and those whose family members were not. The sample comprised of 30 fourth-grade pupils with highly involved family members and 30 fourth-grade students with uninvolved family members. The two groups' ELA and mathematics district benchmark mean scores were compared using independent t-tests. The results indicated that pupils with highly active family members did much better than those with uninvolved family members on the cumulative end-of-year district benchmark examinations for fourth grade ELA and mathematics. The mean difference in ELA was 32.33 ($p=.001$) and in mathematics it was 52.73 ($p=.001$).

To access the relationship between parental involvement, students' performance goal orientation and academic achievement at elementary level¹¹². The purpose of this study is to examine the relationship between parental participation and its effect on primary school kids' performance goal orientation and academic accomplishment. The research employed a correlational design. From the 233 (140 girls and 93 boys) Middle/Elementary schools in Lahore, nine (04 boys and 05 girls) were picked at random. 324 sixth-grade volunteers (180 females and 144 boys) were easily recruited from nine randomly selected public middle/elementary schools. This study also included the 324 parents (mother and father) of the aforementioned students. Research instruments included the Student Performance Goal Orientation (SPGO) and the

Parental Involvement Scale (PIS). Based on descriptive research, the study was quantitative. The survey approach was employed to obtain data. The study demonstrated a correlation between parental participation and student performance in learning outcomes. There was also a correlation between students' performance goal orientation and their academic progress. It has been shown that parents may boost their children's drive and support their academic success. More over half of the pupils were of the opinion that parental participation improves academic performance.

A study was done among public secondary schools in Newala District on parental involvement in students' learning process¹¹³. According to the studies, parental engagement in SLP has been an issue globally, and Tanzania is not an exception. This problem is especially severe in Tanzanian public secondary schools, which is what prompted this research in Newala District's public secondary schools titled "Parental engagement in the learning process of public secondary school pupils." The purpose of the study was to determine parental involvement in children' learning processes. It also studied the issues instructors have in ensuring parental engagement in the learning processes of their pupils. The study investigated additional strategies for enhancing parental participation in student learning. They utilised a mixed research methodology and concurrent triangulation design.

The research surveyed a total of 100 individuals, including 75 kids, 14 parents, 5 school principals, 5 academic instructors, and the District education officer. As data gathering methods, questionnaires, interviews, and Focus Group Discussion (FGD) were utilised. Version 20 of Statistical Package for the Social Sciences (SPSS) was used to analyse quantitative data utilising descriptive statistics, including frequency and percentages. Thematic analysis was used to qualitative data for analysis. The study revealed that parental participation at home was insufficient. Parental participation in schools consisted of getting school reports on their children and attending meetings and

other school functions. Teachers encountered several obstacles while attempting to involve parents in the learning processes of their kids, including home occupation, parental education, societal considerations, and geographical locations. In addition, the study indicated that parental education is the most effective method for motivating parents to participate in their children's learning processes.

A study investigated the overall effects of parental influence indicators (i.e., parental psychological engagement, behavioral involvement, and socioeconomic status (SES)/educational level) on the achievement-related motivation of 5453 immigrant students. The meta-analysis further examined immigrant students' motivation as a mediator of the relationship between parental influences and student achievement. Potential moderators of the effects were also considered. The findings showed that parental influence indicators (i.e., psychological engagement, $r = .22$ CI[0.16, 0.27], behavioral involvement, $r = .23$ CI[0.14, 0.32], and SES/ educational level, $r = .07$ CI[0.02, 0.11]) had the overall small effect on immigrant students' achievement-related motivation. School level had a small moderation effect on the relationship between parental psychological engagement and achievement-related motivation. Immigrant students' achievement-related motivation had a small mediation effect in the relationship between parental influences and student achievement ($r = .10$ CI[0.06, 0.14]). Parents' psychological engagement and behavioral involvement exerted a stronger effect than parental SES/ education level, highlighting the importance of proximal parental influences on immigrant children's achievement-related motivation and achievement¹¹⁴.

Another study analyzed the “strength of Different Dimensions of Home on the Academic Achievement”. The samples of 472 students studying in class X were selected randomly by giving fair representation to all types of schools. In order to find

out the roles of Different Dimensions of Home Environment on the Academic Achievement of Class X Students in the RI-Bhoi District of Meghalaya”, The different dimensions of home environment such as cohesion, expressiveness, conflict, acceptance and caring, independence, active recreational orientation, organization, and control were measured using the statistical techniques. The Family Environment Scale (FES) by Dr. Harpreet Bahtia and Dr. N. K Chadha were used. The findings revealed that, all the dimensions of home environment strongly influence the academic achievement of the children¹¹⁵.

A closely related work investigated the relationships between secondary school students’ gender, parents’ income, grade, parental pressure or support for students’ academic success, educational stress they experience, and their level of school happiness, and to examine the effect of parental pressure or support for academic success on the level of school happiness. The study was carried out with 1051 secondary school students in Düzce, Turkey. To collect data, three separate scales were used, and the data were analyzed using path analysis. The results revealed that happiness at school decreases as hopelessness versus expectation, workload, work pressure increase¹¹⁶.

A study examined the effect of parental unemployment on academic performance of secondary school students. Thus, the efficacy of parental unemployment is perilous social problem which contributed to the inability of many parents to caring for their children education. However, the challenges of unemployed parents contributed to the high rate of step—down many students in secondary education. Consequently, there some factors which contributes to unemployed parents in country such as shortage of industries, inexperience of people, unskilled labour and unavailable of firms. Moreover, thousands of embody men and women are unemployed in Nigeria. However, they are seeking for employment opportunities, but the job is not available for them that was the

reason many parents are jobless and they cannot provide their children education prerequisite, while some parents are not ready to work that is reason they are jobless and find it cumbersome to care for their children education. Presently, thousands of secondary school students involved various bad activities such prostitution, Yahoo, kidnapping, stealing, and other relevant offences in our country, because of inability of their parents to send them to secondary education. Yet, unemployment causes high rate of poverty which affected many patents in thirty- six states of federation includes Abuja the federal capital of Nigeria. However, the rate of drop out increasing daily basis because their parents could not perform their responsibility as parenting who have devoted to caring for their children education¹¹⁷.

Another work studied how parental participation affects the relationship between parenting styles and academic success in Malaysian primary school students. A quantitative technique was applied in this investigation. Private tuition centers in an urban area were used to recruit students. The information gathered for this investigation was numerically assessed and interpreted. Families are divided into four groups by the Parenting Style Index: authoritative, authoritarian, permissive, and indulgent. The relationship between parenting styles and academic success was studied using Pearson's correlation coefficient matrix. It was discovered that it completely mediates the relationship between authoritative and authoritarian parenting styles and student academic attainment. The study's findings show that understanding and receiving knowledge about how parenting styles and parental involvement affect children's academic achievement is crucial for parents¹¹⁸.

A study investigated whether adolescents belonging to different levels of Socio-economic status and Family Environment differ in their Emotional Intelligence, Academic Stress and Academic Achievement. The study was conducted on a sample

of 858 adolescents studying in various secondary schools of Aligarh district in Uttar Pradesh State, India. Standardized scales were employed for data collection. Multiple Analysis of variance technique (MANOVA) was applied to observe the effect. The homogeneity of the covariance matrices was verified using the Box's M value. Results revealed that Socio-economic Status (SES) and Family Environment have significant effect on all the said variables. Post hoc analysis (Tukey HSD Test) findings revealed that differences exist with regard to Emotional Intelligence, Academic Stress and Academic Achievement among adolescent groups with different levels of Socioeconomic Status and Family Environment¹¹⁹.

A study examined the mediating effects of adolescent attachment, emotional regulation, and academic self-efficacy between parenting styles, academic achievement, and school adjustment among high school students in Nagaland, India. Furthermore, it investigated whether direct and indirect structural relationships' structure varies according to their parents' genders. The participants of this study were high school students from Nagaland, India. The questionnaire consisted of the following scales: Parenting Authority Scale, Adolescent Attachment Questionnaire, Academic Self-Efficacy Scale, Difficulties in Emotion Regulation Scale, College Adjustment Test, and GPA. To meet the Study's objectives, three studies were designed and conducted via SEM and AMOS with the purpose to investigate the direct and indirect effects of parenting styles on academic achievement and school adjustment among high school students in Nagaland, India: the mediating effects of attachment dimensions, academic self-efficacy, and emotional regulation. The results revealed that authoritarian parenting styles directly correlated with academic achievement and that authoritarian and permissive parenting styles indirectly affected school adjustment mediated by adolescent attachment and emotional regulation¹¹⁹.

A study tries to explored the influences of various family capital on the academic achievement of Asian high school students. To this end, we constructed a structural equation model with economic capital, cultural capital, and social capital on academic achievement, and 215 students participated in cluster sampling. The findings confirmed that high school students' academic achievement was significantly influenced by social capital among the various capital acquired from their families. Moreover, there were significantly different trends according to the economic capital level, and individual efforts to learning engagement could not surpass the family capital in specific groups¹²⁰.

A study also examined the elements that contribute to the poverty trap and how it affects learner academic progress in selected Nongoma secondary schools in South Africa's Zululand district. A mixed qualitative and quantitative data gathering strategy was utilized to collect the information. Purposeful sampling was employed to pick five secondary high schools in this area, as well as teachers and students who were conveniently selected for the study. Financial resources, a lack of aspiration and motivation, and school dropouts are all results of poverty traps, according to the research, and these factors impede learners' academic achievement in the schools studied. According to the study, reducing or eliminating poverty requires collective efforts, and all educational actors should contribute their respective quotas to provide basic infrastructure to both schools and rural communities, redistribute income and wealth, and plan improvements to encourage students to see the world from various perspectives¹²¹.

A study also examined students perceived influence of broken homes on their academic achievement in secondary schools in Anambra State. The design for this study is the descriptive survey research design. The sample size of 420 SS II adolescents

(male=262, female=158) gotten through multistage sampling procedure where disproportionate stratified sampling techniques was used to select 5 senior secondary schools from the existing 3 local governments in Onitsha education zone. Secondly, the purposive sampling technique was adopted to sample students from broken homes. To achieve this, a questionnaire on broken homes was administered to secondary schools' students through this, the sample of the study was drawn and it amounted to 420 secondary school II students from broken homes. The instrument for data collection is a 21 – item structured questionnaire titled “Influence of Broken Homes on Academic Achievement Questionnaire (IBAAQ)”. The face and content validation of the instrument was conducted by two experts in the Department of Guidance and Counselling and one from the Department of Measurement and Evaluation. The reliability of the instrument was established using Cronbach Alpha statistics and yielded a reliability statistic of 0.715. The data collected was analyzed using Mean, Standard Deviation ($\text{Mean} \pm \text{STD}$) and t-test for independent sample. This study revealed that equal number of the items on students' perceived influence of broken homes on their academic achievement in English language in secondary schools were rated as agreed to as well as disagreed¹²².

A study examined the awareness of parental involvement in academics. Questionnaire were distributed through an online google form link to about 100 people. The study population was asked to fill out the online form. Descriptive statistics were performed to evaluate the frequency and percentages of these variables. Age was stratified into various groups at many intervals. The other features such as sex, location, age and gender and their outcomes were analyzed. Chi square test was done using the SPSS software to find the relationship between the data such as age, sex, gender, and location. The results were collected and the data was analyzed using SPSS version 20 and p value¹²³.

Another study examined the direct and indirect effects of interpersonal relationships, life satisfaction, self-esteem, anxiety, and depression on the academic achievement of senior high school students. Two hundred and eighty-five students from five schools in Chiang Mai, Thailand, aged 14–19 years, were included for data analysis. The fit indices of all models were in agreement with the empirical data. Anxiety levels had a significantly positive direct effect on achievement, whereas depression had a negative direct effect on achievement. Additionally, self-esteem, life satisfaction, and interpersonal relationships had negative indirect effects on depression and anxiety. A program that stimulates the optimal and appropriate level of anxiety may be useful. An appropriate level of anxiety appeared positively related to academic achievement, but a high level of anxiety relatively influenced the incidence of depression. Thus, encouraging self-esteem, interpersonal relationships, and life satisfaction can promote academic ability and decrease the risk of depression. Further well-designed and large sample-size studies should be conducted to confirm these findings. The interplay of all studied factors may account for the variation in academic achievement, depression, and anxiety of 11.60%, 42.80%, and 17.60%, respectively¹²⁴.

A study assessed how college students' academic motivation and academic achievement relate to parental support and church support networks. To answer this question, we surveyed 119 California college students between the ages of 18 and 25. Of the total sample, 72 students reported on church support and parental support, while 47 participants reported only on parental support. Our results showed an unexpected effect of church support. Results revealed that church support was a stronger predictor of academic motivation and academic achievement compared to parental support. However, results also revealed that both parental support and church support served as predictors for internal academic motivation¹²⁵.

A study examined the profiles of parenting styles and their associated factors among the parents of secondary vocational school students in China, based on natural samples and not a predetermined model. Data were drawn from a cross sectional study conducted among 3180 students from six secondary vocational schools in Shanghai Municipality and Shaanxi Province. A total of 2392 students who have lived with their parents for most of their lifetime were included in the study. Latent profile analysis was used to identify the profiles of parenting styles of the respondent's parents. Multi nominal logistic regression models were used to examine the association between parenting style and demographic characteristics and family background and adolescent outcomes. Result identify five latent profiles: "free-range parenting" (27.05%), "behavioral monitoring parenting" (33.65%), "authoritative parenting" (11.75%), "psychological control parenting" (14.38%) and "tiger parenting" (13.17%). The associations between these profiles and adolescent outcomes indicated that these profiles were rational. Participants' gender, grade, residential area, family economic level, parental marital relationship, and parental educational level were predictive factors for parenting styles¹²⁶.

Another related study also examined the direct and indirect effects of interpersonal relationships, life satisfaction, self-esteem, anxiety, and depression on the academic achievement of senior high school students. Two hundred and eighty-five students from five schools in Chiang Mai, Thailand, aged 14–19 years, were included for data analysis. The fit indices of all models were in agreement with the empirical data. Anxiety levels had a significantly positive direct effect on achievement, whereas depression had a negative direct effect on achievement. Additionally, self-esteem, life satisfaction, and interpersonal relationships had negative indirect effects on depression and anxiety. A program that stimulates the optimal and appropriate level of anxiety may be useful. An appropriate level of anxiety appeared positively related to academic achievement,

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A study investigated the role of socioeconomic status and parenting style in accounting for the student's academic achievement by reviewing articles from different time periods and regions. Specifically, this article compares the study between different periods and regions, points out the differences and finds the connection between family socioeconomic status and academic achievement. These results shed light on the direction of educational reform¹²⁸.

A study analyzed the factors affecting the academic achievement of left-behind children, and the study applies for a selective literature review and discusses the impact of 1) parental migration types, 2) family education and 3) family income on the academic achievement of left behind children. It helps to have a more comprehensive understanding of academic achievement of left behind children. After excluding other factors, we obtained important information that parental migration had little effect on the academic performance of the left-behind children. However, for left behind children, the lack of family education is the most essential difference between them and other children in the process of development. As the results of parents' absence, left behind children not only lack emotional care, but also lacks guidance from parents while they enter society from school. The emotional lack will affect their psychological status. Personality formation and psychological problems will affect their academic

performance. The study showed that the lower income a family earns in rural areas, the higher risk their children will be left behind¹²⁹.

A study also investigated parental engagement as a predictor of achievement orientation of lower basic school children in Enugu State, Nigeria. The study was guided by seven research questions and seven null hypotheses. The population of the study was 29,973 lower basic primary five pupils with a sample of 1,440 drawn using multi-stage sampling procedure. Two instruments, Parental Engagement Questionnaire (PEQ), and Achievement Orientation Questionnaire (AOQ) were used for data collection. Internal consistency reliability estimate gave the coefficients of 0.70, and 0.89 for PEQ, and AOQ respectively. Simple regression analysis was used to answer the research questions while t-test associated with regression and Fishers' 2 transformation score were used to test the hypotheses at 0.05 level of significance. The researchers found that parental engagement significantly predicted achievement orientation of lower basic children in Enugu State, Nigeria. Parents' education was significant moderator of children's academic achievement orientation¹³⁰.

