

Chapter One

Introduction

1.1 Background to the Study

Parents, educators, school administrators, and policymakers are increasingly concerned about junior secondary student academic achievement in Business Studies. Despite the importance of Business Studies in providing students with fundamental entrepreneurial and financial literacy skills, their achievement in the course has continuously fallen below expectations. The decline in academic achievement has sparked substantial discussions and debates in the educational system. Several studies have linked poor academic achievement to a variety of issues, including student attitudes, teacher quality, instructional methodologies, the school atmosphere, and the availability of instructional materials. However, current research indicates that a thorough understanding of these aspects, notably the impact of parental participation and the sufficiency of teaching materials, is required to solve the persisting academic obstacles in Business Studies¹.

It has been established that education is fundamental to society advancement, equipping individuals with the information, skills, and competences essential for meaningful community contribution. It is essential for promoting economic development, social stability, and technical achievement. Quality education enables nations to develop a productive workforce, foster responsible citizens, and encourage lifelong learning². Business Studies is an essential discipline that provides students with vital entrepreneurial, managerial, and financial literacy competencies. This multidisciplinary discipline equips learners to manage the intricacies of the business environment, make informed financial choices, and enhance the economic advancement of their communities.

Business Studies is an academic discipline that examines the concepts, practices, and functions of business and trade. It imparts students with insights into the functioning of

organisations in both local and global contexts, emphasising domains such as finance, marketing, human resources, production, and entrepreneurship. The course intends to furnish students with fundamental competencies such as decision-making, critical thinking, communication, and problem-solving, which are crucial for proficient business administration and operations. Business Studies provides students with an understanding of the economic and regulatory underpinnings that shape business operations and emphasises the importance of ethical conduct in the corporate environment³.

Furthermore, Business Studies cultivates an entrepreneurial mindset by promoting innovation, creativity, and strategic planning. It aids students in comprehending the roles and responsibilities of many stakeholders in a business, including management, employees, consumers, and governmental entities. Studying this course equips learners to pursue professions in business, manage their own firms, or make significant contributions to established organisations. Ultimately, Business Studies establishes a basis for educated economic engagement and cultivates a generation of responsible and innovative citizens⁴. The academic achievement of students in Business Studies is frequently regarded as an indicator of their preparedness to implement theoretical knowledge in practical contexts.

However, academic achievement is not simply determined by student's intellectual abilities. Various factors influence learning outcomes, with parental involvement and the availability of instructional materials playing key roles. A significant factor that has been identified as a significant influencer of student's academic achievement is the presence of parental support, both at home and within the context of the school environment⁵. In a similar vein, providing students with access to instructional resources that are adequate and suitable improves their comprehension and memory of subject matter, thereby creating an environment that is conducive to learning⁶.

Academic achievement is a critical metric of students' learning outcomes, showing how well they've learnt the curriculum's knowledge, abilities, and competencies. Examinations, assignments, projects, and other evaluation tools measure students' subject knowledge. Academic achievement in Business Studies shows how effectively students understand entrepreneurship, management, marketing, and financial literacy. Successful academic achievement generally reflects a student's ability to apply theoretical knowledge to real-world situations, solve issues, and make business judgements. Parental involvement and teaching materials greatly impact academic success. Students stay motivated and perform better when parents guide, supervise, and encourage a positive attitude towards learning. Quality instructional materials including textbooks, business simulations, and digital resources help students comprehend and apply business principles. Parental involvement and instructional tools create a supportive learning environment that boosts Business Studies grades⁷.

Parental involvement refers to the active participation of parents in their children's educational experiences, encompassing various activities that contribute to academic success. It involves the time, effort, and resources parents dedicate to supporting their children's learning, both at home and within the school environment. This involvement plays a significant role in shaping students' attitudes towards education, fostering motivation, and building a strong foundation for academic achievement⁸. Research has consistently shown that students with supportive and engaged parents tend to perform better academically, demonstrate higher levels of self-confidence, and exhibit positive behavioral traits. In Business Studies, where practical understanding and problem-solving skills are essential, parental involvement can provide students with additional support to navigate complex business concepts⁹.

A significant aspect of parental participation is the supply of educational resources. Parents who invest in textbooks, instructional software, and other supplementary resources provide their children with access to extensive learning tools beyond the classroom. In Business Studies, access to business magazines, financial literacy literature, and interactive digital resources can augment students' comprehension of practical business applications. By providing these materials, parents enhance the learning process, rendering theoretical concepts more applicable and tangible. The presence of a favourable study environment at home, encompassing a tranquil area for studying and essential materials, enhances scholastic success¹⁰.

Monitoring academic success is an important component of parental involvement. Parents who routinely review their children's assignments, evaluate test results, and provide constructive feedback help to reinforce learning and identify areas where more assistance may be required. Open communication with teachers and school authorities allows parents to be informed about their child's academic strengths and problems. This collaborative partnership enables educators and parents to work together to create customised interventions that meet specific learning needs¹¹. Timely parental comments and encouragement can motivate children to actively participate in class discussions, finish assignments successfully, and develop a strong interest in business-related subjects.

Furthermore, parental involvement includes active participation in school activities such as attending parent-teacher conferences, volunteering at school events, and serving on parent advisory committees. By participating in these events, parents obtain vital insights on their children's learning environments and contribute to school improvement efforts. In Business Studies classrooms, parents with business experience can mentor students, provide practical insights, and encourage entrepreneurial activities. Their participation not only improves the learning experience, but also deepens the school-community collaboration.

Finally, when parents actively participate in their children's education, they build a supporting network that promotes academic growth, resulting in better learning results in Business Studies and other topics¹².

On the other hand, instructional materials are vital resources employed by educators to enhance the teaching and learning process, rendering lessons more interesting, interactive, and comprehensible. They encompass a range of instruments intended to facilitate learning goals by delivering information in formats that accommodate diverse learning styles. In corporate Studies, teaching materials are essential as they offer students practical insights into actual corporate operations. Educators can elucidate intricate concepts, provoke critical thinking, and promote experiential learning through the utilisation of visual aids, simulations, and digital resources. Instructional materials connect theoretical knowledge with practical application, thereby improving students' academic performance¹³.

The issue of subpar learning outcomes in Business Studies within Nigeria's basic education system is frequently attributed to the insufficient utilisation of a variety of instructional materials. A significant number of classrooms continue to depend on rote learning, resulting in students feeling disengaged and struggling to connect theoretical knowledge with practical business situations¹⁴. Nonetheless, findings have shown that the introduction of instructional materials like charts, business models, multimedia presentations, and interactive simulations cultivates a vibrant learning atmosphere that enhances critical thinking and problem-solving abilities. This transition enhances academic outcomes while also providing students with the essential skills required succeeding in a progressively intricate economic environment¹⁵.

Instructional materials are resources that support teaching and enhance learning. A diverse array of materials offers a realistic depiction of augmenting educational content, thereby improving the learning experience. These constitute audible, visual, or a combination

of both. These products are utilised by educators and learners to facilitate effective instruction and comprehension¹⁶. It has been asserted that instructional materials are locally produced or imported instruments that can significantly enhance lesson delivery when utilised correctly. It was stated that instructional materials are resources or aids utilised by teachers during lesson presentations to enhance learners' comprehension of the subject¹⁷. It was emphasised that instructional materials enhance the comprehension of abstract topics by helping to solidify ideas and excite students' imagination. The utilisation of instructional resources enhances active engagement and participation in the teaching-learning process, while conserving teacher energy and minimising vocal directions¹⁸.

Moreover, the instructional materials hold significant importance in education as they facilitate the transfer of information between individuals, aid educators in broadening students' experiential horizons, ignite learners' interest, and help both educators and students navigate physical constraints during lesson delivery, among other benefits¹⁹. Instructional materials serve as essential tools for teaching and encompass a variety of resources such as textbooks, charts, audio and visual aids, workbooks, kits, and other pertinent materials designed to engage learners. These resources should be introduced by the teacher at the appropriate time to maximise their effectiveness²⁰.

A variety of educational resources is frequently utilised in Business Studies classrooms. Textbooks and workbooks offer organised content, guaranteeing students access to uniform knowledge on subjects such as marketing, entrepreneurship, and financial management. Charts, graphs, and info-graphics visually depict business concepts, facilitating students' interpretation of financial data and comprehension of market patterns. Business simulations, role-playing exercises, and case studies provide experiential learning opportunities, enabling students to apply theoretical knowledge to practical business situations. Furthermore, digital tools include educational films, interactive software, and

online business simulations offer dynamic learning experiences that promote autonomous discovery and reinforce classroom instruction²¹.

The availability of instructional materials significantly influence student learning results. Access to well-structured materials enhances students' engagement, comprehension of subject matter, and information retention. Instructional resources that provide practical business examples and experiential learning assist the development of problem-solving and decision-making skills in students. Furthermore, educators with access to vary and current instructional resources can use creative pedagogical approaches that accommodate diverse learning preferences. This inclusive methodology cultivates a more dynamic and student-focused educational atmosphere, leading to enhanced academic achievement in Business Studies²².

The absence of instructional materials might impede the learning process, restricting students' capacity to comprehend and use business principles. Insufficient resources frequently result in dependence on rote memorisation instead of critical thinking and practical application. Educational institutions with little instructional resources may encounter difficulties in delivering rewarding learning experiences, especially in disciplines necessitating a robust practical component, such as Business Studies. To address these difficulties, parties such as school administrators, government organisations, and parents must work to guarantee the availability of sufficient instructional materials. Moreover, ongoing professional development for educators regarding the appropriate use of these tools is crucial to optimise their influence on student learning and academic success²³.

Parental involvement and the availability of instructional materials are closely linked to students' academic achievement, particularly in Business Studies. When parents actively support their children's education by providing learning materials, supervising assignments, and encouraging effective study habits, students tend to perform better academically. Parental

involvement fosters a sense of accountability and motivation in students, contributing to their academic success²⁴. Additionally, instructional materials serve as critical tools that facilitate the learning process by enhancing students' understanding of theoretical concepts and promoting practical applications. The synergy between parental support and quality instructional resources creates conducive learning environment, which directly impacts academic performance²⁵.

