

**Parental Participation, Teaching Techniques and Academic Achievement in Basic Science
among pupils in Ibadan Metropolis, Oyo State.**

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Abstract

This study investigated the influence of parental participation and teaching techniques on the academic achievement of middle school students in Ibadan Metropolis, Oyo State. Three research questions and three hypotheses guided the study, using a descriptive research design. The population comprised 101,539 middle basic students, with a sample of 3,608 students obtained through a multi-stage sampling procedure. Descriptive statistics, such as percentage, mean, and frequency, were employed to answer research questions. Inferential statistics, including multiple regression, tested hypotheses. Findings indicated a low academic achievement in basic science among middle school pupils in Ibadan Metropolis. Parental participation was consistently high, with an overall weighted mean \bar{x} of 2.88. Brainstorming was the predominant teaching technique, with a weighted mean \bar{x} of 3.34. The combined influence of parental participation and teaching technique significantly impacted academic achievement in basic science among middle school pupils (Adj. $R^2 = 0.878$, $F = 11298.785$, $p < 0.001$). Parent-child discussion contributed the most separately ($\beta = 1.063$, $t = 36.933$, $p < 0.001$). In combination, brain storming ($\beta = 0.494$), parent-child support ($\beta = 0.384$), parent-school support ($\beta = 0.085$), parent-child monitoring ($\beta = 0.059$), and dramatization ($\beta = 0.052$) made respective contributions. Gender differences were observed, with mean differences of 2.470 for males and 2.496 for females. Recommendations included academic support programmes, enhanced parental involvement, promotion of inclusive teaching techniques, stronger partnerships, regular assessments, and monitoring mechanisms by educational stakeholders.

Keywords: Parental Participation, Teaching Techniques and Academic Achievement of Middle Basic School Students

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Table of contents

Contents	Page
Title page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of contents	vi
List of Tables	vii
List of Figures	viii
Chapter One: Introduction	
1.1 Background to the Study	2
1.2 Statement of the Problem	7
1.3 Aim and Objectives of the Study	8
1.4 Research Questions	9
1.5 Hypothesis	10
1.6 Significance of the Study	10
1.7 Scope of the Study	11
1.8 Operational Definition of Terms	11
Endnotes	
Chapter Two: Literature Review	
2.1 Conceptual Review	17
2.1.1 Basic Science	17
2.1.2 Basic Science Curriculum in Nigeria	20
2.1.3 Philosophy of Basic Education	22
2.1.4 History and Development of Science Education in Nigeria	25
2.1.5 Concept of Teaching Techniques	28
2.1.6 Parental Participation in Child's Education	28
2.1.7 Prediction of attitude and Interest of Science Students of different ability on Their Academic Performance in Basic Science	44
2.1.8 Factors Influencing Student's Academic Achievement	47

2.2	Theoretical Review	
2.2.1	Social Cognitive Theory	48
2.2.2	Theory of Achievement Motivation	51
2.3	Empirical Review	
2.3.1	Teacher Factors and student's Academic Achievement	52
2.3.2	Instructional Methods and Pupil's Academic Achievement	56
2.3.3	Family Background and Pupil's Academic Achievement	61
2.3.4	Parental Participation/Involvement and Academic Achievement of Pupils in Basic Science	62
2.3.5	Parent Level of Education and Child's Achievement	69
2.3.6	Family Structure and Academic Achievement of Pupils	69
2.3.7	Home Environment and Pupil's Academic Achievement	70
2.3.8	Family Type and Pupil's Academic Achievement	71
2.3.9	Parenting Styles and Pupil's Academic Achievement	71
2.3.10	Emotional Intelligence and Pupil's Academic Achievement	72
2.4	Conceptual Framework	79
2.5	Summary of Literature Review	81
	Endnotes	
Chapter Three: Methodology		
3.1	Research Design	92
3.2	Population	92
3.3	Sample and Sampling Technique	93
3.4	Research Instrument	94
3.5	Validity of Instrument	95
3.6	Reliability of Instrument	95
3.7	Method of Data Collection	95
3.8	Method of Data Analysis	96
Chapter Four: Results and Discussion of Findings		
4.2	Presentation of Results on Demographic Information of Respondents	97
4.3	Presentation of Results on Research Questions	100
4.4	Test of Hypotheses	111

4.5	Discussion of Findings	115
	Endnotes	

Chapter Five: Conclusion

5.1	Summary of Findings	121
5.2	Conclusion	124
5.3	Recommendations	125
5.4	Contribution to Knowledge	126
	Appendix	

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List of Tables

Table	Title	Page
3.1	Population of the Study	93
3.2	Sample and Sampling Techniques	94
4.2	Gender of the Respondents	97
4.3	Parental Status of Respondents	98
4.4	School Type of Respondents	99
4.5	Age Distribution of Respondents	99
4.6	Student Academic Achievement	100
4.7	Level of Parental Participation (Parent-Child discussion, Parent-Child monitoring, Parent-School contact and Parent-School support) in Middle Basic School Pupil's education in Ibadan, Oyo State, Nigeria	102
4.8	Level of Teaching Technique (Brain Storming, Mind map and Dramatization) among Basic Science Teachers in Middle basic School in Ibadan, Oyo State, Nigeria	107
4.10	Summary of Regression Analysis Showing combined influence of Parental Participation (Parent-child discussion, Parent-child monitoring, Parent-school contact and Parent-school support) and Teaching Techniques (Brain storming, Mind Map: the cooperative learning and Dramatization) on Academic Achievement in Basic Science among Middle Basic School Pupils in Ibadan, Oyo State, Nigeria.	111
4.11	Summary of Relative Influence of Parental Participation (Parent-child discussion, Parent-child monitoring, Parent-school contact and Parent-school support) and Teaching Techniques (Brain storming, Mind Map: the cooperative learning and Dramatization) on Academic Achievement in Basic science among Middle basic Pupil's in Ibadan, Oyo State, Nigeria	113
4.12	Summary of t-test showing significant gender difference in the level of Academic Achievement in Basic Science among Middle Basic School Pupils in Ibadan, Oyo State, Nigeria	114