Another work examined how to foster the structural integration of immigrants and their descendants. While research indicates that migrant educational underachievement is a serious issue, relatively little is known about achievement gaps at younger ages and in relatively new immigration countries. The current study sets out to estimate the size of disparities by migration background at age five (i.e., when they start school) and explores the causes of these gaps. It does so in a context that offers a compelling but under researched case: the Republic of Ireland. It draws on the Growing Up in Ireland (GUI) data, a national longitudinal study of children in Ireland. The results revealed that some disparities by migration background already existed at the start of primary

school, but also that gaps were limited to verbal skills and differed widely across groups¹³¹.

A study examined self-regulation and external regulation are key to understanding adolescents' learning and positive development at school. However, evidence on the joint development of self-regulated learning and externally related learning during adolescence is largely lacking. The present multilevel longitudinal analysis (N = 1,542 German adolescents; annual assessments from grade 5 to 9; mean age at grade 5 = 11.79 years, SD = 0.71, 51.75 % female) examined this development and its relations with academic achievement in mathematics, and autonomy support and achievement pressure at school and in the family. Results from multi-level latent basic growth curve models showed that self- and externally regulated learning decreased over the five years at both the individual student and the class level¹³².

Another study examined the role of parental expectations in determining children's higher education participation in understanding both participation and potential policy responses. Using a nationally representative longitudinal survey of Australian households, providing repeat observations on expectations for individual children, this study extends the literature in several respects. First, it examines the adaptation of parental expectations over a 4-year time frame. Second, it looks at how parental expectations for school children are associated with actual higher education outcomes in the future. Third, the longitudinal aspect of the dataset permits more robust analyses of factors that shape parental expectations. The findings indicate that parental expectations of their children's attendance at university are generally stable across time. Perceptions of children's academic achievement at school are shown to be the key influence in shaping parents' expectations, and behavioral issues at school adversely affect expectations¹³³.

A study also examined Iraqi EFL learners' perceptions of parental involvement and how their attitudes toward parental involvement are associated with the success of parental involvement. Two hundred fifty-four EFL children in South Korea participated in a survey asking the degree of their parent's involvement in seven involvement types and their attitudes towards parental involvement. The results showed that while all types of parental involvement were positively correlated with English proficiency for the group of children with positive attitudes towards parental involvement, no such correlations were found for the group of children with highly negative attitudes¹³⁴.

A study tries to examined the relationship between parents' involvement in their children's education and their academic achievement as well as the role the socioeconomic status plays in this relationship. Results obtained from a re-examination of 42 studies published between 2003 and 2021 revealed that there was a positive correlation between parental involvement and academic achievement of children. Parental involvement at home and at school, such as parents' reading to their children at home, providing encouragement and support for learning, maintaining high aspirations and expectations for their children's education and academic success, establishing communication, discussing school issues with their children, all have positively impacted the academic achievement of children. Socio-economic status (SES) affected the relationship between parental involvement and school success of children and played a mediating role in this relationship. Children of families with higher socioeconomic status made better use of their parents' involvement thanks to their parent's greater cultural capital⁸⁵.

A study validates the perceived parental acceptance rejection as a predictor of academic success motivation, coping abilities, and well-being regulated role of emotional

intelligence and personality characteristics among adolescent government schools in Sargodha, Pakistan. The data was collected using the purposive sampling approach. The constructs of research were measured using pre-created scales. Correlation research revealed that Perceived Parental Acceptance has a positive association with Academic Achievement, wellness, and coping methods, indicating that pupils in the school are more likely to succeed. Linear Regression analysis revealed that parental acceptance had a substantial influence on academic accomplishment motivation, coping abilities, and well-being, which mitigated the role of emotional intelligence and personality factors. Modal 2 and 3 demonstrated that emotional intelligence has increased¹³⁵.

Another work investigated parental involvement and family engagement claim its positive impact on children's academic and non-academic achievement. In our systematic review, we collected studies focusing on parental involvement which emphasised the role of resilience. Using the EBSCO Discovery Service, a total of 467 abstracts from 85 databases were screened, of which 28 papers published between 1984 and 2021 met the research criteria. Papers vary according to methodology (interview, focus group conversation, survey, case study, intervention programme and good practice) and disability group (general or specific). Resilience is interpreted in two ways: as a personality trait or a consequence. Four types of papers could be detected which dealt with the target group, specifically papers focusing on children, parents, teachers and professionals, and intervention programmes with multiple focuses. In conclusion, resilience is an element of parental involvement, either as a personality trait or a result. It is indispensable for the successful development of children in terms of academic and non-academic achievement as well.

Programmes providing a wider collaboration with actors involved in the development of children seem to be more effective¹³⁶.

A study investigated factors that contribute to academic success. However, there are inconsistency on the findings on the influence of emotional intelligence (EI) and parental involvement towards academic performance. Therefore, this study investigated the relationship between E I, parental involvement and academic achievement of 124 university students who aged from 18 to 25 years from Kuala Lumpur and Selangor who completed the online self-report questionnaires. A 33-items Schutte Self Report Emotional Intelligence Test (SSEIT) and 42-items Perceptions of Parents Scale (POPS) scale were used in current research. The results reported that there is a significant positive correlation between EI, parental involvement and academic performance¹³⁷.

The study evaluated influence of home background on academic performance of secondary school students on English Language in Aniocha Local Government Area of Anambra State. Four research questions were formulated for the study. A descriptive survey research design was adopted while the population comprised all the secondary schools in Aniocha Local Government Area of Anambra State. The main instrument for data collection was a structured questionnaire. The questionnaire consists of two parts. The first part focused on the personal data of the respondents while the second part was designed to generate information on the influence of home background on academic performance of students and its made up of twenty (20) items. From the analysis of data collected, it was revealed that to a very high extent parental socio-economic status has significant influence on student academic performance in Aniocha Local Government Area of Anambra state, it also revealed the extent of influence “broken homes” has on students’ academic performances¹³⁸.

The study explored the effect of perceived parental homework involvement on students' engagement and their academic achievement at secondary level. Questionnaire using two aspects of parental homework support, and parental homework control was used to collect data. This instrument has the reliability coefficient of 0.84. Similarly, for students' engagement, questionnaire comprising of having factors like "time spent on homework completion" "time management", and "amount of homework completed". This instrument has the reliability coefficient of 0.84. The current study used secondary school students in District Peshawar, Pakistan. The Cronbach Alpha reliability coefficient for perceived parental involvement was 0.81. The reliability coefficient was calculated by conducting a pilot study on 50 students. These students were not included in the original data. 200 students were approached using stratified random sampling technique. Results indicated that parents provide support to their children in the home work. Similarly, the students' time management capacity is higher. Parental homework support has significant positive effects on students' time spent on homework completion, time management, and amount of homework completed while parental homework control has significant positive effect on amount of time spent on homework¹³⁹.

A similar study explored the impact of parental involvement "PI" on academic achievements of 3rd cycle students in schools of South Lebanon. This study was conducted during the 2020/2021 school year. The participants of the study involved 87 students of 7th, 8th and 9th grades studying at schools of South Lebanon, as well as 76 parents and 63 teachers of 3rd cycle. This study employs quantitative qualitative mixed research methodology to answer research questions and hypotheses. Data were collected through a survey questionnaire containing closed-ended questions and through an open-ended interview question related to parental involvement and its effect on students' achievement. The descriptive statistics of parents' responses,

teachers' responses and students' responses to the items in the study questionnaire were computed and discussed in order to address the questions of the study using SPSS (V. 20). The results showed that parental involvement in the form of home-based involvement had the strongest positive relationship with 7th, 8th and 9th students' academic achievement in schools of south Lebanon. It showed that there is a statistically significant difference at the $p < 0.05$ level between home-based involvement and students' academic achievement¹⁴⁰.

A research work investigated the Influence of Parental Provision of Health Needs on Academic Achievement of Senior Secondary School Students in Anambra State. The study used a descriptive research design. The population of the study was made up of 24025 Senior Secondary two students in the 2018/2019 session of the 263 public secondary schools in Anambra state. The sample of the study was made up of 240 Senior Secondary two students (SS2). 10 (ten) coeducational schools were selected using simple random sampling. In each of the 10 schools, 24 students were selected by simple random sampling technique totally 240 SS2 students. The instrument used were two Questionnaires titled Health Needs Questionnaire (HNQ) and Physiological Needs Questionnaire (PNQ) respectively. Two Null hypotheses and two research questions guided the study. Data collected were analyzed in relation to the research questions and hypotheses in the study using Mean, Standard Deviation and Paired Sample t-test statistics. The Mean was used to answer the research questions while the Paired sample t-test statistics was used to test the null hypothesis at .05 level of significance. The findings parental provision of health needs influenced students' academic achievement in Mathematics and English language to a high extent. The findings also showed that parental provision of health needs has a significant influence on students' academic achievement in Mathematics and English language¹⁴¹.

A research work studied the importance of parenting styles and personality. A Big Five personality type and parenting style scale were used. There were several studies that investigated the interaction between parenting style and personality, but there has been a shortage of research on this issue in Pakistan. The connection between parenting styles and personality was investigated in this study. This research comprised 105 students between the ages of 18 and 22. A probability sampling method was used to select the samples. This study was quantitative in nature. The Pearson correlation approach was applied to analyze the data. The results indicated that the five factors in the Big Five personality type are strongly correlated with parenting style scale factors. The study also looked into how parenting styles promote the personality development of youth¹⁴².

A study examined the influence of parental levels of education on business students' academic achievement in public junior secondary schools in Adamawa State, Nigeria. The study had two specific purposes from where two research questions were raised and two null hypotheses were formulated and tested. The study adopted a mixed of descriptive survey and ex-post facto design. The population constitutes 69,487 students which were drawn from junior secondary schools in five educational zones across the 21 local government area of Adamawa State. Simple random sampling technique was used to determine the sample of 382 students for the study. Structured questionnaires of 15 items were adopted for the study and the data collected were analysed using means and standard deviation, while the hypotheses were tested using simple linear regression analysis and Z-test at 0.05 level of significance. The major findings of the research include the following: parental level of education has a positive significance influence on the student's academic achievement in Business Studies and there is no significance

difference between males and females student's academic achievement in Business Studies among junior secondary schools students in Adamawa State, Nigeria¹⁴³.

A study investigated the impact of instructional leadership on teachers' motivation level and students learning outcomes at the secondary school. The sample size consisted of 400 teachers from public and private secondary schools. A questionnaire was used as a tool to collect data. The research was quantitative. A survey design was used to see the impact of instructional leadership on the teachers' motivation level and student achievement at the Secondary School Level. The questionnaire contained 35 items which were arranged into three factors, such as Instructional leadership, teacher motivation, and student learning. It was based on a five-point Likert scale. The findings of the research showed that both the male and female teachers of the public and private schools agreed that the instructional leaders encouraged teamwork developed positive relationships between parents and school staff. They agreed that the school principal tried to change the school climate according to the new trends¹⁴⁴.

A study examined the relationship among parenting practices such as parenting style, parents' expectations, parental home and school involvement activities and students' academic performance with the focus on elementary and middle school level. To conduct a comprehensive review on above relationship, researchers have used JSTOR data base and Google Scholar. The reviews of empirical researches indicate that different constructs of parental involvement play an important role in various ways. Several studies however indicate a decline in parental involvement during the middle or above school levels. Furthermore, the review indicates that authoritative parenting style is positively associated academic performance across all school level, although this finding is not consistent across ethnicity, culture and socioeconomic status. Parental home based and school-based involvements have also been positively related

to academic performance with some inconsistency. On the other hand parental expectations for their child educational attainment have the strongest impact on academic performance compared with other types of parental involvement constructs such as participation in school events, parent-child communication, and help in homework¹⁴⁵.

Another study examined teacher's attitude as a correlate of students' academic performance in geography. Descriptive survey design was adopted and a sample size of four hundred selected from a population of nine hundred and sixty-eight using the Taro Yamane sample size formula. Two research questions and a research hypothesis were proposed in line with the study objectives. Average Mean Score was used to analyze responses for the research questions while Multiple Regression Analysis was used to test the research hypotheses. The findings show that attitude of teachers correlated positively and significantly with students' academic performance. Poor government attitude to teachers, lack of job satisfaction, poor remuneration and delayed salary, students' learning interest and absence of teaching materials/instructional aid were found to influence the attitude of teachers¹⁴⁶.

A study also examined the significant influence of the principal's leadership, school supervision, and professional competence toward teachers' performance. The researched high school in the sub rayon 06 of Banyuasin. This research belongs to quantitative partial and simultaneous correlational. The sample was 128 teachers from SMA Negeri 1 Muara Padang, SMA Muhammadiyah Muara Padang, SMA Negeri 1 Air Saleh, SMA Bhakti Bangsa Air Saleh, and SMA Negeri 2 Muara Sugihan and we used questionnaire. Findings reveal that there is significant influence between the principal's leadership and the teachers' performance. It also revealed that there is significant influence between the school supervision and the teachers' performance. Furthermore, it was found that there is significant influence between the professional

competence and the teachers' performance and that also there is a significant influence of principal's leadership, school supervision, and professional competence simultaneously to teachers' performance¹⁴⁷.

A study aims to determine the type of principal leadership in improving the quality of teaching and learning process, also supporting factors at State Junior High School 4 in Walenrang, Luwu. This research is field research using a qualitative approach (qualitative research) on the principal's leadership in improving the quality of education. Data in the form of words written, spoken, or behavior can be observed through interviews, observation, and documentation, which the researcher analyzes with qualitative methods. This research is a qualitative study using pedagogical, management, and psychological approaches. Instruments used observation, interviews, and documentation. This study indicates that the type of principal leadership in improving education quality at State Junior High School 4 Walenrang is a democratic type with personality, managerial, entrepreneurial, supervisory, and social competencies. The results of observations, interviews, and documentation found that the leadership type of the principals of State Junior High School 4 Walenrang, which tends to apply a democratic type, can be seen from how the principal consults with his subordinates' problems and convey his ideas¹⁴⁸.

A study evaluated the effect of socioeconomic status, specifically parents' income and parents-child relationship on student's academic performance in Senior High School in Japan. Three hundred students of Senior High Schools in Osaka and Hyogo prefectures of Japan were randomly selected and used as the sample population. A well-structured questionnaire was used as an instrument for data collection to ascertain the effect of parent's income status and attitude on student's academic performance at school using a four-point Likert scale methodology. Academics grade point of students in an examination was also used as the determinant of students' academic achievement.

Results showed that greater academic achievement for a student is attained by those students from financially buoyant families (Mean $\pm$ SD = 2.97 ± 0.88 , $X^2 = 11.991$, $P = 0.007$), however, 29.7% of students strongly disagree. More than half of respondents (>50%) disagree that financial constraint determines the number of children that goes to school in low-income families. Average exam grade (Mean $\pm$ SD) points for students from parents with high, medium and low-income status was 77.29 ± 13.1 , 77.9 ± 23.3 and 80.79 ± 10.13 , respectively ($P > 0.05$). In conclusion, our finding shows parents involvement in children school activities matter most than the parent's financial status in uplifting the children academic performance in school¹⁴⁹.

A study explored the relationship between parents' education and their children academic achievement focusing on father and mother educational level for their children academic achievement. Tenth class students of government high schools at District Mardan constituted population of the study. The study employed systematic random sampling techniques to select students as sample of the study. Through a self-developed questionnaire, the data were collected from the respondents of the study. The findings of the study revealed that high education of father and mother positively contributes to their children academic achievement. Large co-relation was found between parents' education and students' academic achievement¹⁵⁰.