Limited studies have highlighted the significant influence of parental involvement and instructional materials on students' academic achievement in science and social science subjects²⁵. For instance, research has shown that students whose parents are actively engaged in their education tend to achieve higher grades, demonstrate improved cognitive skills, and develop better problem-solving abilities. Similarly, access to appropriate instructional materials has been found to enhance comprehension, retention, and application of students²⁶,²⁷. In Business Studies, the use of real-life case studies, business simulations, and digital tools further reinforces learning, enabling students to apply their knowledge in practical scenarios. These findings underscore the importance of both parental support and instructional resources in determining students' academic success.

Despite the existing evidence, gaps remain in the literature regarding the combined effects of parental involvement and instructional materials on Business Studies students' academic achievement. While numerous studies have explored these factors independently, limited research has examined their joint influence, particularly in the context of secondary education. Furthermore, most studies tend to focus on core subjects like mathematics, science, and language, leaving Business Studies underrepresented. Additionally, contextual factors such as socioeconomic status, school resources, and cultural differences are often overlooked, resulting in a lack of comprehensive insights. Therefore, this study aims to address these gaps by investigating the combined impact of parental involvement and instructional materials on

the academic achievement of Business Studies students in In Ibarapa-East Local Government Area, Oyo State.

1.2 Statement of the Problem

The increasing focus on academic achievement in Business Studies has raised significant concerns among educators, parents, and policymakers in the Ibarapa-East Local Government Area of Oyo State. Despite the significance of the subject in providing students with essential entrepreneurial and business management skills, reports reveal a persistent decline in students' academic performance. This trend prompts essential enquiries regarding the elements that affect students' achievement levels. Parental involvement, which includes activities like overseeing homework, participating in school meetings, and offering emotional and financial support, is recognised as a crucial factor in students' academic achievement. In Ibarapa-East, there seems to be insufficient active involvement from parents in their children's educational endeavours, which may be a factor in the suboptimal learning results observed. Furthermore, the insufficiency of instructional materials, such as textbooks, charts, audio-visual aids, and various teaching resources, exacerbates the issue. These materials play a crucial role in improving students' comprehension and memory of Business Studies concepts. Although earlier investigations have examined the impact of parental engagement and educational resources on students' academic outcomes, there is a scarcity of empirical data specifically related to Business Studies in Ibarapa-East. The socio-economic characteristics of parents in the region, along with difficulties in resource allocation to schools, could intensify the problem. A comprehensive grasp of the interplay among these factors is essential for the design of effective interventions aimed at enhancing students' learning outcomes. This study aimed to investigate how parental involvement and the instructional materials impact the academic performance of Business Studies students in the Ibarapa-East Local Government Area.

1.3 Aim and Objectives of the Study

This study aimed to investigate the influence of parental involvement and the instructional materials on academic achievement of Business Studies students in the Ibarapa-East Local Government Area.

The objectives of the study were to:

- i. determine the level of academic achievement of Business Studies students in Ibarapa-East Local Government Area;
- ii. examine the influence of parental parental supervision on the academic achievement of Business Studies students in Ibarapa-East Local Government Area;
- iii. determine the influence of parental communication with teachers on the academic achievement of Business Studies students in Ibarapa-East Local Government Area;
- iv. examine the influence of parental engagement in school activities on the academic achievement of Business Studies students in Ibarapa-East Local Government Area;
- v. determine the level of availability of instructional materials for teaching Business Studies students in Ibarapa-East Local Government Area;
- vi. examine the level of adequacy of instructional materials for teaching Business Studies in Ibarapa-East Local Government Area;
- vii. ascertain the level of effective use of instructional materials in teaching Business Studies in Ibarapa-East Local Government Area;
- viii. examine the combined influence parental involvement and the instructional materials on academic achievement of Business Studies students in the Ibarapa-East Local Government Area; and
- ix. determine the relative influence of parental involvement and the instructional materials on academic achievement of Business Studies students in the Ibarapa-East Local Government Area.

1.4 Research Questions

The following research questions were raised to guide the study:

1. What is the level of academic achievement of Business Studies students in Ibarapa-East Local Government Area?
2. What is the influence of parental parental supervision on the academic achievement of Business Studies students in Ibarapa-East Local Government Area?
3. What is the influence of parental communication with teachers on the academic achievement of Business Studies students in Ibarapa-East Local Government Area?
4. What is the influence of parental engagement in school activities on the academic achievement of Business Studies students in Ibarapa-East Local Government Area?
5. What is the level of availability of instructional materials for teaching Business Studies in Ibarapa-East Local Government Area?
6. What is the level of adequacy of instructional materials for teaching Business Studies in Ibarapa-East Local Government Area?
7. What is the level of effective use of instructional materials in teaching Business Studies in Ibarapa-East Local Government Area?

1.5 Hypotheses

The following null hypotheses were tested in this study at 0.05 level of significance.

H₀₁: There will be no significant combined influence of parental involvement and instructional materials on academic achievement of Business Studies students in the Ibarapa-East Local Government Area.

H₀₂: There will be no significant relative influence of parental involvement and instructional materials on academic achievement of Business Studies students in the Ibarapa-East Local Government Area.

1.6 Scope of the Study

This study investigated the impact of parental involvement and instructional materials on the academic achievement of Business Studies students in public junior secondary schools within the Ibarapa-East Local Government Area of Oyo State. The research focused on two independent variables parental involvement and instructional materials—and one dependent variable, academic achievement. Parental involvement was operationalised using three indices: parental supervision, communication with teachers, and engagement in school activities. Instructional materials were examined based on their availability, adequacy, and effective utilisation in the teaching and learning of Business Studies. Students' academic achievement was measured using the Business Studies Achievement Test (BSAT). The study concentrated on Junior Secondary School (JSS) students enrolled in Business Studies across selected public schools in the area. This geographical focus was adopted to understand educational challenges unique to the local context, particularly those arising from differences in parental involvement and the distribution of instructional resources, which are known to influence learning outcomes.

The research was delimited to JSS 2 students for specific academic and methodological reasons. At the time of the study, JSS 3 students were preparing for the Junior Secondary School Examination and transitioning to the senior secondary level, making them less accessible for research activities. In addition, JSS 2 students occupy a strategic middle position in the junior secondary school cycle. They have acquired foundational knowledge from JSS 1 and are sufficiently exposed to core Business Studies concepts, yet they are not under the examination pressure faced by JSS 3 students. This makes them more stable, available, and academically suitable for evaluating the influence of parental involvement and instructional materials on learning outcomes. By focusing on this category of learners, the study ensured more reliable data and findings that are representative of typical learning experiences in Business Studies at the junior secondary level. The results are

expected to provide practical recommendations for improving academic performance in Business Studies in Ibarapa-East Local Government Area.

1.7 Significance of the Study

This study on parental involvement, instructional materials, and academic achievement in Business Studies among students in Ibarapa-East Local Government Area of Oyo State holds significant implications for a wide range of educational stakeholders. The findings will help parents, educators, school administrators, legislators, and researchers improve educational outcomes and promote effective teaching and learning techniques. The study will emphasise parents' crucial involvement in their children's academic development. Understanding the impact of their involvement on students' achievement in Business Studies will encourage parents to actively participate in their children's academic activities, provide adequate support, and work effectively with teachers to create a conducive learning environment both at home and at school.

The study's findings will help educators and school officials understand the need of sufficient instructional resources in teaching business studies. The project will make evidence-based suggestions for how schools might increase the availability and effective use of instructional resources in order to improve teaching effectiveness and student learning outcomes. Furthermore, it will assist teachers in developing new and resourceful teaching approaches to close the learning gap caused by insufficient instructional materials. The research will provide policymakers and government organisations with vital data to influence policies and initiatives that promote more parental involvement in schools and assure proper instructional material provision. The study's findings can be used to develop targeted interventions that address educational problems in Ibarapa-East, eventually boosting students' academic attainment and eliminating educational inequities.

Researchers and academics will also benefit from the study because it adds to the increasing body of knowledge on factors influencing educational attainment. The study's localised focus on Business Studies in Ibarapa-East offers a unique perspective that can be used to inform future research in other locations with similar socioeconomic and educational situations. Furthermore, it will serve as a framework for comparative research that investigate the impact of parental participation and instructional resources on other disciplines. Ultimately, this study has the potential to improve the academic performance of Business Studies students. By outlining tangible ways for increasing parental engagement and resource availability, it will improve overall educational quality and better prepare students for future academic and professional endeavours in business.

1.7 Limitation of the Study

There were various limitations to this study. Initially, it was limited to Junior Secondary School Two (JSS II) students enrolled in Business Studies programs at specific public schools in Oyo State's Ibarapa-East Local Government Area. As a result, the results could not apply to private schools or other local government districts. Second, because participants may have provided socially acceptable answers, the study's self-reported results from questionnaires may be prone to response bias. Furthermore, the cross-sectional design made it more difficult to prove a link between academic success, instructional materials, and parental participation. The differing degrees of collaboration between instructors and school administrators were another drawback that might have affected the availability of reliable data. Finally, the scope of data collection was limited by time and budget restrictions, which prevented the inclusion of more schools and a bigger sample size that may have improved the external validity of the study.

1.9 Operational Definition of Terms

Terms are defined according to their usage in this study. These terms include:

Academic Achievement in Business Studies: This refers to the result of the test giving to students in the course of the study using Business studies achievement test (BSAT).

Parental Involvement: This refers to the participation of parents in their children's education including parental supervision, communication with teachers and engagement in school activities to support their learning in Business Studies in Ibarapa-East Local Government Area, Oyo State.

Parental supervision: This refers to the support parents provide by monitoring and guiding their children's schoolwork and learning activities to help them succeed academically well in Business Studies.

Communication with Teachers: This refers to the interaction between parents and teachers through meetings, phone calls, messages, or school events to discuss students' academic progress, behavior, and any challenges they may face in Business Studies in Ibarapa-East Local Government Area, Oyo State.