The research aimed to explore the relationship between styles of parental involvement at home and academic performance. Method: A random sample of 26,543 Spanish students was used, with a mean age of 14.4 (SD = 0.75). Two thirds (66.2%) attended a publicly funded school; 49.7% were girls; 87.8% had Spanish nationality; and 73.5% were in the school year corresponding to their age. Different three-level hierarchical-linear models were fitted: student, school, and region (autonomous community). Results: Students whose parents exhibited a more distal or indirect profile of family

involvement tended to demonstrate better results than those from homes with a more controlling style. Parental involvement styles have an effect on achievement at an individual and school level, even after accounting for the effect of context or background variables. Conclusions: Given the importance of parental involvement in academic performance, schools should consider it in their family information and training policies. Schools which have more communicative family profiles tend to demonstrate lower levels of intra-school differences in students' academic performance¹⁵¹.

A study examined the long-term impact on student- and school-level achievement of three types of school-based PI: PI to help an individual's own child (private-good PI), PI to improve the school (public-good PI), and PI through peer networking. Hierarchical linear modeling analyses indicated that all three types raised student-level achievement in mathematics but only private-good PI was associated with reading achievement. Public-good PI and parent networking boosted school-level achievement. Public- and private-good PI were more strongly associated with student-level mathematics achievement for high socioeconomic status (SES) students; aggregated private-good PI was more strongly related to school-level achievement in low-SES schools. These results provide empirical evidence about the effectiveness of school-based PI, but also suggest a need for schools to explore more effective ways to leverage the social capital of low-SES families¹⁵².

A study explain performance in mathematics very few have deeply explored the relationship between different variables and how they jointly explain mathematical performance. Method: With a sample of 897 students in 5th and 6th grade in Primary Education and using structural equation modeling (SEM), this study analyzes how the perception of parents' beliefs is related to children's beliefs, their involvement in mathematical tasks and their performance. Results: Perceived parental involvement

contributes to the motivation of their children in mathematics. Direct supervision of students' academic work by parents may increase students' concerns about the image and rating of their children, but not their academic performance. In fact, maths achievement depends directly and positively on the parents' expectations and children's maths self-efficacy and negatively on the parents' help in tasks and performance goal orientation. Conclusions: Perceived parental involvement contributes to children's motivation in maths essentially conveying confidence in their abilities and showing interest in their progress and schoolwork¹⁵³.

A research work explored the relationship between parental involvement in education and academic performance of senior high school students in the Ashanti Mampong Municipality of Ghana. The descriptive correlational research design was used to conduct the study. Stratified random sampling procedure was employed to select a total sample of 471 respondents made up of 186 males and 285 females. Questionnaire and test items on Mathematics and English Language were the research instruments used to collect data for the study. Data analysis was conducted by employing descriptive statistical tools (mean and standard deviation scores) to examine students perceived parental academic ambition and involvement in their education while the Zero-order correlation was used to examine the relationships between parental involvement in education and academic performance. The results of the study show a significant positive relationship between parental involvement in education and students' academic performance. It is recommended from the study that parents should play a leading role in supporting their children's education since they are the first to expose children to the social and academic world¹⁵⁴.

A study assesses factors affecting female students' academic achievement in mathematics in Jarso Secondary School. In order to address the objective of the study, data was collected from primary and secondary sources. Depending on the nature of

respondents, questionnaire was administered to students, interview to principals, and document analysis were employed. The data was manually coded and descriptive statistical methods: percentage, mean, Standard Deviation, Pearson product correlation, and multiple regression analysis beside interactive effect of predictors used to analyze the data by SPSS version 20 for windows. The result of analysis revealed that availability of mathematics textbooks, fathers' educational level, conduciveness of home environment, the need of parents to help house work than studying mathematics, daily commitment of students in doing class works and home works, providing enough mathematical materials, doing homework without anybody's pressure and bring mathematics textbook to class were found to be the eight major factors affecting (important predictors of) academic achievement of female students in mathematics. The study concluded that parental involvement (providing enough mathematical materials for students, conduciveness of home environment, fathers' educational level, and the need of parents to help house work than studying mathematics), institutional support (availability of mathematics textbooks) and students' commitment (doing class works and home works without anybody's pressure and bringing mathematics textbook to class) are the major significant factors that determine academic achievement of female students in mathematics¹⁵⁵.

A study also indicated that, if family size grows, the younger children will get less parental involvement than the older children. These differences in parental involvement through birth order may impact academic achievement if, and only if, parental involvement is an important determinant of children's educational attainment. The oldest child then benefits the most in terms of educational outcomes. Estimates for the Netherlands show a robust negative relationship between birth order and parental involvement, and significant positive medium to large effects of parental involvement through birth order on various measures of academic achievement.

Furthermore, the findings indicate that academic achievement is rooted in a school-supportive home climate, and often created by the mother. However, when it comes to math performance and grade retention, it is better that both parents unduly interfere with school. Also, parents with low socio-economic status and from immigrant families are as much involved in the education of their children as the average Dutch family, but their involvement is less effective in terms of children's learning outcomes¹⁵⁶.

A study investigates the influence of parental involvement on academic performance of public mixed day secondary school students. The study employed ex-post facto design. The researcher used stratified random sampling technique. The study involved 6 secondary schools. A sample of 180 form four students was selected to participate in the study. The research instrument used to collect data was a questionnaire. A pilot study was carried out and a split-half method was used to determine the reliability of the research instrument. Expert judgment was employed to determine the validity of the research instrument. The research was based on ecological systems theory which was advanced by Bronfenbrenner and the theory of overlapping spheres of influence proposed by Epstein. The researcher carried out analytical review of relevant literature. The data collected in the field was analyzed using descriptive and inferential statistics, and null hypotheses tested at $\alpha = 0.05$. The finding of this study revealed that parental involvement in education did not significantly influence students' academic performance in Kuresoi district¹⁵⁷.

A study ascertain how parental involvement in South African schools affects the academic performance of students in mathematics. Literature often claim that involvement of parents results in better academic performance than if parents are not involved. The aim of the research was to see if this relationship exists in South African high schools. The study used a quantitative research approach. Data was gathered using

a questionnaire administered to 114 students' parents. The main findings are that all the parents who responded are highly involved with their children's education. They have high expectations towards their children's education and performance. Three parental involvement constructs, that is, parenting, parent –teacher communication and home and family support were found to be positively related to performance. Results further indicate that home and family support is the most significant factor that determines a learner's performance. Most of the parents consider themselves to have a good communication with their child's teachers and the school. Children's homework is considered to be important by each parent and they all assist their children with homework. Thus, it may be concluded that by staying involved with their children's education, parents do impact positively on the academic achievement of the students¹⁵⁸. Another related study ascertained the relationship between family-related factors and students' academic performance in Mathematics for secondary-level classes. This study was conducted in two districts in the plantation areas of Sri Lanka. A total of 702 students who were selected randomly responded to a questionnaire. Three hypotheses which were tested using correlational analyses revealed that there was a statistically significant relationship between family-related factors and academic performance of students. The finding leads to important implications to promote education of children in the plantation sector¹⁵⁹.

A research work established the influence of parental occupation on student academic performance in public secondary schools in Homa Bay Sub County, Kenya. A conceptual framework based on Urie Bronfenbrenner's Ecological Systems Theory showing the relationship between independent and dependent variable (Academic performance) was used to guide the study. The study established that parental occupation highly influenced students' academic performance with a mean rating of 3.55.

It is therefore, their respective occupations so as positively influence students' academic performance. Schools should also strengthen surrogate parenting in schools to help students find their teachers. The findings of this study are significant to the Ministry of Education, Teachers Service Commission, teachers and parents in formulation of guidelines involving parental occupation in enhancement of student academic performance in secondary schools¹⁶⁰.

A study measured the effect of parental qualification, occupation, and economic status and mathematical achievement of children in Sindhuli District, Nepal. The design of the study was survey and method of study was quantitative. The population of this research was of 9th grade students of Sindhuli District. The sample consists of 90 students of 9th grade in Kamalamai Municipality, Sindhuli. Both primary and secondary data was used to draw the conclusion of this research. Questionnaire was tool for primary data collection and school records were used as secondary data of this study. To test the significance Chi-square statistical tool was used at 5% level of significance. Conclusion based on the finding of this study was that there is significance relationship between parental qualification, profession, economic status and mathematical achievement of their children¹⁶¹.

A study explores the issue of parental socio-economic status on students' academic achievement in secondary schools, the relationship between home-based environment factors and the academic performance of students in selected secondary schools within a local government area in Enugu State is investigated. Samples were obtained with one hundred and eighty (180) students randomly selected from three secondary schools. The four factors that were examined and statistically analyzed were: parental socio-economic background, parental educational background, parental educational qualification and students' health statuses. Diverse statistical tests were performed on the various data collected to establish statistical significance of the effects on students'

academic performance. Parental socio-economic status and parental educational background did not have significant effect on the academic performance of the students. However, the parental educational qualification and health status of the students were identified to have statistical significant effect on the academic performance of the students. The two variables that indicated significant influence do reflect nature of the student home environment and played notable role in the academic achievement of the respondents. Government could intervene to raise level of academic achievement among students in rural area¹⁶².

A study examines whether parental involvement at home and school are meaningfully different constructs in a population of Ghanaian youth and their parents, and whether parental involvement predicts academic performance. This study used baseline data from the Ghana Youth Save Experiment. Results suggest a multidimensional construct consists of home and school involvement. The effect of parental involvement on youth academic performance appears to be a function of the type of parental involvement. Home-based parental involvement is positively associated with academic performance, while school-based parental involvement is negatively associated with academic performance. Parental involvement in youth's education has important implications for academic performance. Parental involvement in education has the potential to model positive attitudes toward school as well as adaptive academic practices, thus sending the message to youth that school is important¹⁶³.

A study investigated the extent to which parental background factors predict reading habits among secondary school students in Ogun State, Nigeria. The survey research design method of the correlational type was adopted for this study. The multi-stage sampling technique was used to select a sample size of 595 senior secondary school two students to form the respondents for the study. The main instrument of data collection was the questionnaire designed by the researcher for the study. Five hundred

and ninety-five copies of questionnaire were distributed to the students out of which only 384 were returned with useful responses giving a response rate of 64.5%. The descriptive technique using frequency counts, percentages, mean scores and ranking as well as inferential technique of Pearson product moment correlation were adopted for data analysis. The results of the study revealed that the secondary school students demonstrate high interest in reading as revealed by their keenness in reading and that the students read mainly for the purposes of passing examination, getting information, personal development, and knowledge acquisition. The results of the study also revealed that family income and father's occupation are the only background factors that positively affect or influence reading habits of secondary school students. On the other hand, findings from the study revealed that background factors when taken together do not significantly jointly affect reading habits of students¹⁶⁴.

A study also investigated parental background on student's academic performance in secondary schools in Abak local government, Akwa Ibom State, Nigeria. A survey design was adopted for the study. One thousand four hundred and forty (1440) senior secondary three (SS3) Physics students were drawn by simple random sampling from 12 Schools, six (6) each from both Day and Boarding Schools within Abak local government area of Akwa Ibom State. Also, whether their performance is influenced by the examination body or examiners, gender, teachers or parents. Three hypotheses and three research questions were stated to guide the study. Pearson correlation coefficient (r), t-test (independent and dependent), analysis of variance (ANOVA) and Chi-square (χ^2) test were used to analyze the data obtained. The study revealed that the performance of students in Physics examination does not depend on examination body or examiners, gender or parents. The result also revealed that family structure, parent

occupation and educational level of parent did not have significance influence on student's performances in physics examination. Based on the findings, which indicate that the teachers have much influence on student performance in science (Physics) as against what most previous studies portrayed¹⁶⁵.

A survey was conducted on 19,487 Chinese junior school students to elucidate the moderating role of socioeconomic status (SES) in the relationship between parental involvement (i.e., home-based involvement and academic socialization) and junior school students' performance in school (i.e., academic achievement and school behavior). The data includes 10,042 males and 9,445 females (mean age = 14.52, SD = 1.24). It was taken from the 2013–2014 Chinese Educational Panel Survey (CEPS), that was administrated by the National Survey Research Center at Renmin University of China. The results demonstrate that SES negatively moderates both the relationship between academic socialization and academic achievement, and the relationship between home-based involvement and school behavior. Findings imply that parental involvement activities are highly beneficial for junior school students in families with low SES. Academic socialization is generally associated with academic success, whereas home-based involvement closely relates to school behavior. Future home-based interventions can be developed to promote parental involvement activities in low-SES families. The results also showed important implications for the development of family education in China¹⁶⁶.

Another study identifies and analyzed the impact of parental factors on students' academic performance in secondary schools in Rivers state. The study adopted the correlation survey design with a population of 268 public secondary schools in Rivers state. The sample size for this study was 134 principals which formed 50% of the entire population, made up of male and female principals selected using the simple random technique. The instrument for the study was a structured questionnaire titled parental

factors and students, academic performance questionnaire (PFASAPQ) consisting of fifteen (15) items to elicit information from the respondents. The reliability of instrument was determined using test-re-test method, and the Pearson product moment co-relation coefficient was used to measure the reliability of the instrument which yielded a reliability co-efficient of 0.82. Data collected were analysed using mean ratings and standard deviation to answer the research questions, while z-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings revealed that parental occupation determine the type of schools children attend, higher parental occupational status predicts higher academic performance for children in schools, parents income level negatively or positively influenced children's academic performance, children from high income level achieved more academically in schools, parent monitoring of children out of school activities enhanced academic performance and children whose parents provided all their educational needs performed well in schools¹⁶⁷.

Another study examined the ways in which student's academic achievements are effect by parental education and their socio-economic status. Participants were 250 students taken from randomly selected departments and research findings are to be generalized to the University of Sargodha students. Students were selected from M.A 3rd level with the demographic information of gender, roll no and department. Data is collected from participants through questionnaire which contains three basic variables. Parental education and Socio-economic status are independent variables and student's achievement is dependent variable. Analysis of data indicates that students belonging to strong financial status perform better than those who face problems in finance. Similarly, parental education boosts up their children's performance¹⁶⁸.

A study also examines how parental education influence students' academic performance. The main objective of the study is to analyze how parental education and

parental educational qualification significantly affect secondary school students' academic performance in Kuala Terengganu, Malaysia. Descriptive Survey Research design was used in which data from 200 respondents was collected using self-administered questionnaire from 4 selected secondary schools within Kuala Terengganu. A stratified random sampling technique was used to sample the respondents. The data was analyzed using regression analysis. The result is explained in three forms; demographic information, descriptive analysis and inferential analysis. The result of the analysis indicated that students from parents with high educational qualification perform well than those from parents with lower educational qualification¹⁶⁹.

A study investigates the relationship between parenting styles, academic achievement and career path of students at Shiraz University of Medical Sciences. This is a correlation study carried out at Shiraz University of Medical Sciences. Among 1600 students, 310 students were selected randomly as the sample. Baumrind's Parenting Style and Moqimi's Career Path questionnaires were used and the obtained scores were correlated with the students' transcripts. To study the relation between variables Pearson correlation coefficient was used. The result shows there was a significant relationship between authoritarian parenting style and educational success ($p=0.03$). Also, findings showed a significant relationship between firm parenting style and Career Path of the students, authoritarian parenting style and Career Path of the students, educational success and Career Path of the students ($p=0.001$). Parents have an important role in identifying children's talent and guiding them¹⁷⁰.

A study examine how family background affects children's academic achievement at an early stage. Through analysis of data from the Chinese Family Panel Study in 2010(CFPS2010), the study proposes two pathways through which family influences

children's academic performance. Firstly, parents compete for high-quality educational opportunities for their children and better educational opportunities lead to better academic performance. Secondly, parenting behavior and educational support for their children could cultivate children's learning habits and affect academic performance. We also find urban students' academic performance are more heavily affected by their families' socioeconomic status compared with rural students. These findings bear important implications for how to reduce the class difference in students' academic performance and promote educational equity in contemporary China¹⁷¹.

A relevant work established the influence of parenting styles on adolescent academic achievement in day secondary schools in North Rachuonyo Sub-County, Kenya. Baumrind's theory of parenting style informed the study. The Concurrent Triangulation Design was used. The target population comprised 2409 days secondary students registered for KCSE in 2015 in 47 schools in Rachuonyo North Sub-County. The sample size comprised 263 secondary school students drawn from Sub-County day secondary schools. Ten Principals were randomly selected for interviews. Baumrind's parenting styles questionnaire and interview schedule were used to collect the data from the students and principals respectively. Validity of the questionnaire was ensured by expertise judgement from university lecturers while reliability was determined by internal consistency and reliability coefficient of 0.718 was reported. Quantitative data was analyzed using Regression analysis while qualitative data was analyzed using Thematic Analysis. The study found that parenting styles statistically significantly predict academic performance of the adolescents, $F(4, 242) = 43.529$, $p < .05$, $R^2 = .630$. The findings also suggest that independent variables (Authoritative,

authoritarian, permissive, neglectful parenting style) explain (63.0%) of the variability of the dependent variable, (adolescents' academic performance)¹⁷².

Another similar study explores parental and related factors that predict academic achievement through the review of relevant literatures but also, investigates the influence of parental background on the academic achievement of senior secondary school students in Ibadan North Local Government Area of Oyo State, Nigeria. As one of the criteria of the quality of education, students' academic achievement was investigated because it is most often cited as an indicator of school effectiveness by school authorities and educationists. The data collection was done through interviews and use of well-structured questionnaires administered to one hundred students (100) within the target local government. This was statistically analyzed and the result showed that parents' attitudes towards their children's education had significant effect(s) on students' self-reporting of academic achievement. However, such factors as parental education and socio economic background had no significant relationship with the students' self-reporting of academic achievement¹⁷³.

Another study believe that education plays an essential role in the acquisition of knowledge and skills. School is the place where children' attitudes, interests, and habits are developed. More involved and supportive a parent is towards their adolescent the higher self-esteem they will gain allowing the adolescent to feel confident and focused during school. Parents therefore enroll their children in schools that can give them expected quality of lives. The main core objective for this study was to determine the parental influence on students' academic performance - A case study of Debre Berhan General Secondary School. A total of 118 students were included in the present study using simple random sampling technique from the total students (2367). Cross-sectional design was appropriate for this study. Primary source of data was employed

collected from students. Descriptive and inferential statistics were applied. For statistical analysis SPSS 20 was used at 5% level of significance. Descriptive statistics results indicate that the average mark of students was with minimum and maximum value of 47 and 94 respectively. Multiple regression models showed that Income level, Rate of money given to satisfy basic and educational materials, Parent's occupation, Family size, Parent's educational level, and Parent's way of giving motivation were found to be a significant effect on academic performance of students at 5% level of significance at study area. However, sex of students, age of students and grade level of students were not found to be significant effect to academic performance at study area. Overall model is statistically significance for the data. All the assumption of regression analysis was satisfied. Normality, Constant variance, absence of multi collinearity, linearity and absence of autocorrelation were satisfied due to formal tests and diagnostic plots¹⁷⁴.

A study examines the relationship between home-based environment factors and the academic performance of students in selected secondary schools within a local government area in Kwara State is investigated. Samples were obtained with one hundred and eighty (180) students randomly selected from three secondary schools. The four factors that were examined and statistically analyses were: parental socio-economic background, parental educational background, parental educational qualification and students' health statuses. Diverse statistical tests were performed on the various data collected to establish statistical significance of the effects on student academic performance. Parental socio-economic statuses and parental educational background did not have significance effect on the academic performance of the students. However, the parental educational qualification and health statuses of the students were identified tom have statistical significant effect of the academic

performance of the students. The two variables that indicated significant influence do reflect nature of the student home environment and played notable role in the academic achievement of the respondents. Government could intervene to raise level of academic achievement among students in rural area¹⁷⁵.

A study x-rays the influence the socio-economic status of parents and Guardians on the academic performance of their wards or students in Nasarawa state university Keffi. Samples were obtained with one hundred and twenty (120) students randomly selected from Five (5) faculties in the school. The three factors that were examined and statistically analyzed were: parental or guardian Socio-economic Status, parental or Guardian Educational background, Family status of the students, and student's health statuses. Diverse statistical tests were performed on the various data collected (simple percentage method and chi-square of relationship) to establish statistical significance of the effects on students' academic performance in Nasarawa State university Keffi. Parental socio-economic statuses had a significant influence on the academic performance of students, similarly, the educational background of the Parents and guardians and the health status of the students were identified to have statistically significant influence on the academic performance of the students¹⁷⁶.

A study examined the relationship between school supervision and students' academic performance in Secondary Schools in Ekiti State. The work adopted the descriptive survey design and ex-post facto, The population consisted of all the principals and teachers in Secondary Schools in Ekiti State. Multi- stage sampling technique was used to select the schools and teachers. A total number of 1,620 participants teacher were sampled from 60 secondary schools. For the purpose of the study, Ekiti State was divided into three Senatorial District (Ekiti North, Ekiti Central and Ekiti South), in

which stratified random sampling techniques was used to select two Local Government Areas in each district to get a total of six Local Governments in the State. Simple random sampling technique was used to selected ten (10) secondary schools from each Local Government, simple random sampling technique was used to selected 27 teachers from each secondary schools. Two (2) instruments: School supervision Questionnaire (ASQ) and profoma of WASSCE results for a period of three years. (2011-2013) were used to collect data from the sampled schools. And data analyzed using descriptive statistics and Pearson Product Moment Correlation (PPMC) And hypothesis were tested at 0.05 level of significance. The findings revealed that there is a significant relationship between school supervision and students' academic performance ($r= 0.544$)¹⁷⁷.

A study describes how instructional supervision activities influenced curriculum implementation in selected North Rift counties public secondary schools in Kenya. Key educational stakeholders in the region are concerned with deteriorating quality education and that is why the study determined how internal quality assurance and standards of instructional supervision was carried out in the schools. This study was conducted in three counties in Kenya; Elgeyo-Marakwet, West Pokot and Baringo Counties. The paper adopted a descriptive survey research design targeting teachers, principals and sub counties quality assurance and standards officers. The study used questionnaire and interview schedule as instruments of data collection. Data analysis was done using descriptive and inferential statistics. Qualitative data analysis was done using thematic method. Research findings showed that instructional supervision had a significant influence ($\beta=0.203$ and $p=0.05$) on curriculum implementation in schools¹⁷⁸.

In a study on the impact of socioeconomic status on parental factors in promoting academic achievement in Chinese children¹⁷⁹. The study tested:(1) the extent to which

academic achievement in three core subjects differs between children from low- and middle-SES backgrounds; (2) the differences in parental expectation, parental involvement, and child engagement between the two groups; and (3) the mediating role of parental expectation, parental involvement, and child engagement in explaining how SES influences children's academic achievement. The sample comprised of 184 pupils with low socioeconomic status and 165 students with intermediate socioeconomic status from Hong Kong's mainstream elementary schools. Low-SES and middle-SES groups exhibited substantial variations in parental expectations, parental involvement, child engagement, and academic achievement in Chinese and English topics. Furthermore, our data imply that parental anticipation, parental involvement, and child engagement may serve as crucial mediators between socioeconomic status and academic achievement.

In similar work on family socioeconomic status and learning engagement in Chinese adolescents¹⁸⁰. Based on the cognitive theory of social class, this study examined the mediating effects of resilience and future orientation on the link between family socioeconomic status (SES) and learning engagement in the setting of Chinese culture. 1245 junior high school students were recruited to complete anonymous questionnaires addressing the objective and subjective socioeconomic status (SES) of their families, as well as their resilience, future orientation, and learning engagement. Using stepwise multiple linear regression, the mediating effects were evaluated. (1) the relationships between objective and subjective SES, resilience, future orientation, and learning engagement were significantly positive; (2) resilience only mediated the relationship between subjective SES and learning engagement, whereas future orientation mediated the relationships between objective/subjective SES and learning engagement; (3) resilience and future orientation sequentially mediated the relationship between subject and objective SES; and (4) resilience and future orientation sequentially mediated the

relationship between subject and objective SES. This study contributes to a better understanding of how family socioeconomic status effects adolescent academic achievement in terms of cognitive ability. In addition, this study has implications for the prevention and intervention of disadvantaged teenagers' academic performance related to their low SES.

2.3.2 Family Structure and Academic Achievement of Academic Achievement of Preschool Children in Oyo State

Further, to analyze family structure and children's academic achievement in Japan¹⁸¹. This article investigates the impact of single parenting on academic attainment in Japan. While several studies have explored the academic achievement gap linked with family structure, the focus on disparities between the mean academic success levels of children in single-parent and two-parent homes is a limitation of present research. Using data from the Organisation for Economic Co-operation and Development's (OECD) 2012 Programme for International Student Assessment (PISA), this paper investigates the effects of single parenthood across the entire distribution of children's academic achievement using quantile regression techniques.

According to the results of quantile regression studies, the academic achievement difference between children from single-parent and two-parent homes was not the same for each quantile of the conditional distribution of children's academic success. Single parenting had a greater negative impact on children's academic success at lower quantiles, but single paternity had a greater negative impact at the median level. In addition, for each quantile of the conditional distribution of children's academic success, the degree to which parents' educational levels accounted for the negative consequences of single motherhood varied.

The effects of single parenting at lower quantiles were not well explained by parents' levels of education, and this trend was most pronounced in the academic success of

children from single-father homes. This result suggests that the low academic achievement of children in single-mother families may be due to the mothers' low education levels and accompanying low income, whereas the low academic achievement of children in single-father families is likely due primarily to the absence of mothers rather than the fathers' low education.

In a work done on family variables, intellectual aptitudes, and Mexican estudents' reading achievement¹⁸². The purpose of this study was to develop an explanatory model of the relationships between contextual variables (students' perceptions of family support and parents' self-evaluations of support provided to their children), students' intellectual aptitudes, parents' educational level, and elementary school reading comprehension achievement. 362 sixth-graders from rural, indigenous, private and public schools in Sonora and Morelos, Mexico, participated. The research was done throughout the academic year of 2015. Parent and student versions of the Family Support Perception Questionnaire (FSPQ) were used to evaluate parents' support for their children's learning at home.

The FSPQ assessed four areas of parental support: Homework Help/Reviewing, Communication with School/Participation, Conditions and Resources for Studying at Home, and Teacher Monitoring/Communication. For assessment of academic performance in Reading Comprehension, a sixth-grade curriculum-aligned instrument with 17 items was used, evaluating five dimensions: identifying spelling errors in five short texts, inferring implicit information and understanding metaphors from narrative texts and short stories, recognising figurative language in poetry, inferring the meaning of words in the dominant indigenous language, and recognising figurative language in poetry. Reduced versions of two scales of the Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2) were used to measure intellectual

aptitudes in a Mexican context: thirteen items for the Language, Literature, and Social Studies scale and seventeen items for the General Reasoning scale. The findings of a structural regression model with the EQS 6.4 software revealed that reading performance was primarily and largely predicted by the intellectual aptitudes of the pupils and secondarily by parental support (as reported by parents themselves). However, perceived family support had no meaningful impact on reading performance. In contrast, parental education level had a strong direct influence on kids' intellectual capacities and an indirect effect on their reading comprehension ability.

In the analysis of divorce among women and its' effect on children academic Achievement In Calabar South Local Government Area of Cross River State¹⁸³. This study examined the impact of divorce among women on the scholastic attainment of their children in the Calabar South Local Government Area of Cross River State. A divorce is the legal separation of a husband and wife, allowing them to remarry. As a consequence of ineffective communication, loss of intimacy, infertility, socioeconomic position, and bad behaviour, this divorce resulted in poor scholastic attainment among the children of the victims. On this point, the researcher will evaluate the causes of divorce among women and its impact on the academic accomplishment of their children. On the basis of the results, it was determined that infertility, a lack of intimacy, and a lack of communication are the primary reasons of divorce among women.

To study the influence of family structure on pre-school learners' class participation in public pre-schools in Mwingi zone, Mwingi sub-county¹⁸⁴. The purpose of this study was to determine if family structure influences the class engagement of pre-school students. The study aimed to establish the influence of intact-biological parent families

on pre-school learners' class participation, as well as the influence of single-parent families, grandparent-headed families, and child-headed families. The research was conducted in Kitui County's Mwingi zone and Mwingi sub-county. The research targeted 1,030 pre-school students and 88 pre-school instructors from 67 public pre-schools in the Mwingi Zone. It is intended that the study's findings would provide a foundation for many stakeholders to help students in overcoming obstacles resulting from their familial histories. The researcher adopted a descriptive survey design for the study and applied both probability and non-probability sampling procedures to determine the sample size. Stratified random sampling and purposive sampling were the sampling methods used. 10% of the targeted pre-school students and 20% of the targeted pre-school instructors comprised the researcher's representative sample. The researcher utilised questionnaires and observation checklists to obtain data from the respondents.

The questionnaires were used to gather information from pre-school instructors, while observation checklists were used to collect information from pre-school students. The researcher edited, coded, classified, and tabulated the data before analysing it with descriptive statistics, frequency distribution tables, and Pearson Correlation Tables using Statistical Package for the Social Sciences (SPSS). The study found out that there was a strong positive correlation ($r=0.814$, $P < 0.05$) between biologically- intact families and the class participation of pre-school learners. There was also a strong negative correlation ($r= -0.712$, $P < 0.05$) between single-parent families and the class participation of pre-school learners. The correlation results indicated that there is a strong negative correlation ($r= -0.833$, $P < 0.05$) between grandparent headed families and the class participation of pre-school learners' and there is a strong negative

correlation ($r = -0.891$, $P < 0.05$) between child headed families and the class participation of pre-school learners.

To guide the study on influence of family structures and parental education on the psychosocial adjustments of adolescents in Ebonyi state secondary schools¹⁸⁵. Six research questions were developed, and six null hypotheses were evaluated at alpha values of 0.05. The research employed a descriptive survey design. The population consisted of Senior Secondary 2 students from the 143 government-owned secondary schools in the South and Central Zones of Ebonyi State. The sample size was 600 (240 men and 360 females) chosen using a multistage and simple random sampling procedure from 23 co-educational secondary schools and male and female secondary schools in the South and Central Zones of Ebonyi.

The tool used to gather data was a two-part questionnaire labelled A and B. Section A was designed to gather background information from students, whereas Section B consisted of the modified Adolescents Psychosocial Adjustment Questionnaire (APAQ). The Adolescent Psychosocial Adjustment Questionnaire (APAQ) was validated by three experts: two in Educational Psychology and Measurement and Evaluation from the Department of Educational Foundations at Nnamdi Azikiwe University in Awka, Anambra State; and one from the Department of Psychological Foundations at Abia State University in Uturu, Abia State. Cronbach Alpha statistics were used to evaluate the instrument's dependability, yielding an alpha coefficient of 0.89. The acquired data were analysed using the mean to answer research questions and ANOVA at an alpha level of 0.05 to test hypotheses. The most important findings were that family structures and parental educational attainment substantially impact the mean psychosocial adjustment scores of male and female adolescents in secondary schools in the state of Ebonyi.

In a work titled “Parenthood and well-being: A decade in review”¹⁸⁶. This article presents a critical evaluation of literature produced between 2010 and 2019 on parenting and well-being in industrialised economies. It focuses on the influence of parental social, economic, cultural, and institutional circumstances on adult well-being. The review is organised around the demands rewards viewpoint and two other theoretical frameworks: the stress process model and the life course perspective. The data demonstrates that growing economic concerns and disparities, as well as the spread of an intense parenting philosophy, were significant societal settings for parenting in the 2010s. The literature relating parenting settings and parental well-being showed how pressures associated with providing for and caring for children may unfairly burden some parents, particularly mothers, those with lower socioeconomic resources, and those with disadvantaged statuses. In this line, researchers continued to emphasise how stresses differed based on parents' financial level, gender, and relationship status, with a particular focus on the pressures encountered by racial/ethnic minority, immigrant, and sexual minority parents. The scholars' comparisons of parents' status in many nations grew, therefore strengthening their understanding of the unique policy supports that enable parents to flourish. In articulating future research within the framework of a stress process model, the authors demonstrate vibrant theoretical pathways, such as conceptualising potential parental social supports at multiple levels, attending to the intersection of multiple social locations of parents, and refocusing attention on local contextual factors and parenting life stages.