Engagement in School Activities: This refers to the participation of parents in events such as parent-teacher meetings, school open days, academic workshops, and extracurricular programs, to support their children's learning and overall academic achievement in Business Studies in Ibarapa-East Local Government Area, Oyo State.

Instructional Materials: This refer to the resources used by teachers to facilitate the teaching and learning of Business Studies, including textbooks, charts, audio-visual aids, digital resources, and other educational tools available in schools within Ibarapa-East Local Government Area, Oyo State.

Availability: This refers to the presence of instructional materials such as textbooks, charts, audio-visual aids, and other teaching resources that are necessary for effective teaching and learning of Business Studies in schools within Ibarapa-East Local Government Area, Oyo State.

Adequacy: This refers to the sufficiency of instructional materials in terms of quantity with the Business Studies curriculum to effectively support teaching and learning in schools within Ibarapa-East Local Government Area, Oyo State.

Effective Use: This refers to the proper and purposeful application of instructional materials by teachers to enhance students' understanding, engagement, and academic achievement in Business Studies in schools within Ibarapa-East Local Government Area, Oyo State.

Business Studies: This is a subject taught at the junior secondary school level that provides students with foundational knowledge and practical skills in areas such as commerce, entrepreneurship, accounting, marketing, and office management in Ibarapa-East Local Government Area, Oyo State.

Junior Secondary School Students: This refers to students in the first three years of secondary education (JSS 1 to JSS 3) who are typically between the ages of 10 and 15, and are studying Business Studies in schools within Ibarapa-East Local Government Area, Oyo State.

Endnotes

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Chapter Two

Literature Review

The chapter reviewed the related literature on the study under the following sub- headings.

2.1 Conceptual Review

2.1.1 Concept of Academic Achievement

2.1.2 Business Studies

2.1.3 Instructional Materials

2.1.4 Parental Involvement

2.2 Theoretical Framework

2.2.1 Vygotsky's Sociocultural Theory (1978)

2.2.2 Cognitive Load Theory (Sweller, 1988)

2.2.3 Bronfenbrenner's Ecological Systems Theory (1979)

2.3 Review of Empirical Studies

2.3.1 Parental Involvement and Academic Achievement

2.3.2 Instructional Materials and Academic Achievement

2.4 Conceptual Model

2.5 Summary of Gap in Literature Reviewed

Endnotes

2.1 Conceptual Review

2.1.1 Concept of Academic Achievement

Academic achievement denotes performance results that reflect the degree to which an individual has attained particular objectives emphasised in educational settings, specifically in schools, colleges, and universities. Educational systems primarily establish cognitive objectives that either span various subject areas (e.g., critical thinking) or encompass the attainment of knowledge and comprehension within a particular intellectual domain (e.g., numeracy, literacy, science, history). Consequently, academic accomplishment ought to be regarded as a multidimensional construct including various realms of learning. The concept of academic accomplishment varies based on the metrics employed to assess it, due to the extensive scope of the field encompassing diverse educational outcomes¹. Academic achievement is indicated by various criteria, including general indicators like procedural and declarative knowledge obtained within an educational framework, more specific criteria such as grades or performance on standardised achievement tests, and cumulative indicators like educational degrees and certificates. All criteria share the characteristic of representing intellectual pursuits and, hence, reflect an individual's intellectual capacity to varying degrees. In advanced cultures, academic achievement significantly influences each individual's life².

Academic success, as quantified by GPA (grade point average) or standardised examinations like the SAT (Scholastic Assessment Test), dictates a student's eligibility to pursue further education, such as university attendance. Consequently, academic achievement determines eligibility for higher education and, depending on the degrees obtained, impacts one's professional career post-school. In addition to its significance for individuals, academic accomplishment is crucial for a nation's wealth and development. The robust correlation between a society's academic achievement and favourable socioeconomic development is a

primary rationale for undertaking international studies on academic performance, such as PISA (Programme for International Student Assessment), conducted by the OECD (Organisation for Economic Co-operation and Development)³.

Academic achievement was historically seen as the paramount outcome of formal education, and there is little debate regarding the crucial role these accomplishments play in students' lives and beyond. Researchers and policymakers are increasingly considering social and emotional aspects, along with their interrelationships, as indicators of student well-being and psychological development. The recent incorporation of social and emotional metrics into established Organisation for Economic Co-operation and Development (OECD) assessments, such as PISA, exemplifies this trend. These metrics encompass emotional regulation (e.g., stress resilience, optimism), task performance (e.g., motivation, perseverance, self-discipline), and composite skills (e.g., metacognition, self-efficacy). This Issue contains six rigorous empirical studies that explore the intricacies of elements associated to academic accomplishment, as well as others that possess intrinsic legitimacy⁴.

Academic achievement in education refers to the outcome of learning and serves as a gauge of how well students, instructors, and school institutions have accomplished their school goals. Based on the consistently poor levels of academic achievement in Business Studies and the negative attitude towards it, it is evident that scientific education has been inadequately implemented. The assessment of academic achievement is typically conducted through examinations or ongoing evaluation, although there is no widespread agreement on the best effective testing approach or the key components of knowledge. Achievement, in the context of school environments such as schools, colleges, and universities, refers to the measurable outcomes of a person's achievement that indicate the extent to which they have successfully attained specific objectives⁵. In addition to the problem of low achievement in Business Studies in school institutions, it is common for students in Nigerian schools to

choose Business Studies because it is a scientific subject that is relatively easy to earn high grades in, making it particularly appealing to them. Interest is crucial when it comes to teaching and learning Business Studies. Furthermore, there exists a correlation between student involvement and the instructional methodologies utilised by the lecturers. Given this information, a number of scholars suggest implementing innovative methods to improve students' academic achievement⁶.

Although numerous novel methodologies have been employed, Business Studies students instructors persist in doing poorly and displaying minimal enthusiasm for the subject. This emphasises the significance of conducting experiments using a teaching approach and method that are compatible, as well as studying how Concept mapping and cooperative learning might impact the achievement and focus of Business Studies teachers. Academic achievement refers to the progress and growth of students, which is determined by their learning experiences in a school programme that is designed to fulfill specific goals and objectives. Academic accomplishment refers to the actual abilities and knowledge that students acquire while participating in an school programme⁷. In the field of education, academic achievement refers to the amount of knowledge acquired through formal education, as well as the outcome and impact of instruction received in a learning setting. Colleges achieve their school aims by assessing learners' progress through grades⁸. The course seeks to modify learners' behaviour by targeting those specific goals. Academic achievement is defined as the acquisition of proficiency in a specific skill or area of knowledge. Academic achievement in school institutions such as secondary schools, colleges, and universities encompasses a student's achievement in several settings, including classrooms, laboratories, libraries, and work environments⁹.

Academic achievement refers to observable or measurable behaviour in a specific subject, indicating the extent to which a student accomplishes tasks and studies. It serves as

evidence of knowledge acquired through learning activities over time and reflects the attainment of school goals within a school. The academic achievement of students is a primary indicator of the effectiveness or success of a school institution and is often assessed using achievement tests administered at the end of a lesson, term, or session¹⁰. Academic Achievement could be referred to as an accomplishment, which reflects a sense of sincerity, candidness, and perseverance on the part of achievers (students), parents, and teachers, as well as other concerned school stakeholders. It may partly mean a student's achievement in school, especially in his/her marks on tests or examinations. Therefore, academic achievement could be considered a multi-faceted construct that is made up of various learning domains. Academic achievement is a broad area that encompasses a wide range of school outcomes. Hence, the conceptualization of academic achievement often depends on metrics used to measure it. Among many criteria that indicate academic achievement are general indicators such as grades or performance in school achievement test or examination, and cumulative indicators such as academic degrees and certificates¹¹.

A student's academic achievement is affected by many things, including their family, school, and society as a whole. Personal traits of the student, such as intelligence, motivation, self-discipline, and learning methods, are one of the most important factors. Students who think they can do well in school tend to do better because they have a strong academic self-concept and high self-efficacy. Cognitive skills, like memory, problem-solving, and critical thinking, are also very important for how well a student knows and remembers what they have learnt¹². Another important factor is the family background, which includes the parents' level of schooling, income, and the environment at home. Parents who help their kids with schoolwork, keep an eye on their progress, and make the home a good place to learn have a big impact on their kids' academic success. Access to resources like books, private tutoring, and technology can help or hurt learning depending on a person's socioeconomic standing. A

student's confidence and drive to do well in school are also affected by how their parents feel about school and how much mental support they give¹³.

The school atmosphere is also very important for doing well in school. Having qualified teachers, well-equipped classrooms, good teaching tools, and effective ways to teach all have a big effect on how well students learn. There is more one-on-one attention in schools with small class sizes, and students can do better in schools that encourage student involvement and interactive learning¹⁴. Also, the impact of peers at school can either help students do well in school or cause them to get distracted and do poorly. The general academic success of students is affected by things like their cultural values, the economy, and the government's policies on education. Societies that put education first by giving schools enough money, offering scholarships, and changing the way schools work give kids chances to do well. Exposure to technology and digital learning tools can also help students do better in school by giving them more options for learning. However, economic problems, unstable governments, and not enough help from the government can make it hard for students to concentrate on their studies and reach their academic targets¹⁵.

2.1.2 Concept of Business Studies

Business consists of all profit-seeking activities and enterprises that provide goods and services necessary to an economic system, of course at a profit. The profit is made on behalf of the owner. Business provides people with food, clothing, housing, medical care and transport and almost everything else that makes life easier and better. There are businesses that will produce goods such as automobiles (Toyota), breakfast cereals (proctor & Gamble), computers (dell), cooking oil (Bidco) others will provide services such as insurance (Madison, BlueShield), banking services (KCB, Equity), car rental (Kenatco and Avis)¹⁶.

A business is a legally recognized organization designed to provide goods and/or services to consumers. Businesses are predominant in capitalist economies, most being

privately owned and formed to earn profit that will increase the wealth of its owners and grow the business itself. The owners and operators of a business have as one of their main objectives the receipt or generation of financial returns in exchange for work and acceptance of risk. Notable exceptions include cooperative enterprises and state-owned enterprises. Socialist systems involve government agencies, public ownership, state-ownership or direct worker ownership of enterprises and assets that would be run as businesses in a capitalist economy. The distinction between these institutions and a business is that socialist institutions often have alternative or additional goals aside from maximizing or turning a profit¹⁷.

Business Studies is an interdisciplinary subject that provides students with knowledge and skills related to the business world, entrepreneurship, and economic activities. It encompasses various aspects of business operations, including accounting, marketing, management, finance, and economics. The primary goal of Business Studies is to equip students with a comprehensive understanding of how businesses function, the principles of economic decision-making, and the role of commerce in national and global economies. It is a crucial subject for developing an entrepreneurial mindset and fostering financial literacy among learners¹⁸.

In discussing business it is important to look at the factors of production which are the inputs required by businesses for effective operations. There are four factors of production namely: natural resources, capital, human resources and entrepreneurship. Each of these factors has corresponding payment. Human resources are the people or workers who are able to perform work for the business, they contribute their skills and abilities and in return they get paid in form of salaries and wages. Capital includes equipment, machinery, tools and physical facilities that the business uses in its daily operation. Technology, which is knowledge or tools, used to produce products or services, falls under the capital and has

revolutionized the way business operates; it has helped achieve efficiency and speed for most activities in business. Entrepreneurship on the other hand is the creation of business ideas and the willingness to take risk in pursuing those ideas¹⁹.

Business Studies, is the study of the management of individuals to maintain collective productivity to accomplish particular creative and productive goals (usually to generate profit), is taught as an academic subject in many schools. Profit represent the rewards that business people who have taken the risk in starting and running the entity. This may be different from accountant thought of profit-difference between the firm's revenue and expenditures. Therefore the definition leaves out the non-profit businesses. Nonprofit organization is an organization that serves a specific cause and is not intended to make profits. We need to note that even though the motive of these organizations is not to make profit they are run like a business ²⁰.

At its core, Business Studies emphasizes the fundamental principles of business operations, such as planning, organizing, staffing, directing, and controlling. These principles help students understand how businesses are structured and managed effectively to achieve their goals. Additionally, it explores the roles of different stakeholders, including entrepreneurs, consumers, employees, and government agencies, in the business ecosystem. This knowledge helps students appreciate the interconnectedness of various economic activities and the significance of ethical business practices²¹.

One of the critical areas in Business Studies is entrepreneurship and enterprise development, which focuses on nurturing creativity, innovation, and problem-solving skills. Through this aspect, students learn about business planning, risk management, and the importance of adaptability in a dynamic economic environment. This prepares them to start and manage their own businesses or contribute effectively to existing organizations. Entrepreneurship education within Business Studies promotes self-reliance and economic

growth by encouraging students to explore business opportunities and contribute to job creation²².

Another vital component of Business Studies is financial literacy and management, which teaches students how to manage money, budget effectively, and make informed financial decisions. Concepts such as savings, investment, credit management, and taxation are introduced to help students develop sound financial habits. Understanding financial principles not only benefits individuals but also enhances national economic stability by reducing financial mismanagement and promoting economic sustainability²³.

Furthermore, Business Studies includes marketing and consumer behavior, which help students grasp the importance of branding, advertising, market research, and customer satisfaction in business success. This knowledge is essential in a highly competitive business environment, where businesses must identify and meet customer needs effectively. By studying marketing strategies, students develop an awareness of how businesses create value and establish long-term relationships with consumers. Additionally, Business Studies highlights the role of government policies and legal frameworks in business operations. Topics such as business ethics, labor laws, taxation policies, and consumer protection regulations are covered to ensure that students understand the legal responsibilities of businesses. This aspect is essential in promoting responsible business practices, preventing fraud, and ensuring fair competition in the market²⁴.

Importance of Business Studies

The field of business Studies is an important academic discipline that provides students with the knowledge and abilities necessary to successfully navigate the ever-changing terrain of the corporate world. A full understanding of the many facets of business, entrepreneurship, banking, bookkeeping, and office management is provided by this course. Students get an understanding of the fundamental principles of commerce, marketing, and

financial management via the process of studying Business Studies. These ideas are essential for both personal and professional development in today's highly competitive economy¹⁷.

The role that Business Studies plays in the development of entrepreneurial abilities is one of the most important aspects of this field. The program teaches learners how to recognise possibilities in the economic world, effectively manage resources, and take risks after careful consideration. Students have the ability to contribute to economic growth and the development of innovative business concepts if they have a solid understanding of the fundamentals of entrepreneurship. In addition, Business Studies helps students improve their financial literacy by teaching them about budgeting, investment, and decision-making regarding finances, all of which are essential for the success of both individuals and businesses separately¹⁸.

Additionally, Business Studies helps students become more prepared for their future careers by providing them with an array of practical skills that are highly valued in the business world. Individuals acquire the skills necessary to prepare themselves for a variety of career responsibilities in administration, banking, and company management by acquiring knowledge of bookkeeping, office processes, customer service, and organisational management. Having these abilities also improves employability, since many employers look for people who have a fundamental understanding of how businesses function effectively¹⁹.

The contribution that Business Studies makes to the growth of the economy is yet another important aspect of this field. Having a workforce that is well-informed and knowledgeable about business is beneficial to the expansion of industries, the production of new jobs, and the overall development of the nation. For individuals to be able to actively engage in the economy, whether as business owners, employees, or investors, it is necessary for them to have a solid understanding of trade, commerce, and financial institutions²⁰.

The ability to make decisions and solve problems is another talent that may be improved via the study of business. Students gain the ability to evaluate risks, make choices based on accurate information, and build solutions to solve obstacles through the process of analysing case studies and real-world business scenarios using this method. Not only are these skills in critical thinking necessary in the economic world, but they are also necessary in everyday life. In addition, Business Studies encourages flexibility and creativity in student behaviour. Technology and globalisation are driving rapid change in the world, and in order for organisations to maintain their competitive edge, they need to develop. When individuals have a better understanding of market trends, technology improvements, and customer behaviour, they are better able to react to changes and adopt new business plans. Business Studies helps individuals comprehend these things. In general, Business Studies is an important subject that helps individuals obtain the skills necessary to be successful in both their personal and professional lives. The incorporation of critical business information, the encouragement of entrepreneurial thought, the improvement of financial literacy, and the contribution to economic growth are all outcomes of this. Individuals who have a strong foundation in Business Studies are more suited to prosper in the modern economy, regardless of whether they aspire to become business owners, managers, or employees²¹.

Components of Business Studies

Business Studies is a broad field that encompasses various subjects related to business operations, management, and commerce. It provides students with foundational knowledge and skills essential for understanding and participating in the business world. The major components of Business Studies include Commerce, Office Practice, Bookkeeping, Keyboard and Shorthand^{22,23,24}.

Commerce is a fundamental component of Business Studies that deals with the buying, selling, and distribution of goods and services. It covers essential topics such as trade,

transportation, warehousing, advertising, banking, and insurance. Understanding commerce helps students appreciate the role of business transactions in economic development and how businesses interact in local and global markets.

Office practice focuses on the administrative and clerical functions necessary for running a business efficiently. This component teaches students about office equipment, record-keeping, communication methods, filing systems, and workplace etiquette. Office practice is crucial in preparing students for careers in administration, secretarial duties, and office management.

This component deals with the recording, classification, and interpretation of financial transactions. It introduces students to fundamental accounting principles such as the double-entry system, financial statements, ledgers, balance sheets, and profit and loss accounts. Bookkeeping and accounting are essential for maintaining accurate financial records, making informed business decisions, and ensuring legal compliance in financial reporting.

Typing text, numbers, and symbols on a keyboard is called keyboarding. It entails quickly and accurately typing data into a computer, typewriter, or other electronic device. Business operations depend on keyboarding for document, report, and communication creation and administration. Keyboarding involves learning about QWERTY, DVORAK, and numeric keyboards. Correct sitting posture, home row key placement, and touch-typing allow students to type without looking at the keyboard. Students practise typing drills, speed tests, and activities to improve their skills. Word processing software is used to format business letters, memos, reports, and tables. Additionally, it stresses computer ergonomics, safe work habits, and secrecy when handling sensitive data.

Shorthand uses abbreviations, strokes, and special characters to express words and phrases. This manual talent is useful in secretarial, journalism, court reporting, and administrative jobs since it quickly records spoken words. Shorthand lets writers follow

speeches in meetings, interviews, and dictations. Shorthand involves studying Pitman, Gregg, Teeline, and Speedwriting techniques, while Pitman Shorthand is most popular in Nigeria. Students learn consonant strokes, vowel signs, and word positioning relative to the writing line to transmit diverse sounds and meanings in shorthand. Punctuation signals and shorthand phrases for frequent words and idioms are also taught. Shorthand training requires dictation exercises to capture notes at different speeds and accurately transcribe them into longhand or typed material. Shorthand training builds speed from beginning to professional levels as pupils write faster without sacrificing accuracy.

Career Opportunities Available in Business Studies

Business Studies provides students with a broad foundation in commerce, management, finance, and entrepreneurship, opening doors to numerous career opportunities. The skills acquired through Business Studies prepare individuals for various professional roles in both the public and private sectors. Some of the career opportunities available include accounting and finance, business management, marketing, entrepreneurship, human resource management, banking, and office administration^{22,23,24}.

Accounting and Finance: One of the most prominent career paths in Business Studies is in accounting and finance. Graduates can work as accountants, financial analysts, auditors, tax consultants, and financial advisors. These professionals help businesses manage their financial records, conduct financial planning, and ensure compliance with tax and financial regulations. Careers in accounting and finance are in high demand across all industries, including government agencies, private corporations, and non-profit organizations.

Business Management and Administration: Business management is another key career opportunity for Business Studies graduates. Individuals in this field can work as business managers, operations managers, administrative officers, and project coordinators. Their responsibilities include planning, organizing, leading, and controlling business activities to

ensure efficiency and productivity. Strong leadership and problem-solving skills are essential in this career, and opportunities exist in industries such as retail, manufacturing, healthcare, and technology.