In a related study to analyze racial/ethnic differences in the association between family structure and children's education¹⁸⁷. This study examined two theories proposed to explain racial/ethnic disparities in the relationship between family structure and

children's educational attainment. This research utilised longitudinal, nationally representative data from the Panel Study of Income Dynamics ($n = 2,589$). It utilised logistic regression analysis and decomposition techniques to determine if racial/ethnic disparities in these two processes explained the differential connection between family structure and white, black, and Hispanic children's ontime high school graduation and college enrollment. The results show that socioeconomic stress and extended family embeddedness reduce the influence of family structure on these two measures of children's schooling, with the former having a significantly bigger impact. The variations in socioeconomic resources accounted for approximately half of the disparity in these outcomes, whereas extended family integration accounted for 15% to 20%.

In another related study on parental perceptions of their children's diet and academic performance in the first three years of school using a mixed-method analysis¹⁸⁸. The study employed two surveys to obtain data, one of which was the Australian Child and Adolescent Eating Survey. Even though sampled parents respect healthy eating and want their children to eat properly, the quality of their children's diets is low and does not match Australian Dietary Guidelines. Notably, there was a gap between culturally varied parents' desire for their children to eat healthily and their children's actual diet quality. In addition to a lack of awareness regarding the relationship between children's food and academic achievement, culturally varied parents lacked a clear notion of what a nutritious diet for school-aged children should consist of. This study examines the premise that parents perspectives regarding their child's food and education are frequently complicated.

.4 Conceptual Model

Independent Variables:

Parental Involvement: Refers to parental involvement in all aspects of their children's education and development from infancy to adulthood, acknowledging that parents are the primary influence in their life. All the levels of involvement that a parent has in their child's education and school.

Educational Activities : This refers to all activities supporting education at home and at school.

Home Environment: Home environment is the space and its surrounding where the preschool child lives with the parent or guardian for example at home.

Parental Economic Status: Parental economic status is a multidimensional concept of special importance for growth, development, health outcomes and education of children. Its definition generally refers to the amount of parent's income, their employment status and level of education

Family Structure

Single Parents: A single parent family is a family structure in which a single mother or father lives alone with his or her child or children

Divorced: refers to children raised in by a parent who are separated by the law

Polygamous: It is a type of marriage in which there are more than two people involved. It is the situation in which a man weds more than one woman, resulting in a family having children who were born to different mothers within the same household. It is still prevalent in Nigeria.

Dependent Variable:

Academic Achievement in English: Academic achievement broadly refers to the communicative (oral, reading, writing), English Language and thinking skills and competencies that enable a student to succeed in school and society.

Academic achievement refers to the percentage of students at a school whose learning currently meets or exceeds their grade-level standards.

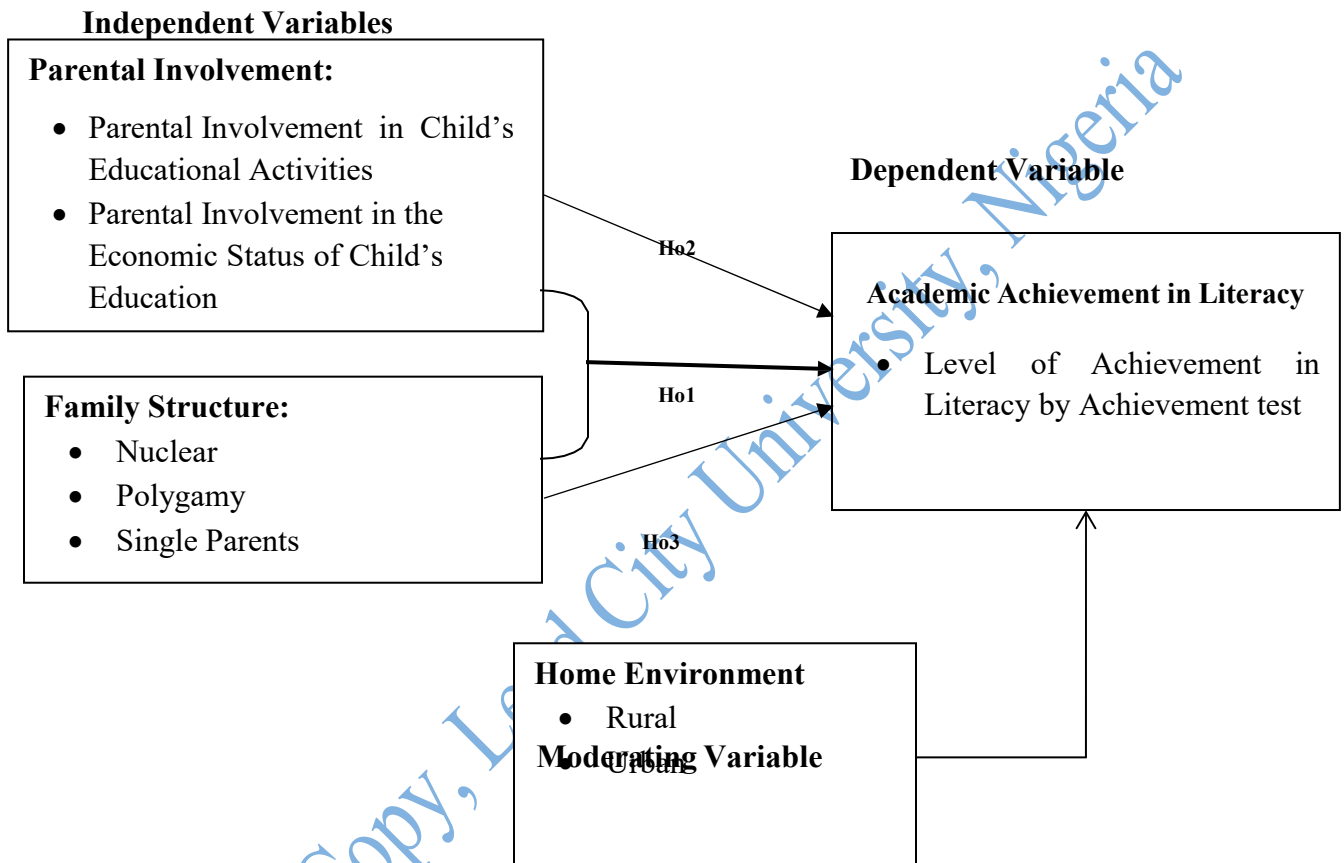


Figure 2.1: Conceptual Model Showing Parental Involvement and Family Structure as Determinant of Academic Achievement in Literacy among Private School Pre-School School Students in Oyo State, Nigeria.

Source: Researcher's Fieldwork, 2023

2.5 Summary of Gap in Literature Reviewed

Conceptual review, theoretical framework, empirical review, and conceptual model were the four key sub-headings used in this chapter. Parental involvement, family structure and academic performance were all discussed throughout the conceptual review. The conceptual review provided insights into the concepts of the study, such as parental involvement, family structure and academic achievement in English language.

selected factors such as of the research, parental economic status, educational activities, home environment, divorced parents, single parents, polygamous, academic performance and other indices of these variables were also conceptualised.

The study relied on two hypotheses for its theoretical foundation, the Epstein's conceptual model and social capital theory which explores the multidimensional nature of parental involvement, its ramifications and family structure within the context. Empirical studies related to the present study were also reviewed. The empirical studies were reviewed under two major headings, which are: "parental involvement and academic achievement of academic achievement of preschool children", "family structure and academic achievement of academic achievement of preschool children". Empirical findings on parental involvement and academic performance of preschoolers, primary and college students in some states of the country and outside Nigeria; family structures (Nuclear, polygamous parents and single parents) and academic performance of preschoolers, primary and college students both in public and private schools were discussed, revealed and presented. A diagrammatic relationship between the independent variables and the dependent variable of the study was found by using a conceptual model.

However, several gaps were identified in the empirical literature. There was a dearth of literature on the general influence of parental involvement and family structure on academic achievement in English language of preschoolers in Ibadan North local government. Also, erstwhile studies found out that the combination of parental involvement and family structures and their effects on academic performance of preschoolers especially in private schools in Ibadan, Oyo State, Nigeria had not been done. Various literature showed the effect of either parental involvement or family

structures (not both) on academic performance of secondary school student, colleges and children. Hence, this study tends to fill this gap.

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Chapter Three

Methodology

This chapter presents the methodology used in this study. This includes the research design, population of study, sample size and sampling technique, research instrument, method of data analysis and model specification used in this study to explore the relationships between parental involvement, family structure, and private schools pre-school academic achievement in Oyo State.

3.1 Research Design

This study's research design is a descriptive survey research design. The design of survey research includes data collection and analysis from the population being studied. This allows the researcher to obtain critical information and data from a sample of the targeted population¹. The parameters evaluated in this study could not be changed because the researcher had no control over them.

3.2 Population of the Study

The population of the study was made of parents of pre-school pupils of private school pre-school children in Ibadan, Oyo State. As at the time of the study, there are a total of thousand, two hundred and ninety five (3,295) private schools in Oyo State with a total number of two hundred and twenty four thousand, five hundred and seventy six pupils². These schools are scattered across three senatorial districts (Oyo Central, Oyo North and Oyo South) and thirty three (33) local government areas in the state. The senatorial districts, LGAs, and number of private schools and pupils are presented in table 3.1

Table 3.1: Population of the Study (N= 3,295 Private Schools & 217,850 Pupils)¹.

S/N	Senatorial District	Local Areas	Government	Number of Private schools	Number of Pupil
1.	Oyo Central	Afijio		70	4,311
		Akinyele		252	12,013
		Egbeda		260	12,748
		Ogo Oluwa		40	2,376
		Surulere		25	2,206
		Lagelu		122	6,039
		Oluyole		192	6,861
		Ona Ara		126	7,795
		Oyo East		74	6,515
		Oyo West		72	5,514
		Atiba		68	6,459
		Sub-total		1301	72837
		Saki West		100	10,965
		Saki East		14	1,215
2.	Oyo North	Atisbo		18	1,136
		Irepo		23	2,686
		Olorunsogo		37	2,522
		Kajola		32	3,121
		Iwajowa		25	2,471
		Ogbomoso North		171	12,059
		Ogbomoso South		91	6,728
		Iseyin		47	6,499
		Oorelope		24	3,282
		Itesiwaju		25	1,894
		Orire		33	3,011
		Sub total		640	57,589
		Ibadan North		243	16,737
		Ibadan North West		117	7,579
3.	Oyo South	Ibadan South West		161	11,902
		Ibadan North East		208	11,618
		Ibadan South East		227	14,544
		Ibarapa East		61	4,284
		Ibarapa North		27	3,284
		Ibarapa Central		50	4,237
		Ido		260	13,239
		Sub total		1354	87424
Grand Total			3,295	217,850	

Source: Oyo State Annual School Census Report, 2020

3.3 Sample Size and Sampling Technique

Multi-stage sampling procedure was used to arrive at the sample size for the study. At stage one (1), simple random sampling technique was used to select eleven (11) local

government areas scattered across the three senatorial districts in the study area. This sampling technique was done in a way that local government areas are selected on the table based on an odd number of three (3) beginning from the first local government area. This means that for every three local government areas on the table, one local government area is chosen beginning from the first local government area on the table. The selected local government areas along with their number of private schools and number of pupils are shown in table 3.2

Table 3.2: Selected Local Government Areas for the Study (n= 10)

S/N	Senatorial District	Local Government Areas	Number Private Schools	Number of Pupils
1.	Oyo Central	Afijio	70	4,311
		Ogo Oluwa	40	2,376
		Oluyole	192	6,861
		Oyo West	72	5,514
		Sub-total	374	19062
2.	Oyo North	Saki West	100	10,965
		Olorunsogo	37	2,522
		Ogbomoso North	171	12,059
		Oorelope	24	3,282
		Sub total	332	27,028
3.	Oyo South	Ibadan North	243	16,737
		Ibadan North East	208	11,618
		Ibarapa North	27	3,284
		Sub total	478	31,639
Grand Total			1,184	77,729

Source: Simple Random Sampling Technique

Table 3.2 shows that the eleven (11) selected local government areas consist of one thousand one hundred and eighty-four (1184) private schools and seventy-seven thousand, seven hundred and twenty nine (77,729) pupils. At stage two (2), the Taro Yamane sample size determination formula was used to draw a sample of private schools in the study area. The Taro Yamane formula is shown below:

$$n = \frac{N}{1 + N (e)^2}$$

Where 'n' is the sample size that is needed that is the actual sample size, 'N' is the population size the researcher intends to derive the sample from while, 'e' is the level of precision which is 0.05 for this study.

According to Taro Yamane size determination formula, the sample size of private schools for the study is eight hundred and thirty four (834).

Table 3.3: Sampled Local Government Areas for the Study (N =11) and the Number of Selected Preschoolers (N=834)

S/N	Senatorial District	Local Areas	Government	Number Pupils	Number of Sampled Pupils
1.	Oyo Central	Afijio		70	60
		Ogo Oluwa		40	36
		Oluyole		192	130
		Oyo West		72	61
		Sub-total		374	287
		Saki West		100	67
2.	Oyo North	Olorunsogo		37	34
		Ogbomosho North		171	110
		Oorelope		24	23
		Sub total		332	234
		Ibadan North		243	151
		Ibadan North East		208	137
3.	Oyo South	Ibarapa North		27	25
		Sub total		478	313
		Grand Total		1,184	834

Source: Taro Yamane Sample Size Determination Formula

According to Taro Yamane size determination formula, the sample size of pre-school pupils for the study is four thousand one hundred (4100) pupils.

Table 3.4 Sampled Local Government Areas for the Study (n =11) and the Number of Selected Private Schools (n=834)

S/N	Senatorial District	Local Government Areas	Number of Pupils	Number of Sampled Pupils
1.	Oyo Central	Afijio	4,311	366
		Ogo Oluwa	2,376	342
		Oluyole	6,861	378
		Oyo West	5,514	373
		Sub-total	19062	1489
		Saki West	10,965	386
2.	Oyo North	Olorunsogo	2,522	346
		Ogbomosho North	12,059	387
		Oorelope	3,282	357
		Sub total	27,028	1476
		Ibadan North	16,737	391
		Ibadan North East	11,618	387
3.	Oyo South	Ibarapa North	3,284	357
		Sub total	31,639	1135
		Grand Total	77,729	4100

Source: Taro Yamane Sample Size Determination Formula

3.4 Description of the Research Instrument

The instrument that will be used for data collection for the research work will be self-designed questionnaires titled: "Parental Involvement and Family Structure on Pre-school Children Academic Achievement in Literacy Questionnaire (PIFPCA)"

3.4.1 Parental Involvement and Family Structure on Pre-school Children Academic Achievement in Literacy Questionnaire (PIFPCA)

This questionnaire comprises of four (4) sections.

Section A focused on demographic variables that will provide background information about the respondents in terms of their age, marital status, level of education, religion, income level and tribe. The section will comprise seven (6) items.

Section B include questions on level of parents' involvement in the preschool children education in Oyo state. The rating technique will also be based on the four point likert type as follows:

High Level (HL) = 4 points,

Moderate Level (ML) = 3 points

Low Level (LL) = 2 points and

Not At All (NAA) = 1 point

Section C contain questions on the level of family structure on private school pre-school children in Oyo state. The rating technique was also based on the four point likert type as follows:

High Level (HL) = 4 points,

Moderate Level (ML) = 3 points

Low Level (LL) = 2 points and

Not At All (NAA) = 1 point

3.4.2 Pre-School Pupil Literacy Examination (PPLE): It contain fifteen (15) multiple choice questions on academic achievement in literacy for preschooler children.