Marketing and Sales: A career in marketing and sales is ideal for individuals with strong communication and persuasion skills. Business Studies graduates can work as marketing executives, sales representatives, brand managers, digital marketers, and advertising specialists. These professionals develop marketing strategies, conduct market research, promote products or services, and engage with customers to drive business growth. With the rise of digital marketing, there are even more opportunities in online advertising, social media marketing, and e-commerce.

Entrepreneurship and Business Ownership: Business Studies equips students with the skills and knowledge needed to start and manage their own businesses. Entrepreneurs identify business opportunities, develop business plans, secure funding, and manage resources to create successful enterprises. This career path offers individuals the freedom to innovate, take risks, and contribute to economic development through job creation and wealth generation. Many successful business owners started with a strong foundation in Business Studies.

Human Resource Management: Human resource management (HRM) is another career path within Business Studies that focuses on managing people within an organization. HR professionals handle recruitment, employee training, performance management, and workplace policies. Careers in HRM include human resource officers, talent acquisition specialists, training and development managers, and employee relations officers. Organizations in all sectors require HR specialists to ensure smooth workforce management and compliance with labor laws.

Banking and Financial Services: Business Studies graduates can pursue careers in banking and financial services, working as bank tellers, loan officers, investment analysts, and

financial planners. These professionals assist individuals and businesses with financial transactions, investment decisions, and loan applications. The banking industry provides stable and rewarding career opportunities, with room for growth and specialization in areas such as investment banking, wealth management, and risk assessment.

Office Administration and Secretarial Services: Office administration and secretarial roles are vital in ensuring the smooth operation of businesses and organizations. Careers in this field include office administrators, executive assistants, customer service representatives, and clerical officers. These professionals manage office tasks, organize schedules, handle correspondence, and ensure effective communication within organizations. Office administrators are essential in corporate environments, government agencies, educational institutions, and healthcare facilities²⁴.

2.1.3 Instructional Materials

Instructional materials are recognised as a potent technique for facilitating effective teaching and learning. The significance of high-quality and sufficient instructional resources in education is realised through their effective application in classroom instruction. Instructional materials encompass all resources that educators might utilise to enhance the involvement and retention of learning experiences. Instructional materials are resources that aid educators in clarifying their lessons for students. They serve to convey information, concepts, and messages to learners. Instructional materials encompass the diverse array of equipment and resources utilised by educators to promote self-activity among students. Instructional materials encompass both visual and audio-visual equipment. Visual equipment refers to materials that are observable. These encompass flashcards, posters, charts, textbooks, tangible things, models, and chalkboards, among others. During Audio-visual materials are resources that engage both the visual and auditory senses²⁵.

Instructional materials denote the resources, tools, and assistance employed in educational contexts to promote teaching and improve learning experiences. These materials include many formats such as textbooks, workbooks, audio-visual resources, multimedia presentations, manipulative, laboratory equipment, digital resources, and interactive technology. Instructional resources are essential for aiding educators in presenting curriculum and engaging students, as they effectively convey information, reinforce concepts, promote critical thinking, and enhance academic accomplishment. Instructional materials are defined as communication media that convey information between the teacher and the learner, aimed at assisting teaching. In this endeavour, the educator must consider the most effective resources to reinforce their arguments. The instructor, when addressing any issue, should consider the effectiveness of its presentation and the methods employed for illustration. The existence of tangible object models with specimens renders a topic sufficiently concrete for comprehension, since students learn more efficiently when provided with appropriate instructional resources that facilitate their active participation in the learning process²⁶.

Educators are anticipated to instruct their subject utilising various materials aimed at cultivating meaning through substantial symbols. Instructional materials encompass all resources utilised by educators to facilitate the learning process for students. They serve as instruments to augment effective teaching and learning. Instructional techniques and materials encompass all resources employed by educators to dynamically enhance, encourage, and assist teaching and learning, aiming to achieve certain objectives²⁷.

Moreover, instructional materials are regarded as the act of supplying or developing sufficient and essential learning resources for effective teaching inside the educational system. The objective of instruction is to promote beneficial behavioural modifications, and the most effective method for assisting Business Studies students in learning is to transform the teaching-learning process into an enjoyable experience by utilising suitable educational tools.

Teaching resources involve the strategic organisation of the instructional process to attain specified aims and objectives. The evaluation of teaching resources is a critical topic that teachers must meticulously consider. Depending on the type of resources, educators must ascertain whether they will be utilised individually or collectively. Given that inadequately organised teaching resources can lead to disorder in the classroom, the educator must arrange the resources to facilitate optimal learning. In numerous secondary schools, instructional materials are lacking, while resources in certain institutions are ineffectively utilised²⁸.

Instructional materials are vital instruments required for the teaching and learning of Business studies in junior secondary schools to enhance the efficacy of Basic Technology educators and elevate student performance. It renders learning more engaging, pragmatic, authentic, and attractive. It facilitates active and effective participation from both professors and students during instructional sessions. It facilitates the development of skills and information while fostering self-confidence and self-actualization. Instructional materials are vital resources that augment the teaching and learning process by offering learners tangible experiences and visual depictions of abstract concepts. These materials comprise textbooks, charts, audio-visual aids, digital resources, and tangible artefacts that assist educators in delivering lessons efficiently²⁹.

The availability, sufficiency, and efficient utilisation of instructional resources profoundly influence the quality of education and students' academic performance. The availability of educational resources is a crucial element of an effective learning environment. When instructional resources are easily accessible, educators can expand their pedagogical approaches, rendering lessons more interesting and participatory. In numerous educational environments, especially in developing areas, the lack of teaching resources presents a considerable obstacle. Restricted access to textbooks, digital learning resources, and laboratory apparatus frequently impedes students' comprehension of intricate topics. Thus,

guaranteeing the sufficient provision of these materials is essential for promoting an inclusive and comprehensive educational experience³⁰.

The sufficiency of instructional resources, in addition to their availability, influences their effectiveness on teaching and learning results. Resources must align with the curriculum, address student needs, and be current and of high quality; otherwise, they are insufficient. Instructional materials must be current, culturally pertinent, and suitable for the learners' cognitive abilities. The quantity of materials must align with the number of pupils in a classroom to avoid resource-sharing limitations that may hinder individual learning possibilities. Sufficient instructional resources enable educators to impart courses efficiently while accommodating various learning styles. The efficient use of instructional resources is essential for attaining educational goals. The availability of adequate and suitable materials is futile if educators do not possess the abilities to incorporate them successfully into their instruction. Educators should receive adequate training and professional development programs to improve their capacity to effectively use instructional resources. Effective implementation necessitates the meticulous selection of materials that correspond with class objectives, hence promoting student involvement and comprehension. Furthermore, consistent maintenance and oversight of these resources ensure their continued utility throughout time³¹.

Relevance of Instructional Materials in Teaching and Learning Process

Instructional materials are super important in teaching and learning. They help us understand better, remember things, and stay engaged in the process. They give students hands-on experiences that connect what they learn in theory to how it works in the real world. Instructional materials are really important because they help with effective communication, support different learning styles, and boost overall academic performance³¹.

One of the main reasons instructional materials matter is that they help improve understanding and memory. When they engage with visual, auditory, or kinaesthetic learning tools, we're more likely to grasp and retain the concepts being taught. Using models, charts, or multimedia presentations in science lessons helps make abstract topics easier to understand and connect with. This helps deepen understanding and reduces the chances of just memorising information without really grasping it. Moreover, teaching materials play a crucial role in supporting different ways that people learn. Every student has their own way of learning—some might find that visual aids help them the most, while others might prefer hands-on activities or listening to explanations. Different types of teaching materials, like diagrams, videos, role-playing activities, and interactive software, help all students, no matter how they learn best, understand the subject well³².

Also, instructional materials help keep students engaged and motivated. Sometimes, when teaching is all about lectures, it can make students feel bored and just go through the motions without really engaging. But using the right teaching aids really gets us curious and involved in the learning process. For instance, using gamified learning apps or real-life case studies can make lessons more engaging, motivating learners to dive into subjects outside of the classroom. Instructional materials help teachers with lesson delivery, making their work easier and more effective. Having well-organised resources make it easier for teachers to explain ideas clearly, which can really help them save time and energy when planning lessons. They act as reference points, helping to maintain consistency in how content is delivered in various classes and schools³³.

Instructional materials play a key role in helping us apply what they learn to real-world situations. Many subjects need us to link what they learn in class with experiences they have in real life. For example, in vocational and technical education, using hands-on tools and simulators helps learners gain practical skills that get them ready for real-world

challenges. In business studies, case studies and market simulations provide students with valuable insights into entrepreneurship and financial management³¹.

The Roles of Instructional Materials in the Business Studies Classroom

Instructional materials are super important in learning Business Studies because they give us practical knowledge, make classes more engaging, and help us understand the content better. Business Studies covers different areas like accounting, marketing, entrepreneurship, communication, and office management, and it really helps to have real-life examples and practical experience. Using instructional materials effectively helps us gain important business skills and a better grasp of how real-world business operations work³⁰.

One important role of instructional materials in the Business Studies classroom is to help students better understand business concepts. Business Studies covers a range of important ideas, including supply and demand, financial statements, and business ethics. Materials like charts, diagrams, videos, and case studies help break down these concepts and make them easier to understand. For instance, utilising financial statement templates helps learners understand how accounting principles apply in real-world situations, enhancing the significance of their studies³¹. Another key aspect of instructional materials is that they help encourage active participation and involvement. In Business Studies, we need to build our critical thinking and problem-solving skills. This can be done using interactive learning tools like business simulations, role-playing, and multimedia presentations. For instance, setting up a mock business in the classroom allows us to grasp entrepreneurship better by engaging in business planning, budgeting, and decision-making ourselves. This practical method makes classes more interesting and gets learners ready for real-life situations³².

Also, instructional materials are really helpful for developing skills because they offer practical training in tasks related to business. Tools like typewriters, computers, calculators, and accounting software help students get practical experience in office procedures,

bookkeeping, and digital communication. Using Microsoft Excel for financial analysis or PowerPoint for business presentations helps students build important tech skills that are really important in today's business world³³. Also, teaching materials help us remember and bring back information better. Visual aids, like posters of business terms, organisational charts, and process flow diagrams, really help in understanding and remembering important concepts better. When we repeatedly see and interact with business-related materials, we are more likely to remember the information and use it in future learning or work situations³⁴.