3.5 Validity of the Research Instrument

The validity of an instrument confirms that it measures what it was designed to assess and is consistent with the variables in the study. The validity of the researcher instrument ensures that the research instrument measures what it is supposed to measure and that the results of the study's investigation can be trusted. A pilot study will be done to examine the reliability of the research instrument in order to assure internal validity of the research instruments.

The validity of the instrument was assessed by the researcher's supervisor at Lead City University's Department of using face-validity and content validity, who will make corrections and modification. Following that, a clean copy of the instrument was prepared for validation. Finally, copies of the questionnaire was distributed and collected with the assistance of well-trained field assistants.

3.6 Reliability of the Research Instrument

The measure of reliability is a method for determining the validity and quality of research³. It is used to determine the degree of accuracy in the study technique and methodology. Every research project that involves data collection requires a reliability test to determine the amount of consistency in the research instrument. There are other methods for determining a study's reliability and validity, however this study used Cronbach's alpha method. The Cronbach's alpha method was developed to quantify the degree of accuracy in the research method used to measure the various variables⁴. The questionnaire was subjected to a test using Cronbach alpha 0.70 coefficient. The instrument is said to be reliable if the Cronbach's Alpha reliability coefficient is greater or equal to 0.70 (Reliability $\geq$ 0.70).

3.7 Administration of the Research Instrument and Method of Data Collection

The questionnaire was distributed to respondents together with a cover letter received from the school that briefly explained the researcher's identity, the objective of the survey, the importance of their participation, and confidentiality assurances. Prior to the administration, research assistants will be recruited and trained. The goal of training the assistants was to prevent them from making avoidable mistakes when giving the questionnaire and to clarify difficult areas of the questionnaire as needed.

3.8 Method of Data Analysis

Since the instruments used in retrieving data from the respondents was quantitative. For data generated through the questionnaire, the simple percentage and frequency count as descriptive statistical tools was used to analyze the descriptive aspects of the data. In the case of the inferential aspects of the data, the multiple regression analysis was used.

The use of multiple regressions is justified because of the continuous nature of the dependent and independent variables. The multiple regression as an inferential statistical tool was used to achieve the objectives of the study in terms of examining the relationship between the dependent and independent variables. The Statistical Package for Social Sciences (SPSS) version 23.0 was adopted to analyze the data generated through the quantitative instrument.

3.9 Model Specification

The empirical model of the study was presented in equations where the dependent construct is measured using academic performance. For this study, the independent variables are parental involvement (parental involvement in child's educational activities and parental involvement in financing child's education) and family structure (nuclear, polygamy, single parent) while the dependent variable is academic achievement in literacy.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

Where:

Y = Academic Achievement (Dependent Variable)

X₁ = Parental Involvement (Independent Variable)

X₂ = Family Structure (Independent Variable)

β₀ = Intercept of the Model

β₁ and β₂ = Co-efficient of the independent variables

e = error term

Endnotes

- ¹ Oyo State of Nigeria 2018/2019 Annual School Census Report in collaboration with UNICEF 2020
- ² J Ponto, “*Understanding and evaluating survey research*”, in *school of advanced practitioner in Oncology*, 6, 2015, 168-171.
- ³ H Tahardoost “*Sampling methods in research methodology: How to choose a sampling technique for research*”. **International Journal of Academic Research Management**, 2, 2016
- ⁴ S McLeod, “*Likert scale*”, **Simply Psychology**, August 3, 2019, <https://www.simplypsychology.org/scale.html>
- ⁵ R Heale & A Twycross. *Validity and reliability in quantitative studies*. Evidencebased nursing, 18(3), 2015. pp.66-67.

Chapter Four

Results and Discussion of Findings

This chapter presents the results and discussion of findings which was based on the data collection and analysis with respect to the objectives (research questions and hypotheses) of the study. This chapter first shows the instruments' response rate followed by the presentation and interpretation of data (demographic characteristics of respondents, research questions and hypotheses) and then the discussion of findings.

4.1 Instrument Response Rate

Table 4.1: Instrument Response Rate

S/N	Research Instruments	Amount administered	Amount retrieved	Amount Validated	Rate of Response
1	Parental Involvement and Family Structure on Pre-school Children Academic Achievement in Literacy Questionnaire (PIFPCA)	4,100	3500	3200	78%
2	Pre-School Pupil Literacy Examination (PPLE)"	4100	3725	3700	90.2%

Source: Researcher's Fieldwork, 2023

Table 4.1 presents the amount of research instruments that were administered, collected (retrieved) and validated including the rate of responses. An instrument named - Parental Involvement and Family Structure on Pre-school Children Academic Achievement in Literacy Questionnaire (PIFPCA) and Pre-School Pupil Literacy Examination (PPLE) were administered in order to collect data for the study. Parental Involvement and Family Structure on Pre-school Children Academic Achievement in Literacy Questionnaire (PIFPCA) was administered to parents of pre-school pupils in private pre-schools in Oyo state. Four thousand (4,100) copies were distributed to the sampled respondents. About three thousand five hundred (3,500) were retrieved, three thousand two hundred (3,200) were rendered valid and useful for analysis. Thus, the analysis was based on returned valid copies and this gave response rate of 78%. Similarly, Pre-School Pupil Literacy Examination (PPLE) conducted for pre-school pupils and 4100 copies was distributed to pupils in the sampled schools. About three thousand seven hundred and twenty five (3,725) were retrieved, three thousand seven hundred (3,700) were rendered valid and useful for analysis.

4.2 Demographic Data Analysis

Table 4.2: Frequency Distribution of Parents (N =3200)

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	1162	36.3
	Female	2038	63.7
	Total	3200	100
Age	21-30 years	605	18.9
	31-40 years	845	26.4
	41-50 years	1481	46.2
	51-60 years	269	8.4
	Total	3200	100
Highest Educational Qualifications	NCE	1152	36
	Bachelor's degree	1610	50.3
	PGDE	300	9.4
	Master's degree	138	4.3
	Total	3200	100
Marital Status	Single	150	4.6
	Married	2800	87.5
	Divorced	50	1.6
	Separated	200	6.3
	Total	3200	100
Economic Status	Less than 50,000	554	17.3
	Between 50,000 and 100,000	1481	46.2
	Between 100,000 and 150,000	815	25.5
	Between 150,000 and 200,000	300	9.4
	Above 200,000	50	1.6
	Total	3200	100
Home Environment	Rural	550	17.2
	Urban	2650	82.8
	Total	3200	100
Family Structure	Nuclear	2000	62.5
	Single Parents	400	12.5
	Polygamous	800	25
	Total	3200	100

Source: Researcher's Fieldwork, 2023

Table 4.2 shows the frequency distribution of parents' demography of pre-school children in Oyo State. From the table, 63.7% (2038) of the respondents were female parents, while 36.3% (1162) were male parents. This implies that the study was dominated by female parents. Majority of the parents, 46.2% (1481) are within 41-50

years of age, 26.4% (845) are within 31-40 years of age, 18.9% (605) are within 21-30 years while 8.4% (269) of the parents are 51 years and above. This shows that a major portion of the parents are within 41-50 years and implies that majority of the parents are in their mid-age. Only very few are well advanced in age.

Further, majority 50.3% (1610) of the pre-school children parents have bachelor's degree, 36% (1152) of the parents have NCE as their present level of academic qualification, 9.4% (300) of the parents have PGDE and 4.3% (138) have master's degree. This implies that most of the pre-school children parents highest academic qualification is bachelor's degree which is an indication that most of their parents are university graduates.

Also, majority 87.5% (2800) of the parents are married, 6.3% (200) are separated, 4.6% (150) are single, while 1.6% (50) are divorced. This implies that most the parents of pre-school children are married and living together. In terms of financial status, most of the pre-school parents have an income between 50,000 and 100,00, 25.5% (815) have income between 100,000 and 150,000, 17.3% (554) have less than 50,000, 9.4% (300) have between 150,000 and 200,000, while 1.6% (50) pre-school parents have above 200,000. Further, most 82.8% (2650) of the pre-school parents in Oyo state lives in urban areas, while 17.2% (552) are living in rural areas. This implies that most of the parents lives in the city. Finally, majority 62.5% (2000) of the parents have nuclear family structure, 25% (800) have polygamous family structure, while 12.5% (400) are single parents.

4.3 Presentation of Research Questions

Research Question One: What is the level of academic achievement in English literacy of preschool children in Oyo State?

Table 4.3: Pre-School Children Academic Achievement in Literacy

Score	Less than 40%	40%-49%	50%-59%	60%-69%	70%-79%	80%-100%
No of Pupils	400 (10.8%)	200 (5.4%)	300 (8.1%)	500 (13.5%)	800 (21.6)	1500 (40.5%)

Source: Researcher Field Work, 2023

Key: 0%-40%= *Poor*, 40%-49%= *Fair*, 50%-59%= *Average*, 60%-69%= *Good*, 70%-79= *Very Good*, 80% and Above= *Excellent*

To measure the level of pupils academic achievement in literacy, a fifteen (15) Literacy questions was answered by three thousand (3,700) Pre-School pupils as shown in Table 4.3. Majority of the pupils 1500 (40.5%) scored between 80%-100%, 800 (21.6%) pupils scored between 70%-79%, 500 (13.5%) pupils scored 60%-69%, 400 (10.8%) pupils scored less than 40%, 300 (8.1%) scored 50%-59% while 200 (5.4%) pupils scored 40%-49%. This implies that majority of the pupils in pre-school pupils performed excellently and this shows the level of academic achievement in Literacy among pre-school students. The table generally revealed that the Pre-school Children Academic Achievement in Literacy in Oyo State is excellent.

Research Question Two: What is the level of parents' involvement in the preschool children education in Oyo State?

Table 4.4 (a): Level of Parents' Involvement in the Preschool Children Education in Oyo State

S/N	Items	HL (%)	ML (%)	LL (%)	NAA (%)	M	SD	Remark
1	Parents have regular contact with their child/ children teacher(s).	1719 (53.7)	1401 (43.8)	80 (2.5)	0 (0)	4.00	0.55	High Level
2	Parents attend parent/teacher conferences.	64 (2.0)	1629 (50.9)	1475 (46.1)	32 (3.2)	2.79	0.59	Moderate Level
3	Parents visit child's classroom and/or school.	1184 (37)	1648 (51.5)	307 (9.6)	26 (0.8)	3.75	0.58	High Level
4	Parents provided time for studying at home	1765 (55.2)	1096 (34.3)	339 (10.6)	0 (0)	3.97	0.49	High Level
5	Parents attends extra-curricular activities at or related to school.	976 (30.5)	1254 (39.2)	736 (23)	234 (7.3)	2.85	0.55	Moderate Level
6	Parents check his/her school attending progress	1872 (58.5)	662 (20.7)	662 (20.7)	0 (0)	3.52	0.54	High Level
7	Parents volunteer in child's classroom and/or school.	704 (22)	1405 (43.9)	858 (26.8)	234 (7.3)	2.78	0.61	Moderate Level
8	Parents always help child/children with homework.	314 (9.8)	314 (9.8)	2576 (66)	0 (0)	2.43	0.54	Low Level
9	Parents facilitate conducive home environment to studying	2304 (72)	586 (18.3)	314 (9.8)	0 (0)	3.97	0.51	High Level
10	Parents provides all necessary school materials	1171 (36.6)	1562 (48.8)	467 (14.6)	0 (0)	3.40	0.48	Moderate Level
11	Buoyant enough to pay for the services of a Literacy instructor,	1914 (59.8)	662 (20.7)	624 (19.5)	0 (0)	3.57	0.69	High Level

Source: Researcher's Fieldwork, 2023

KEY: HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and NAA = Not At All (1); S.D = Standard Deviation, M= Mean

*****Threshold:** mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.500 = High Level

Table 4.4 (b): Level of Parents' Involvement in the Preschool Children Education in Oyo State

S/N	Items	HL (%)	ML (%)	LL (%)	NAA (%)	M	SD	Remark
12	Can afford to buy Literacy textbooks and visual materials for my child/children.	858 (26.8)	1718 (53.7)	624 (19.5)	0 (0)	3.23	0.61	Moderate Level
13	Reside in a neighborhood with occupants who communicates using English language.	1795 (56.1)	624 (19.5)	742 (23.2)	38.4 (1.2)	3.64	0.55	High Level
14	Communicate to my child/children and others in English language.	1171 (36.6)	1600 (50)	429 (13.4)	0 (0)	3.42	0.50	Moderate Level
15	Live in an environment where neighbors have children who can study English language with my children in a group.	1133 (35.4)	390 (12.2)	1344 (42)	38 (1.2)	3.01	0.48	Moderate Level
16	Arrange proper tuition for children	2262 (70.7)	742 (23.2)	195 (6.1)	0 (0)	4.00	0.49	High Level
17	Provision of balanced diet for children	1286 (40.2)	704 (22)	1210 (37.8)	0 (0)	2.75	0.56	Moderate Level
18	Assist in educational and daily life needs	1990 (62.2)	662 (20.7)	547 (17.1)	0 (0)	3.85	0.51	High Level
19	Take children to favourite places on better academic achievements.	1600 (50)	1133 (35.4)	467 (14.6)	0 (0)	3.92	0.49	High Level
20	Give gifts or cash prizes on good academic performance.	1286 (40.2)	1405 (43.9)	509 (15.9)	0 (0)	3.86	0.50	High Level
Weighted Mean = 3.40 ; S.D = 0.54; Overall Decision = Moderate Level								

Source: Researcher's Fieldwork, 2023

KEY: HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and NAA = Not At All (1); S.D = Standard Deviation, M= Mean

*****Threshold:** mean value of 0.000-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.500 = High Level

Table 4.4 (a & b) shows the level of parents' involvement in the preschool children education in Oyo State. The rating scale of Not At All (1) to 'High Level (4)'. Twenty (20) items were used to measure the parents' involvement programs. Among the items, eleven (11) is remarked "high level", eight (8) item is remarked "moderate level", one (1) item is remarked "low level", while none is remarked "not at all". The eleven items remarked "high level" implies that most of the parents opined high level involvement to: regular contact with their child/ children teacher(s), visit child's classroom and/or school, provided time for studying at home, check his/her school attending progress, facilitate conducive home environment to studying, buoyant enough to pay for the services of a Literacy instructor, assist in educational and daily life needs, arrange proper tuition for children, communicate to my child/children and others in English language, take children to favourite places on better academic achievements, give gifts or cash prizes on good academic performance.

The eight items remarked "moderate level" implies that majority of the parents are moderately involved, not fully, but are involved to an average extent to; attending parent/teacher conferences, attends extra-curricular activities at or related to school, volunteer in child's classroom and/or school, provides all necessary school materials, can afford to buy Literacy textbooks and visual materials for my child/children, communicate to their child/children and others in English language, live in an environment where neighbors have children who can study English language with their children in a group and provide balanced diet for children.

The single item remarked 'low level' implies that most of the parents do not always help child/children with homework. Additionally, Table 4.4 (a & b) generally reveals that the level of parents' involvement in the preschool children education in Oyo State

is remarked “moderate level”. Hence, the level of parents' involvement in the preschool children education in Oyo State is moderate (average) (**Weighted Mean = 3.40 ; S.D = 0.54**).

Research Question Three: What is the level of family structure of Pre-school children in private schools in Oyo State?

Table 4.5 (a): Level of Nuclear Structure

S/ N	Items	HL (%)	ML (%)	LL (%)	NAA (%)	M	SD	Remark
1	Pupils from nuclear family have family economic support that positively affect overall performance	2352 (73.5)	848 (26.5)	0 (0)	0 (0)	4.02	0.57	High Level
2	Pupils from nuclear family have family support that positively affect their results	2237 (69.9)	810 (25.3)	115 (3.6)	38.4 (1.2)	3.89	0.50	High Level
3	Pupils from nuclear family have parental motivation that positively affect their Class position/Rank.	2275 (71.1)	925 (28.9)	0 (0)	0 (0)	3.95	0.45	High Level
4	Pupils from nuclear family have home study environment that positively affect their homework completion.	1914 (59.8)	1284 (40.2)	0 (0)	0 (0)	3.90	0.50	High Level
Weighted Mean = 3.94; S.D = 0.51; Overall Decision = High Level								

Source: Researcher's Fieldwork, 2023

KEY: HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and NAA = Not At All (1); S.D = Standard Deviation, M= Mean

*****Threshold:** mean value of 0.000-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.500 = High Level

Table 4.5 (b): Single Parent Family Structure

S/ N	Items	HL (%)	ML (%)	LL (%)	NAA (%)	M	SD	Remark
1	Pupils from Single parent family have family economic support that positively affect the school overall performance	0 (0)	1171 (36.6)	2029 (63.4)	0 (0)	2.45	0.51	Low Level
2	Pupils from Single parent family have family support that positively affect their results	0 (0)	858 (26.8)	2342 (73.2)	0 (0)	2.01	0.63	Low Level
3	Pupils from Single parent family have parental motivation that positively affect their Class position/Rank.	0 (0)	2262 (70.7)	938 (29.3)	0 (0)	2.50	0.68	Moderate Level
4	Pupils from single parents have home study environment that positively affect their homework completion.	352 (11)	1443 (45.1)	1405 (43.9)	0 (0)	2.61	0.58	Moderate Level

Weighted Mean = 2.39; S.D = 0.51; Overall Decision = Low Level

Source: Researcher's Fieldwork, 2023

Table 4.5 (c): Influence of Family Structure

S/ N	Items Polygamous Family	SA (%)	A (%)	D (%)	SD (%)	M	SD	Remark
1	Pupils from polygamous family have family economic support that positively affect the overall performance.	0 (0)	0 (0)	2186 (68.3)	1014 (31.7)	1.68	0.47	Low Level
2	Pupils from polygamous family have family support that positively affect their results.	0 (0)	89 (2.8)	557 (17.4)	2554 (79.8)	1.23	0.48	Low Level
3	Pupils from polygamous family have parental motivation that positively affect their Class position/Rank.	0 (0)	185 (5.8)	1293 (40.4)	1722 (53.8)	1.52	0.60	Low Level
4	Pupils from polygamous family have home study environment that positively affect their homework completion.	0 (0)	10 (0.3)	1792 (56.0)	1398 (43.7)	1.57	0.50	Low Level

Weighted Mean = 1.49; S.D = 0.51; Overall Decision = Low Level

Source: Researcher's Fieldwork, 2023

Table 4.5(d): Family Structure

S/n	Family Structure	Mean
1	Nuclear Family	3.94
2	Single Parent Family	2.39
3	Polygamous Family	1.49
Overall Weighed Mean= 2.61 (Moderate)		

Source: Researcher's Fieldwork, 2023

Table 4.5 (a,b,c and d) shows the level of family structures of private school pre-school children in Oyo State. The table contains the nuclear, single parents, polygamous family and overall family structure.

Four items were used to measure each family structure, with a rating scale of 'not at all (1)' to 'high level (4)'. The four for nuclear family structure was remarked high level. This implies that most of the parents opined that pupils from nuclear family have family economic support that positively affect overall performance, pupils from nuclear family have family support that positively affect their result, pupils from nuclear family have parental motivation that positively affect their Class position/Rank, pupils from nuclear family have home study environment that positively affect their homework completion. Therefore, the table generally showed that the level of nuclear family structure of private school preschooler is high (Weighted Mean =3.94; S.D = 0.51).

Also, the four (4) items were used to measure single parent family structure. Two (2) were remarked moderate level, while the remaining two was remarked low level. The two items remarked moderate level implies that majority of the respondent opined that; Pupils from Single parent family have parental motivation that positively affect their Class position/Rank; pupils from single parents have home study environment that positively affect their homework completion. The two items remarked low level implies that pupils from single parent family do not have family support that

positively affect their results and does not have family economic support that positively affect the school overall performance. However from the table, the level of single parenting family structure on private school preschooler is low (Weighted Mean =2.39; S.D = 0.51).

Similarly, the four (4) items were used to measure polygamous parent family structure. All the items were remarked low level. This implies that majority of the respondent opined that; Pupils from polygamous family do not have family economic support that positively affect the overall performance, pupils from polygamous family do not have parental motivation that positively affect their class position/rank and they do not home study environment that positively affect their homework completion. Also, pupils from polygamous family do not have any family support that positively affect their results. However from the table, the level of polygamous family structure generally showed a low level on private school preschooler (Weighted Mean =1.49; S.D = 0.51).

Finally, table 4.5 (d) showed the overall mean of all family structures of private school pre-schooler in Oyo state. Hence, the table generally showed that the level of family structure is moderate (Overall mean= 2.61)

4.4 Presentation of Hypotheses

H₀₁: There will be no significant joint contribution of parental involvement (child's educational activities, economic status on child's education) and family structure (nuclear, single and polygamous parents) on the academic achievement in literacy of preschool children in Oyo State.

Table 4.6: Table for Joint Contribution of Parental Involvement And Family Structure on The Academic Achievement In Literacy Of Preschool Children In Oyo State.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.391	2	1.195	14.575	.000 ^b
	Residual	73.509	612	1.987		
	Total	75.900	614			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Parental Involvement, Family Structure

Source: SPSS Computation 23.0

Fvalue is significant at $P < 0.05$

4.7 Model Summary of Joint Contribution of Parental Involvement and Family Structure on the Academic Achievement in Literacy of Preschool Children in Oyo State.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.448 ^a	.701	.620	.30817

a. b. Predictors: (Constant), Parental Involvement, Family Structure

Source: SPSS Computation 23.0

Table 4.6 and 4.7 shows the model summary and ANOVA of multiple regression analysis for the joint contribution of parental involvement (child's educational activities, economic status on child's education) and family structure (nuclear, single and polygamous parents) on the academic achievement in literacy of preschool children in Oyo State. The table shows that the F- value the p-value is .000 ($F = 14.575$, $P < 0.05$) which is much less than 0.05 and highly significant since p-value ($.000 < 0.05$) at 95% confidence level. The F-test rejects the null hypothesis that states none of the independent variables have a significant relationship with academic achievement in literacy of preschool children in Oyo State and it can be concluded that there exists variation in achievement in literacy of preschool children due to parental involvement and family structure and the relationship is significant which means that the regression model is a good fit of the data. This suggests that parental involvement (child's

educational activities, economic status on child's education) and family structure (nuclear, single and polygamous parents) significantly influence academic achievement in literacy of preschool children in Oyo State. The model summary on Table 4.5 shows the R^2 value of 0.71 which implies that 71% variation in academic achievement in literacy of preschool children in Oyo State. (dependent variable) could be explained by the independent variables (parental involvement and family structure). The remaining 29% is explained by other factors outside the model and the error term. An R^2 value greater than 0.5 means that the model is effectively enough to determine the relationship. In this case, the value is 0.62, which is also good. The adjusted R^2 value shows that 62% of the variance in academic achievement in literacy of preschool children is explained only by the independent variables which are to be kept in the model. This therefore means that the remaining 38% could be a result of other predictors included or added to the model that do not have a significant prediction on academic achievement in literacy of preschool children. Furthermore, the very little difference between the R^2 value and Adjusted R^2 value (that is, $0.71 - .62 = .09$) indicates a very good fit of the model because the closer the R^2 value is to the adjusted R^2 , the better the fit of the model.

H₀₂: There will be no significant relative influence of parental involvement and family structure (nuclear, single and polygamous parents) on the academic achievement in literacy of preschool children in Oyo State.

Table 4.8: Coefficients of Multiple Regression Analysis of Relative Influence of Parental Involvement And Family Structure (Nuclear, Single And Polygamous Parents) on The Academic Achievement in Literacy of Preschool Children in Oyo State.

		Coefficients ^a			
		Unstandardized Coefficients	Std. Error	Standardized Coefficients	
Model		B		Beta	T
1	(Constant)	1.571	.331		7.098
	Parental_Involvement	.112	.047	.147	2.357
	Family_Structure	.121	.113	.202	1.064

a. Dependent Variable: Academic Achievement

Source: SPSS Computation 23.0

Table 4.8 shows the coefficients of multiple regression analysis for the relative influence of parental involvement and family structure (nuclear, single and polygamous parents) on the academic achievement in literacy of preschool children in Oyo State. The Table reveals that the beta coefficient. These results implies that parental involvement and family (β) and t- values for parental involvement (Beta = .147; t = 2.357; Significance = .019), family structure (Beta = .202; t = 1.064; Significance = .008) which are significant at $P > 0.05$ structure explained the variance in academic achievement in literacy of preschool children and therefore needed in the model. Parental involvement and family structure have a positive relationship with academic achievement in literacy of preschool children as depicted by their positive B value of .112 and .121 respectively. This result implies that as it increase, the dependent variable also increases. It therefore means that parental involvement and family structure influenced academic achievement in literacy of preschool children in this study. For a unit change in parental involvement and family structure .112 and .121 respectively there is an increase in academic achievement in literacy of preschool children as depicted by the positive value of B. Furthermore, the low standard error value for parental involvement (.047) also indicates a high level of precision of these predictors on academic achievement in literacy of preschool children in Oyo State.

Similarly, the computed empirical value of F-test is 14.575 which is significant at $p=0.00$. It is therefore concluded that the F-test is statistically significant. The independent variables (parental involvement and family structure) statistically and significantly predict the dependent variable (academic achievement in literacy of preschool children). This therefore accomplished part of the research aim “To establish the influence of parental involvement and family structure on the academic achievement in literacy of private school preschool children in Oyo State. Hence, the null hypothesis should be rejected because the test is statistically significant. Therefore, the whole regression is statistically significant.

H₀₃: There will be no significant moderating effect of home environment (rural and urban) on pre-school children academic achievement in literacy in Oyo State.

Table 4.9: ANOVA Table of Home Environment (Rural and Urban) Pre-School Children Academic Achievement in Literacy in Oyo State

ANOVA					
Academic_Achievement	Sum of Squares	df	Mean Square	F	Sig.
BETWEEN Groups	1.846	1	1.846	.464	.496
Within Groups	24819.874	6239	3.978		
Total	24821.720	6240			

Source: SPSS Computation 23.0

From the Table above, the F-value .464 is the ratio of the between group and within groups mean. The significant or P-value is .496 which is bigger than the 0.05, we therefore accept the null hypothesis and conclude that there will be no significant moderating effect of home environment (rural and urban) on pre-school children academic achievement in literacy in Oyo State.

4.4 Discussion of Findings

This research investigated the influence of parental involvement and family structure on the academic achievement in literacy of private school preschool children in Oyo state. In the discussion of the findings, the results of the research are shown and compared to the results of other studies to see if there are any differences or similarities. In this study, demographic information of the respondents (parents of preschool children) were analysed, three research questions were answered and two hypotheses were tested.

Results of the demographic data analysis revealed that majority of the parents 63.7% (2038) were female, while 36.3% (1162) were male. This also shows that female parents are more than male parents in private school preschool children in Oyo State. Also, most of the parents, 46.2% (1481) are within 41-50 years of age, 26.4% (845) are within 31-40 years of age, 18.9% (605) are within 21-30 years while 8.4% (269) of the parents are 51 years and above. Results of the study further showed that most of the parents, have bachelor's degree, 9.4% (300) of the respondents have PGDE and 4.3% (138) have master's degree. However, 36% (1152) of the parents have NCE as their present level of academic qualification. From the findings, a major fraction 87.5% (2800) of the parents are married, 6.3% (200) are separated, 4.6% (150) are single, while 1.6% (50) of the respondents are divorced. This report corroborates a study that report that majority of parents of students are educated having bachelor's degree level of education, 35%, 31% and 28% of them completed university, polytechnic or college and secondary education respectively while 4% of them had primary school education⁴.

Further, majority 1481 (46.2) of the respondents have financial status between 50,000 and 100,00, 815 (25.5%) have between 100,000 and 150,000, 554 (17.3%) have Less than 50,000, 9.4% (300) have between 150,000 and 200,000 while 50 (1.6%) of the parents have above 200,000 economic status.

Additionally, majority of the respondents 2650 (83.8%) lives in the urban area while 550 (17.2%) lives in rural areas. This implies that the majority of the respondents lives in the city. Also, the highest 2000 (62.5%) family structure is the nuclear family, 800 (25%) is polygamous family while 12.5% (400) of the family structure is single parents. This implies the prevalent family structure in this study is the nuclear family.

Findings from research question one showed that the level of academic achievement in Literacy among pre-school students in Oyo State is excellent. This is evident in the performance of the pupils in the literacy exam questions. This finding contradicts a study which reports that extent to which literacy materials are available in the pre-primary school classrooms is low, thus may lead to poor academic achievement and low productivity in later years^{1,2}.

Findings from research question two reveals that the level of parents' involvement in the preschool children education in Oyo State is remarked "moderate level". Hence, the level of parents' involvement in the preschool children education in Oyo State is moderate (average) Weighted Mean = 3.40. Majority of the parents are involved in their children educational activities in pre-school in Oyo state as opined in their responses to all the items. The finding is in accordance with a finding in a study titled " Parental Engagement in Schooling: A Survey of Secondary Schools in Kwara State, Nigeria" which showed that the general level of parental engagement in schooling among secondary school students in Kwara State was moderate (GM = 2.78)³. The study is also consistent with another study that reported that there was a significant relationship

between the level of parental involvement and students' academic achievement. There was also a significant relationship between home level and school level parental involvement in students' academic achievement⁴.

Findings from research question three revealed the level of family structure of private school preschooler in Oyo state. The Nuclear family structure has high level having a weighted Mean of 3.94. Also, single parenting family structure generally has a low level with a weighted mean of 2.39. Polygamous family structure level generally showed a low level with a weighted mean of 1.49. However, the overall mean of all family structure level is moderate ($\bar{x}=2.61$). This result is corroborated in a work titled "Working Memory and Academic Performance of Female Students with Nuclear and Single-Parent Families" which reported that, female students in nuclear families scored higher than female students in single-parent families in executive functions, working memory and its subscales, and academic performance ($P < 0.01$)⁵. The result of this study also corroborates a finding that reported that student who lives with both of his parents likely have a better care than the student who lives with either one of the parents, or step mother along⁶. Also, the study is in line with another related study which also shows that students living with both parents perform higher academically than children from single parent homes and blended homes⁷.

Findings from hypothesis one (H_{01}) revealed a significant joint contribution of parental involvement (child's educational activities, economic status on child's education) and family structure (nuclear, single and polygamous parents) on the academic achievement in literacy of preschool children in Oyo State. Result shows that the F- value the p-value is .000 ($F = 14.575$, $P < 0.05$) and highly significant since p-value ($.000 < 0.05$) at 95% confidence level which is much less than 0.05. There exists variation in academic achievement in literacy of preschool children due to parental involvement and family

structure and the relationship is significant which means that the regression model is a good fit of the data. This suggests that parental involvement (child's educational activities, economic status on child's education) and family structure (nuclear, single and polygamous parents) significantly influences academic achievement in literacy of preschool children. This result corroborates the findings of a study titled "Effect of parental involvement on children's academic achievement" ⁸. Their results show that there are differences in children's academic achievement between the parental involvement profiles, indicating children whose parents have a low involvement have lower academic achievement. The result of this study also supports the findings in a similar work that present how individual parental involvement variables correlate with academic achievement based on an age-related classification ⁹. The findings of this study also corroborated the findings of a related work that reported that students with highly involved parents had better academic performance and higher test scores in all the subjects compared to students whose parents were not involved in their education ¹⁰. Findings from hypothesis two (Ho2) revealed that the beta coefficient (β) and t- values for parental involvement (Beta = .147; t = 2.357; Significance = .019), family structure (Beta = .202; t = 1.064; Significance = .008) which are significant at $P < 0.05$. Also, parental involvement and family structure have a positive relationship with academic achievement in literacy of preschool children as depicted by their positive B value of .112 and .121 respectively. It therefore means that parental involvement and family structure influenced academic achievement in literacy of preschool children in this study. These results implies that parental involvement and family structure explained the variance in academic achievement in literacy of preschool children and therefore needed in the model.