Instructional materials connect what we learn in theory to how we apply it in real situations. Business Studies is a subject that connects to real-world applications, and using relevant instructional resources helps us link what we learn in class to actual business operations. For instance, looking at actual company case studies or interacting with guest speakers from the business sector helps us understand industry trends, challenges, and successful strategies, making our learning experience more relevant and practical³⁵. Additionally, instructional materials help teachers deliver lessons in a more effective and efficient way. Effective teaching tools, like lesson plans, business models, and multimedia resources, assist teachers in clearly explaining complicated ideas and organising classroom activities more efficiently. Teachers can meet different learning needs by using various teaching methods, like visual presentations for those who learn best visually and business simulations for those who prefer hands-on experiences³⁶.

Strategies for Effective use in Instructional Materials

The efficient use of instructional resources in the educational process necessitates meticulous preparation, judicious selection, and adept execution. Instructional materials, including visual aids, digital resources, models, and tangible items, function as instruments to augment students' comprehension, retention, and involvement in the educational process. To enhance their efficacy, educators must implement strategic methodologies that correspond

with their instructional goals, the characteristics of the subject matter, and the learning requirements of their students³⁷.

A crucial aspect is the appropriate selection of instructional materials aligned with the subject matter and learning objectives. Educators must guarantee that the selected materials are pertinent, developmentally suitable, culturally considerate, and consistent with the curriculum. In scientific lectures, employing models and practical experiments can facilitate students' understanding of abstract concepts, but in language studies, flashcards and audio-visual resources can improve vocabulary acquisition. The selecting procedure must also take into account the pupils' learning styles, as certain learners derive greater value from visual aids, whereas others favour experiential learning³⁸.

A vital strategy is the amalgamation of educational materials with interactive pedagogical techniques. Educators should promote active involvement from students rather than simply delivering teaching content. For instance, while utilising charts or diagrams, educators might prompt students to analyse and elucidate the material instead of only observing passively. In digital education, interactive simulations and movies must be supplemented with conversations and subsequent tasks to guarantee understanding. This method facilitates critical thinking, fosters connections between concepts, and enhances knowledge retention³⁹.

Moreover, instructional materials must be utilised in a systematic and orderly fashion. Educators must strategise the timing and method of introducing concepts during courses to prevent confusion and distractions. A meticulously organised lesson plan that integrates educational resources at suitable intervals increases student involvement and mitigates information overload. For instance, commencing a session with a video can act as a motivator, whilst employing a model during the explanation phase can enhance comprehension.

Furthermore, offering explicit directions on utilising the materials guarantees that pupils maintain concentration and obtain optimal advantages from them⁴⁰.

Evaluation and feedback are essential for the successful utilisation of instructional resources. Educators ought to assess the influence of instructional materials on students' learning outcomes via formative and summative evaluations. For instance, following a multimedia lecture, educators can evaluate students' comprehension via quizzes, group discussions, or practical tasks. Constructive feedback enables educators to modify their educational resources and pedagogical approaches to more effectively address students' requirements. Furthermore, soliciting input from students regarding their experiences with various instructional materials can assist educators in enhancing their selection and implementation in subsequent lessons⁴¹.

In the long run, utilising technology in educational materials improves efficacy and availability. Advancements in digital learning enable educators to utilise e-books, interactive whiteboards, virtual reality, and many internet resources to deliver a more engaging and immersive educational experience. Educators must guarantee that students possess the requisite technology tools and offer instruction on their effective utilisation. The integration of technology must be harmonised with conventional teaching methods to accommodate all learners and prevent excessive dependence on digital resources⁴².

2.1.4 Parental Involvement

Historically, parents have served as the primary educators of their offspring. Children got their initial education at home until 1580 B.C., when official education outside the family commenced in Egypt. The foundation of the present focus on parental involvement is evident in the writings of Rousseau (1712-1778) and Pestalozzi (1747-1827). The significance of education and the crucial role of mothers in their children's educational involvement were underscored. Pestalozzi saw the mother as the child's primary educator. He believed that a

mother, as the primary nurturer of her child's physical being, should likewise be the foremost provider of intellectual sustenance⁴³.

The kindergarten movement in the United States commenced in the 1880s, focussing on parental involvement in children's education. Consequently, in the late 1880s The kindergarten movement in the United States commenced in the 1880s, focussing on parental involvement in children's education. Consequently, in the late 1880s, national parent educational organisations were founded, and by the 1920s and 1930s, over 75 such organisations existed. During the 1930s, parent cooperative nursery schools were established and persist today, engaging middle-class parents in the schools' activities. These initiatives may encompass assisting in the formulation of educational philosophy and procedures, as well as contributing to the upkeep and maintenance of facilities⁴⁴.

Despite the nation's involvement in World War II throughout the early 1940s, parental education persisted, and childcare services were offered to enable mothers to participate in the war effort. This decade of conflict has heightened awareness of children's emotional and social well-being. The rising role of home-school communications in the 1940s was described. Communication existed between parents and teachers, as well as between parents and administrators; yet, a clear division between home and school was also evident. Parents were regarded as authorities in child-rearing, while schools were deemed proficient in education, with each parties assured that the other would fulfil its responsibilities. In the 1950s, educational systems converged, resulting in youngsters commuting considerable distances from their homes to schools. School administrators assumed prominent leadership roles, while parental influence diminished due to decreased involvement in their children's educational institutions⁴⁵.

Furthermore, it was noted that during the 1960s, parents aggressively pursued distinct identities for themselves and their offspring. This led to a reduction in the distance between

home and school. Parents concerned about the curriculum's relevance scrutinised the content being taught in schools. During this period, two unique initiatives were outlined to disrupt the cycle of poverty and deliver intergenerational education in parenting and literacy. The Head Start and University of Oregon Follow Through Programs equipped parents with training and communication skills to engage in their children's education⁴⁶.

Efforts to involve parents during the 1970s were characterised separately. Parental involvement in public schools was formalised through various federally and state-funded initiatives, including Head Start, the Original Follow Through Program, and Title 1, which required parental participation. Throughout this decade, educators recognised the necessity for assistance and support from parents, as evidenced by the expansion of Parent Teacher Associations (PTA) and Parent-Teacher Organisations (PTO). The .PTAs/PTOs acquired significant influence within public school structures as parents increasingly engaged in various aspects of educational policy and practice⁴⁷.

Researchers demonstrated how parental involvement in educational institutions evolved during the 1980s. Throughout this decade, parents became increasingly polarised. Numerous parents who enrolled their children in public schools were actively engaged and pivotal in endorsing innovations such as parental choice, site-based management, and educational reform. Others responded by withdrawing their children from public schools and enrolling them in private, parochial, or more homogeneous suburban educational institutions. This decade is characterised by a growing deficiency in parent-teacher collaboration resulting from significant alterations in family structures. The prevalence of working women, single parents, and stepfamilies has surged significantly. Schools faced the extra issue of engaging parents who were least likely to participate in their children's education, including the working poor, non-English speakers, welfare recipients, and homeless families. During this period, decentralisation and enhanced site-based management enabled certain parent groups

to engage significantly at local levels, whereas other parent groups were neither encouraged nor invited to participate in schools⁴⁸.

Ultimately, distinct chapters delineated the present condition of parental involvement in educational institutions. The schools of the 1990s aimed to foster environments of support and respect for parents. Despite being predominantly unfocused and grassroots in nature, parental involvement in schools across all levels has risen in the present decade. Comprehensive parental participation policies with national and state networking capabilities are developing. Parents, increasingly discontented with public education, are establishing informal groups aimed at advocating for particular improvements or issues. Parent-Teacher Associations and Organisations are expanding in both quantity and influence as parents have a heightened urgency to engage with their local educational institutions⁴⁹.

The Importance of Parental Involvement

It would appear that everyone is in agreement that the involvement of parents in their children's education is a good concept. This is due to the fact that the difficulties that children confront in school cannot be managed by either the school or the family on their own. The statement made was that "parent involvement is neither a quick fix nor a luxury; it is absolutely fundamental to a healthy system of public education" . By increasing the amount of parental participation and improving the quality of that involvement, research has shown that the quickest approach to enhance a student's academic achievement is to increase the amount of parental involvement⁵⁰.

Parents who were actively involved in their children's education were found to have a positive impact on the likelihood of their children achieving academic achievement in the future. Based on what they said, the involvement of parents is the most important aspect in determining the goals and accomplishments of high school students. The presence of parental involvement in school matters creates a potent environment for student learning, not only in

the classroom but also in the home. A goal that has been described by the National Education objectives Panel as "every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children" is one of the eight objectives that are to be accomplished by the year 2000. According to a meta-analysis including 66 studies of student success, when parents become involved in their children's education at school, one or more of the following results were included: higher grades and better test scores, better attendance and regularly completed homework, reduced placements in special education or remedial classes, higher graduation rates, and more positive attitudes surrounding student behaviour at school⁵⁰.

Types of Parental Involvement

There are many different ways in which parents can get involved in their children's educational experiences. It was said that the level of parental participation differs from school to school and program to program. This is due to the fact that the phrase "parental involvement" indicates different things to different individuals. A low amount of participation is one of the models of parental involvement, whereas a high level of participation is another. By allowing parents to participate in activities that do not threaten the expertise of teachers or the decision-making power of school administrators, schools that have modest levels of parental involvement allow parents to learn about their children's education. Newsletters, parent gatherings, and individual parent conferences are all examples of activities that could fall under this category⁵¹.

While participating in these activities, parents are able to see their children's school lives from a distance and gain a second-hand perspective. In contrast, schools that have high levels of parental participation offer parents the opportunity to directly participate in their child's education by visiting the school, seeing their kid in the classroom, or participating in volunteer activities such as serving on school decision-making communities. Parents are

considered to be partners in these schools, and they are given the authority to make decisions regarding their children's educational experiences. It was determined that there are two primary types of parental involvement in their children's education: parental involvement in school and parental involvement in their children's learning activities at home. Both of these types of involvement are highly significant. On the following page, both of these major types are broken down into their respective headings⁵¹.

Parental Involvement in the School

Parental involvement in education encompasses parents attending school events as spectators or visitors to provide encouragement and support, volunteering as tutors or mentors for kids, and assisting instructors in classroom and school activities. A contemporary and expanding mode of parental involvement in education pertains to parents' involvement in governance and lobbying to support school administrators⁵².

Parents, as audience members or visitors, significantly enhance the school experience by attending invitations to observe children's performances in musical events, theatrical plays, athletic activities, science projects, curriculum fairs, and similar events. These activities provide parents the chance to observe their children's academic and extracurricular projects on exhibit. The presence of parents as an audience at graduation and award ceremonies not only validates children's self-worth but also fosters intrinsic motivation, hence encouraging improved performance. This presence also acknowledges the educators who prepare children for these significant events⁵².

Parents serve as volunteers (assistants, tutors, mentors) in classrooms and many school activities. In schools, parents assist teachers, review homework, and other assignments. Parents, in their role as tutors, listen to children read aloud both individually and in small groups, among other activities. Parents, in their role as tutors, offer remedial training to children requiring assistance, aid in the selection of suitable material in the library, and

facilitate computer-based learning, among other tasks. Parents, in their role as mentors, collaborate with teachers who act as problem solvers. Parents volunteer for field excursions, sports programs, fundraising, and similar activities. Consequently, parents serving as facilitators, educators, and mentors in educational settings can significantly enhance children's academic development^{51,52}.

Parental involvement in school governance pertains to the involvement of parents in policy formulation and decision-making processes. It also pertains to parents who act as overseers of modifications implemented for educational enhancement. Parents in governance engage as voting members of school councils, steering committees, advisory councils, and other local committees or groups. Parental involvement in school governance allows them to contribute to policies that influence their children's education. Parental involvement in governance enables school staff and administration to understand parents' viewpoints on the formulation of school policies. When parents participate as members of a school's governing council, they not only contribute to their children's educational environment but also ensure the safeguarding of their children's rights⁵³.

Parental involvement in advocacy encompasses parents, either individually or collectively, participating in positions within organisations such as the Parent-Teacher Association (PTA), Parent-Teacher Organisation (PTO), and various committees at the school, district, state, and national levels. Parental involvement in advocacy encompasses affiliations with educational organisations, such the National Parent Teacher Association (NPTA), the National Parenting Association (NPA), corporations, and other entities that share accountability for their children's education and future achievements. For example, parents may get affiliated with political organisations and elected officials who formulate and endorse educational initiatives, funding allocations, and financial plans. Parents in advocacy not only promote initiatives within the school but may also serve as influential proponents for

the establishment of new policies and programs both within and beyond the educational institution to enhance education. Consequently, parental involvement in the educational institution is a critical determinant of their children's academic enhancement⁵⁴.

Parental Involvement in the Home

Most parental organisations and educational authorities concur that children's learning is enhanced when parents meet their fundamental responsibilities. Parents are responsible for ensuring their children's health and safety, cultivating parenting skills, and implementing child-rearing practices that prepare children for academic success, promote healthy development across grade levels, and establish favourable home environments that facilitate learning and behaviour during their educational years. For example, parents ensure their children receive adequate rest, consume a decent and healthy meal, attend school consistently and punctually, are adequately attired for the weather, possess clean clothing, and have a peaceful, well-lit environment for studying at home. The home environment significantly influences learning, as "87% of a student's waking hours are typically regulated by the parents." This period of "at-home" learning can significantly impact academic production and, if intellectually enriching conditions are sustained, will substantially enhance the student's overall learning duration⁵⁵.

Studies indicate that enhanced parental oversight of schoolwork and less television viewing among children significantly influence academic performance. Walberg additionally contended that children whose parents imposed limitations on television viewing attained superior proficiency in mathematics and reading. Walberg asserted that homework cultivates self-discipline, enhances the school day's experiences, offers opportunities for individual study, fosters a connection between home and school, and sustains students' involvement in learning⁵⁶.

A survey indicated that fifth-grade pupils with increased parental involvement in homework exhibited more favourable attitudes towards school. These adolescents additionally indicated more consistent homework practices, greater alignment between school and familial values, increased familiarity between teachers and parents, and a higher volume of homework assigned and done on weekends. Parental involvement in home-based educational activities encompasses listening to children read, promoting assignment completion, and engaging in homework or other learning tasks, particularly with primary school students⁵⁷.

Effects of Parental Involvement

Studies have consistently recorded the impact of parental involvement on children's academic success. In 1981, the National Committee for Citizens in Education (NCCE) released *The Evidence Grows*, detailing 35 studies on parental involvement. The results of all studies in this meta-analysis corroborated that parental involvement, in nearly any capacity, seems to enhance kid achievement. In 1988, the NCCE released *The Evidence Continues to Grow: Parent Involvement Improves Student Achievement*, including 18 new research that strongly indicate that parental involvement can significantly impact student achievement⁵⁸. Researchers have conducted a comprehensive evaluation of the literature about parental involvement in schooling. They investigated the impact of parental participation on children and identified seven critical familial behaviours that are distinctly correlated with student accomplishment. The findings indicate that, irrespective of socioeconomic background, children attain elevated success scores when supported by parents who maintain high expectations and engage often with them. These parents utilise an extensive vocabulary, offer problem-solving skills, and promote their children's academic learning⁵⁹.

A researcher did a comprehensive case study of ten families residing in public housing units in Chicago. Five students were in the top 20% of their senior high school class,

while five students were in the bottom 20% of their class. He spent a minimum of two full days with each family, examining its structure and interrelationships. In the residences of high achievers, Clark observed robust parental support for academic endeavours, well-defined and consistent boundaries for children, affectionate and loving parent-child relationships, and diligent oversight of time management. These parents appeared to share similar attitudes about education, demonstrating significant concern for the school's success and a conviction that parental involvement is essential for delivering a quality education⁶⁰.

The study focused on familial behaviours that can influence student academic performance, irrespective of parental income or educational attainment. The extent of parental involvement in school activities, including conferences, open houses, and school nights, is significantly correlated with students' academic performance, irrespective of the parents' educational background. Another significant familial behaviour is the response of parents to commendable or subpar academic performance. For example, disregarding poor marks or excessively responding with anger to low grades is useless for grade improvement, whereas the implementation of extrinsic rewards appears to be the most effective strategy for enhancing achievement. Parental verbal encouragement and exchanges concerning learning activities at home positively influence achievement. Parents who commend, motivate, and provide assistance facilitate their children's achievement of superior academic performance⁶¹.

Research indicates that it is not merely the duration of parental involvement in educational settings that influences a child's academic success, but rather the parents' behaviours at home and the psychological process of fostering positive expectations that are likely to be significant. This study revealed that schools with academically successful kids tend to have engaged parent organisations, many volunteer opportunities, and frequent good interactions between parents and teachers. Accumulated evidence underscores the significance of parental involvement in children's education. Certain parents possess the

abilities to cultivate academic success. Research indicates that when educators and school administrators are deeply devoted to engaging parents in their children's education, academic outcomes for students can be significantly favourable⁶².

Barriers to Parental Involvement

In principle, parents and educators mostly concur on the significance of parental involvement or home-school collaboration that fosters student achievement. In actuality, the paradox is that resistance to parental participation in schools originates from both teachers and parents. The advantages of home-school collaboration are clear; nonetheless, parental involvement in school programs and activities persists. In 1932, it was asserted that parents and teachers are inherent adversaries. He contended that, while the pressing necessity for collaboration and the substantial evidence advocating for such a relationship, parents are consistently marginalised in the majority of schools. Pulitzer Prize-winning journalist William Raspberry stated: "I suspect that the primary reason for noninvolvement is straightforward: parents are unaware of their significance to their children's academic success and lack knowledge on how to engage." Consequently, it can be concluded that significant obstacles impede parental involvement. This section examines five primary barriers to parental involvement: shifting demographics; school norms that do not foster partnerships; resistance from educators; resistance from parents; and insufficient resources (time, money, training, and leadership) to facilitate parental involvement⁶³.

Models of parental involvement

Educators and parents significantly influence the academic success of pupils. Students require a constructive educational experience to thrive academically, characterised by support, motivation, and high-quality instruction. As familial responsibilities escalate, parental involvement in students' education transcends the confines of the school environment. Numerous families encounter daunting and erratic schedules and conditions when managing

school, sports, familial obligations, quality time, work commitments, and more responsibilities, resulting in scant opportunity to offer support in any one domain. Despite extensive study on parental involvement in numerous domestic and international studies, concerns persist over the nature of effective parental involvement in student education. Educators, parents, and community members may hold divergent views on effective involvement strategies and their respective contributions to the educational process⁶⁴.

Parents offering a secure and healthful environment, suitable educational experiences, encouragement, and an optimistic perspective towards education. Numerous studies demonstrate a correlation between heightened academic achievement and parental involvement in students' education. Research indicates that parental involvement is most effective when perceived as collaboration between educators and parents. Analysing the opinions of parents and teachers will enhance educators' and parents' comprehension of effective parental involvement strategies that foster student accomplishment. A multitude of academics, including Berger (2008), Davies (1996), Epstein (2009), and Henderson and Mapp (2002), have examined parental involvement and its impact on the educational process over the years. Joyce Epstein, the creator and head of the National Network of Partnership Schools at Johns Hopkins University, is a prominent researcher in the field of parental participation. Epstein, with extensive research and over 100 publications, concentrates on school, family, and community cooperation programs aimed at enhancing policy and practice to elevate student academic attainment and success. Epstein has delineated a paradigm comprising six significant aspects pertaining to parental participation. This paradigm is founded on data from numerous studies identifying the most successful components in children's education. The six factors are parenting, communication, volunteering, home learning, decision-making, and community collaboration⁶⁵.