This result is partly corroborated by the findings in that showed that a positive relationship exist between parents' economic status (PES) and Students Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria and the relationship is statistically significant ($p < 0.05$). A positive relationship exist between parents educational background (PEB) and Students' Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria and the relationship is statistically significant ($p < 0.05$)¹¹. Also, the result of this study partly supports another study that found found that there is positive relationship between Parental involvement and Academic achievement. Thus parental involvement leads high level of academic achievement; in other words academic achievement has positive parental involvement¹². Also, the findings is partly consistent to a similar work which shows that with a 0.045, 0.028, 0.041 and 0.036, as p-values, the study showed that there was a statistically significant relationship between parental involvement, occupation and family size and academic performance of pupils¹³.

Findings from hypothesis Three (Ho3) revealed that there is no significant moderating effect of home environment (rural and urban) on pre-school children academic achievement in literacy in Oyo State. The significant or P-value is.496 which is bigger than the 0.05. This implies that the home environment does not have moderating effect on pre-school children academic achievement in literacy. Home location does not significantly determine academic achievement. A child living in an urban area is not a guarantee for better academic achievement in literacy but may aid a child academic achievement due to the type of environment. Also, the pupil living in a rural area is not a criteria for poor academic achievement. Though the environment a pupil resides also have impact in their academic achievement, in this study, it is not a criteria for academic achievement. Therefore, this implies that the home environment does not have moderating effect on pre-school children academic achievement in literacy. This

finding is consistent with a study which reports that there is a weak positive correlation between home environment and student's academic achievement

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Chapter Five

Conclusion

This chapter discusses a summary of the findings of the research, as well as the conclusion, recommendations, contributions to knowledge, and areas where additional research is needed.

5.1 Summary of Findings

This study aimed to investigate the parental involvement and family structure as determinant of private school preschool children academic achievement in literacy of in Oyo state. The study also aims to examine the mediating influence of home environment (rural and urban) as a moderating variable. Findings of the study revealed that 63.7% (2038) of the respondents were female parents, while 36.3% (1162) were male parents. Majority of the parents, 46.2% (1481) are within 41-50 years of age, 26.4% (845) are within 31-40 years of age, 18.9% (605) are within 21-30 years while 8.4% (269) of the parents are 51 years and above. Also, majority 87.5% (2800) of the parents are married, 6.3% (200) are separated, 4.6% (150) are single, while 1.6% (50) are divorced. Majority 50.3% (1610) of the pre-school children parents have bachelor's degree, 36% (1152) of the parents have NCE as their present level of academic qualification, 9.4% (300) of the parents have PGDE and 4.3% (138) have master's degree. In terms of financial status, most of the pre-school 1481 (46.2%) parents have an income between ₦50,000 and ₦100,00. Further, most 82.8% (2650) of the pre-school parents in Oyo state lives in urban areas and majority 62.5% (2000) of the parents have nuclear family structure.

Research questions one revealed that the Pre-school Children Academic Achievement in Literacy in Oyo State is excellent. Research questions two also revealed that the level of parents' involvement in the preschool children education in Oyo State is moderate

(Mean = 3.40). Research question three also showed that the overall level of family structure is moderate. Nuclear family structure has a high, levels of both single parenting and polygamous family structure on private school preschoolers are low (Mean = 2.39, 1.49) respectively.

Test of hypotheses revealed a significant joint contribution of parental involvement (child's educational activities, economic status on child's education) and family structure (nuclear, single and polygamous parents) on the academic achievement in literacy of preschool children in Oyo State, ($F = 14.575$, $P < 0.05$). Furthermore, the hypotheses two also revealed a significant relative influence of parental involvement and family structure (nuclear, single and polygamous parents) on the academic achievement in literacy of preschool children in Oyo State, (β) and t- values for parental involvement (Beta = .147; $t = 2.357$; Significance = .019), family structure (Beta = .202; $t = 1.064$; Significance = .008) which are significant at $P > 0.05$. Finally, the third hypothesis also revealed that there is no significant effect of home environment (rural and urban) difference in teachers' performance in public secondary schools in Oyo State.

5.2 Conclusion

Based on the study findings, it can be concluded that parental involvement and family structure influences academic achievement in literacy of private school preschool children in Oyo State. Also, the study concludes that there exist a significant joint contribution of parental involvement (child's educational activities, economic status on child's education) and family structure (nuclear, single and polygamous parents) on the academic achievement in literacy of preschool children in Oyo State. There also exist a relative influence of parental involvement and family structure (nuclear, single and polygamous parents) on the academic achievement in literacy of preschool children in

Oyo State and there is no significant moderating effect of home environment (rural and urban) on pre-school children academic achievement in literacy in Oyo State.

5.3 Recommendations

Based on the findings and objectives of the study, The following recommendations were made.

1. Level of parents' involvement in the preschool children education in Oyo State is at moderate level. It is therefore recommended that parents of preschool children should improve on their involvement in preschool children education by attending parent/teacher conferences, attending extra-curricular activities at or related to school, volunteer in child's classroom and/or school, help child/children with homework, provides all necessary school materials, provide o balanced diet for children and buy Literacy textbooks and visual materials for my child/children.
2. It is recommended that parents and guardian from single parenting and polygamous family structure should endeavour to provide family economic support that positively affect the school overall performance of preschool pupils, have family support that positively affect their results, have parental motivation that positively affect their class position/Rank, have home study environment that positively affect their homework completion.
3. The level of Pre-school Children Academic Achievement in Literacy in Oyo State is excellent. It is recommended that this level should be maintained and improved.

5.4 Contribution to Knowledge

This work makes conceptual, empirical, and theoretical contributions to the body of existing knowledge. It makes a contribution to the study on a conceptual level by giving more and improved clarity on helpful concepts and constructs related to the investigation. This study, in comparison to previous studies, provided a more in-depth and comprehensive understanding of the issues that were investigated in the study itself. Both Epstein's Conceptual Model Theory and Social Capital Theory played a significant role in this research project as theoretical frameworks.

Empirically, this study contributes to the growing body of empirical literature by reporting the significant joint and relative influence of parental involvement and family structure (nuclear, single and polygamous parents) on the academic achievement in literacy of preschool children in Oyo State. This is something that previous empirical studies did not consider, so this study helps to bridge the gap that exists in empirical literature. The findings of this study had also supplied helpful information that the government and the ministry of education could utilise in formulating policies that could be employed in improving school administration.

5.5 Suggested Area of Further Studies

Areas to look at in further studies are discussed as follows:

1. In terms of the study population and the sector, public preschools, primary and secondary schools could be utilized for further research. In subsequent research, one possibility would be to investigate whether the influence of the parents' socio-economic status and education could operate as moderating variables. It is also possible that the specific study might be carried out in some of the other states in the Southwest in order to validate and generalise the findings across the Southwest region of Nigeria.

2. Although this study used a descriptive survey research design, various kinds of designs can be used in other studies to provide a different kind of blueprint for arriving at the findings and conclusion of the study.
3. The "private pre-school" was the educational sector that was looked at for this particular study. Nevertheless, there are aspects of both public, primary, secondary and tertiary education sector that may be used.

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Appendices

Appendix I: Questionnaire

Research Questionnaire I

Parental Involvement and Family Structure as Determinants of Private School Pre-school Children Academic Achievement in Literacy in Oyo State

Dept. of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State.

Dear Sir/Ma,

Request to Participate in a Research

I am a Masters student of the above named university. I am carrying out a research work on " Parental Involvement and Family Structure as determinant of Private School Pre-school Children Academic Achievement in Literacy in Oyo State". Your voluntary cooperation is highly needed in the completion of this instrument. All information provided here would be treated confidentially and adequately used.

Yours faithfully,

The Researcher

Section A: Demographic Data of Teachers

1. **Gender:** Male ☐ Female ☐
2. **Age (years):** 21 – 30 ☐ 31 – 40 ☐ 41-50 ☐ 51 and above ☐
3. **Parent level of education:** NCE ☐ OND/HND ☐ Bachelor's degree ☐
PGDE ☐ Master's degree ☐ Others (please specify) _____
4. **Marital Status:** Single ☐, Married ☐, Divorced ☐, Separated ☐
5. **Economic Status:** Less than 50,000 ☐, Between 50,000 and 100,000 ☐,
Between 100,000 and 150,000 ☐, Between 150,000 and 200,000 ☐, Above
200,000 ☐
6. **Home Environment:** Rural ☐, Urban ☐
7. **Family Structure:** Nuclear ☐, Single Parents ☐, Polygamous ☐

Section B: Parental Involvement on Academic Achievement in Literacy of Private School Pre-school Children

Please tick (✓) in the appropriate box in front of the items that best describe your opinion
Key: HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2), NAA = Not At All (1)

S/N	Items	HL 4	ML 3	LL 2	NAA 1
Parental Participation					
1	Parents have regular contact with their child/ children teacher(s).				
2	Parents attend parent/teacher conferences.				
3	Parents visit child's classroom and/or school.				
4	Parents provided time for studying at home				
5	Parents attends extra-curricular activities at or related to school.				
6	Parents check his/her school attending progress				
7	Parents volunteer in child's classroom and/or school.				
8	Parents always help child/children with homework.				
9	Parents facilitate conducive home environment to studying				
10	Parents provides all necessary school materials				
Parental Income					
11	Buoyant enough to pay for the services of a Literacy instructor,				
12	Can afford to buy Literacy textbooks and visual materials for my child/children.				
13	Reside in a neighborhood with occupants who communicates using English language.				
14	Communicate to my child/children and others in English language.				
15	Live in an environment where neighbors have children who can study English language with my children in a group.				
16	Arrange proper tuition for children				
17	Provision of balanced diet for children				
18	Assist in educational and daily life needs				
19	Take children to favourite places on better academic achievements.				
20	Give gifts or cash prizes on good academic performance.				

Section C: Family Structure and Pre-school children in Oyo state.

Please tick (✓) in the appropriate box in front of the items that best describe your opinion

Key: HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2), NAA = Not At All (1)

		4	3	2	1
S/N	ITEMS	HL	ML	LL	NAA
	Nuclear Family				
1.	Pupils from nuclear family have family economic support that positively affect overall performance.				
2.	Pupils from nuclear family have family support that positively affect their results				
3.	Pupils from nuclear family have parental motivation that positively affect their Class position/Rank.				
4.	Pupils from nuclear family have home study environment that positively affect their homework completion.				
	Single Parents				
1.	Pupils from Single parent family have family economic support that positively affect the school overall performance				
2.	Pupils from Single parent family have family support that positively affect their mock results.				
3.	Pupils from Single parent family have parental motivation that positively affect their Class position/Rank.				
4.	Pupils from single parents have home study environment that positively affect their homework completion.				
	Polygamous Family				
1.	Pupils from polygamous family have family economic support that positively affect the overall performance.				
2.	Pupils from polygamous family have family support that positively affect their mock Results.				
3.	Pupils from polygamous family have parental motivation that positively affect their Class position/Rank.				
4.	Pupils from polygamous family have home study environment that positively affect their homework completion.				

Research Questionnaire II

Title: Academic Achievement in Literacy Test (AALT)

This is a fifteen (15) Literacy questions which are to be answered by the Pre-School pupils to assist in this study. The score of the student will only be used for the purpose meant for and will surely be treat with utmost confidentiality.

Instruction: Kindly choose any option of your choice from options A-D. The duration for the test is fifty minutes (50 minutes).

LITERACY

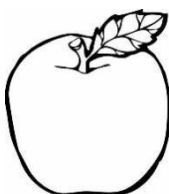
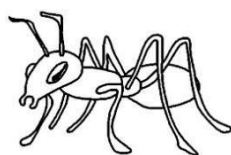
1. Read upper case letters A- Z (5 marks)

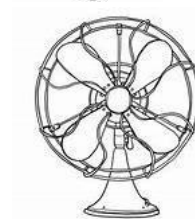
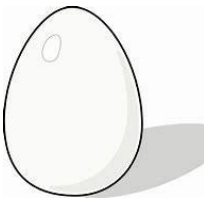
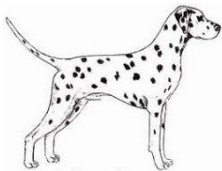
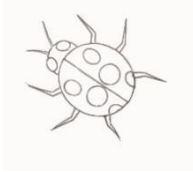
2. Write sounds a – f (10 marks)

3. Identify these letter sounds.

a	b	c	d	e	f	g
k	m	l	n	o		
q	r	s	p	t		
u	v	w	x	y	z	(10 marks)

4. Identify the following





(15 marks)

5. Read the alphabets A-Z
6. How many alphabets do we have in Literacy.
7. How many vowels do we have in the English alphabet? Name them- - -
8. Associate words with the sound of these letters..

a

b

c

d

e

9. Underline the preposition in the following sentences

Point at the window

I'm outside the house

Can I join you for a ride?

The man went out to the supermarket.

The boy looked through the window.

The ball went over the fence.

The cat is near the toy. - The car is parked inside the garage.

I can see the glat across the mall.

10. Mention at least 5 examples of a noun

- a.
- b.
- c.
- d.
- e.

11. List 10 examples of verb

- a.
- b.
- c.
- d.
- e.

12. List 5 examples of interjection

- a.
- b.
- c.
- d.
- e.

13. Change the following words to plural

Dish

Goat

Cup

Activity

Pumpy

Gate

Fox

Rash

Brush

Nanny

Ruler

Mass

14. Sound these sounds

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

15. Write two objects of these sounds

a, b, c, d, e

a as in _____
b as in _____
c as in _____
d as in _____
e as in _____

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Bio-data

A. Personal Data:

Full name: Josephine ABIODUN-KOLAWOLE
Address: No 1 Alafia Street, Oluwokekere, Bashorun, Ibadan
E-mail: mbjk0712@yahoo.com
Phone No: 08065658831
Date of Birth: 7th December 1984
Nationality: Nigerian
Name & Address of Next of Kin: Mr. Kolawole Abiodun, 1 Alafia Street, Ibadan.

B. Educational Background:

Educational Institutions Attended with Dates and Qualifications:

2020: PGD Education, National Teachers Institute, Kaduna
2008: B.A English (Ahmadu Bello University, Zaria, Kaduna State)
2001: Certificate in Computer Appreciation, Hands-on Computer, Kano.
2020: Kano School of Business Studies, Senior Secondary Certificate Examination
1994: St. Louis Primary School, Kano, Primary School leaving Certificate

C. Working Experiences with Dates

October 2016 – Tekhols Schools
September 2012 – August 2015 Margaret Claire Comprehensive College for Girls, Ibadan, Oyo State
June 2011– July 2012- Royal Heritage School, Aseese, Ogun State
2010 – 2011 - NYSC. Community High School, Ibafo, Ogun

D. Awards and Fellowship

African Education Monitor Magazine -Pillar of Private School Education in Nigeria Award-In Recognition of Her Outstanding Contributions to Private School Education in Nigeria
Kano School of Business Studies -Best graduating Student in English

E. Membership of Academic/Professional Bodies

National Association of Proprietors of Private Schools, Ibadan, Oyo State.
Educational Dialogue Association

F. Publications

Associate Prof. Toyin Oyedeji, Josephine ABIODUN-KOLAWOLE, Evelyn Akpa- *Family stress and emotional well-being of pupils in selected primary schools in Ibadan Metropolis*, 2022, Pp. 238-246

G. Major Conferences Attended with Dates

Lead City 3rd International Conference 2022
Lead City 5th International Conference 2022
Lead City 6th International Conference 2023
EDUDIA Ghana Conference 2023

H. Referees

Mr. Kolawole Abiodun- Director, Tekhols Schools, Ibadan, Oyo State
Dr. Cecilia Medupin-Senior Lecturer, Earth and Environmental Sciences-
Academic & Research, The University of Manchester, UK

The University Compliance Certification

This is to certify that this thesis written by Josephine ABIODUN-KOLAWOLE with the matriculation number LCU/PG/002731 in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria is in full compliance with the approved University Format and Style.

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