Parenting – involves all of the things that parents do to develop happy, healthy children who are capable students. Parents have a long-term commitment to their children, unlike teachers who have limited power over them. Activities that encourage this type of involvement give parents with information about their child's growth, health, safety, or living conditions that can help students learn. Services offered include parent education and training, family support programs for health and nutrition, and home visits during school transitions.

Communicating – Families and schools engage in various forms of communication. Educational institutions distribute correspondence and brochures regarding significant events and activities. Parents provide educators with details regarding their child's health and academic background. A school website serves as an alternative communication channel for parents and families. Encompasses: annual conferences with each parent, provision of language interpreters to support families as required, and a consistent schedule of informative announcements, memos, phone calls, newsletters and additional communications.

Volunteering – This pertains to the recruitment and organisation of assistance and support from parents for school programs and student activities. Individuals engage in education through three primary methods of volunteering. Initially, individuals may engage in volunteer activities within the school or classroom by providing assistance to teachers and administrators in roles such as tutors or assistants. Additionally, they may engage in volunteer activities for the school, such as organising fundraising events or promoting the institution within the community. They may also serve as audience members by attending school programs or performances. This program encompasses a school/classroom volunteer initiative aimed at assisting teachers, administrators, students, and fellow parents. It features a parent room or family centre designated for volunteer activities, meetings, and resources for families. Additionally, an annual postcard survey is conducted to ascertain the talents, availability, and locations of volunteers.

Learning at home – Involves offering guidance and information to parents on effectively supporting their children with homework and curriculum-related choices and activities. Parental involvement can be exemplified by assisting children with homework or taking them to a museum. These activities foster a school-centered family environment and promote parental involvement with the school curriculum. Home learning activities inform parents about classroom activities and offer guidance on assisting with homework. Includes information for families regarding the skills required for students across all subjects at each grade level, details on homework policies, guidance on monitoring and discussing schoolwork at home, and opportunities for family involvement in establishing student goals annually and planning for post-secondary education or employment.

Decision making – refers to creating parent leaders and representatives as well as involving parents in school decisions. By joining organisations like the parent/teachers association or serving on school governance committees, parents take part in decision-making at the school level. Additional decision-making tasks include assuming leadership positions that entail informing other parents. These consist of active PTA/PTO or other parent organisations, committees or advisory councils for parent leadership and involvement, independent advocacy groups to advocate for school reform and improvements, and networks that connect all families with parent representatives.

Collaborating with the community – Involves the identification and integration of community services and resources to enhance support for schools, students, and their families. Provides information for students and families regarding community health, cultural, recreational, social support, and other programs/services as well as details on community activities that enhance learning skills and talents, including summer programs for students. Each of these characteristics can provide diverse outcomes for children, parents, pedagogical methods, and the educational environment. Moreover, each element encompasses many

collaboration approaches. Ultimately, each aspect presents problems in engaging all families, and these challenges must be addressed. Consequently, it is deemed essential for each school to identify the factors most likely to facilitate the attainment of its academic objectives and to foster a collaborative environment between families and the institution. Although the primary emphasis of these six criteria is on enhancing academic performance, they also yield diverse outcomes for both parents and educators. It can be assumed that parents will experience increased self-confidence in their parenting role, demonstrate leadership in decision-making, engage in more effective and productive communication with their children concerning academic matters, and enhance their interactions with other parents at the school. Research indicates that parental involvement in education fosters a more favourable perception of the school and its personnel, as well as enhances their confidence in supporting their children's homework endeavours. Moreover, they are more inclined to garner support for the school and its programs within the community and to become more engaged community members. Teachers may have enhanced communication with parents, a more profound comprehension of their students' families and circumstances, and improved interaction with both households and the community. It is also asserted that schools will gain from parental involvement through enhanced teacher morale, increased familial support, and elevated student academic performance. Furthermore, it is asserted that schools operate most effectively when parents and the community are engaged participants and possess a sense of ownership of the institution. Consequently, it can be asserted that these six factors help not only the students but also their parents, teachers, and schools⁶⁵.

Determinants of Parental Involvement

Parents' cognitions about their role have been identified as a major contributor to their willingness to engage in supportive parenting. We focused on three forms of parental cognition: parents' aspirations concerning their children's future occupation, their self-efficacy in rearing and educating their children, and their perceptions of the school.

Parental Aspirations – Parental ambitions denote the idealistic ideals or objectives that parents may establish for future achievements. Parents with elevated aspirations for their children's future are more inclined to invest effort to actualise such aspirations. Research indicates that educational and occupational goals correlate with parental influence on children's activities, time management, and learning environments⁶⁶.

Parenting Self-Efficacy – The concept of self-efficacy pertains to the belief in one's ability to organise and implement the necessary actions to achieve specific outcomes. Studies across several nations indicate that persons possessing high self-efficacy in a certain domain demonstrate effort, persistence in challenging situations, and resilience in the face of adversity. Individuals with higher self-efficacy are less susceptible to self-defeating cognitive tendencies and encounter reduced levels of stress and despair compared to individuals with lower self-efficacy. The concept of self-efficacy is designed to be domain-specific; specific experiences within a particular domain influence an individual's confidence in their ability to behave effectively in that area⁶⁶.

The domain of parenting self-efficacy has been extensively studied, revealing it to be a very influential determinant of effective parenting conduct in Western nations. Parents possessing elevated self-efficacy tend to exhibit greater optimism, authority, and consistency in their interactions with their children compared to those with diminished parental self-efficacy. Theoretical formulations have identified parenting self-efficacy as a crucial factor influencing parental involvement in education. Empirical research indicates that parents possessing

strong self-efficacy are more inclined to oversee their children's academic tasks and engage actively in school activities⁶⁶.

Perceptions of the School – The school itself is probably going to have an impact on the level of parental involvement. Parents are more inclined and able to get involved in their children's education if teachers show concern for their well-being, show respect for parents, and provide efficient channels of communication with families⁶⁷.

Adequately Parent Involvement: Examples of Good Practice

Based on the research findings, practical experience, and consultations with other specialists, certain fundamental concepts were summarised about the meaningful and helpful involvement of families in the process. The involvement of parents should be integrated into a comprehensive strategy for supplementary learning and development, necessitating coordinated efforts from all stakeholders. The involvement of parents should be regarded as an ongoing process that evolves throughout childhood and adolescence, particularly during the transitions between different educational levels. Nonetheless, not all parents possess equal abilities for comprehensive involvement in all activities, and not all schools are willing or capable of sufficiently facilitating involvement in them. Research indicates that the conventional model of parental involvement, despite its well-meaning intentions, typically excludes the involvement of non-dominant parents. The contemporary educational system lacks a universally recognised framework for parental involvement⁶⁸.

Analysing a number of existing approaches in establishing an adequate model of the relationship between parents and schools, it identifies six models of parental involvement.

Protective Model – The objective of this strategy is to prevent discord between educators and parents by maintaining a distinction between teaching and parenting roles. This is termed the protective model due to its aim of safeguarding the school from parental intervention. The educator's duty is to instruct students, but the parent's obligation is to ensure that children

arrive at school punctually with the appropriate materials. In this concept, parental involvement is regarded as superfluous and potentially disruptive to children's education⁶⁸.

Transmission Model: is based on the perspective that educators perceive themselves as the principal authority on children while acknowledging the advantages of utilising parents as a resource. In this concept, the teacher retains authority and determines the intervention, while acknowledging that parents can significantly contribute to children's advancement. Educators employing this methodology must possess supplementary competencies, including strategies to adeptly counsel parents and interpersonal abilities to cultivate constructive collaborative partnerships. A limitation of this strategy is the presumption that all parents are capable of, and obligated to assume the role of a resource. This paradigm may overwhelm parents by imposing excessive demands for home activities⁶⁸.

Curriculum-enrichment Model – The objective of this concept is to enhance the school curriculum by integrating parental input. This concept is predicated on the premise that parents possess significant expertise to provide, and that the collaboration between parents and instructors will augment the curriculum and the educational goals of the institution. Parental involvement in this paradigm primarily emphasises curriculum and instruction inside educational institutions. The primary disadvantage of this strategy is that it requires teachers to allow parents significant influence over the curriculum and instructional methods. In certain instances, this may appear menacing to the educator.

Expert Model – In this approach, teachers regard themselves as the authorities on all aspects of child development and education, while parents' perspectives are afforded minimal consideration. Educators retain authority over all decisions, whereas parents are tasked with receiving information and guidance regarding their children. The perspectives and emotions of parents, the necessity for a reciprocal relationship, and the exchange of information are afforded minimal, if any, attention⁶⁸.

Consumer Model – In this model, teachers serve primarily as consultants, while parents determine the course of action. Decision-making responsibility rests with the parents; however, it is the instructors' duty to furnish parents with pertinent information and accessible options. In this arrangement, educators yield to the parents, who assume the role of experts. Due to parents' authority over the decision-making process, they are more inclined to be content with the services provided, to possess greater confidence in their parenting, and to exhibit reduced reliance on specialists⁶⁹.

Partnership Model – is the most appropriate model one in which teachers are considered to be experts on education and parents are viewed as experts on their children. The goal is to establish a partnership in which teachers and parents share expertise and control in order to provide the optimum education for children, each contributing different strengths to the relationship. Mutual respect, long-term commitment to a wide range of activities, and sharing of planning and decision-making responsibilities are the essential components for true partnerships between parents and teachers are to occur⁶⁹.

Turnbull and colleagues distilled the essence of successful parent-school collaborations into seven concepts. Trust is a fundamental component of a successful partnership. Relationships between the teacher and parents must be open, honest, private, and trustworthy. Additionally, the foundation of the connection must be mutual respect, which entails regard for other people's dignity and beliefs. It is important to convince parents that the professionals working with their children are competent. Two-way communication is necessary for effective partnerships because it allows all sides to share ideas and expertise. The necessity of safeguarding children is equally crucial and is accomplished by identifying issues early on, finding solutions, identifying suitable tactics, and spreading awareness about child safety⁷⁰.

2.2 Theoretical Framework

2.2.1 Vygotsky's Sociocultural Theory (1978)

Lev Semyonovich Vygotsky, a Soviet psychologist, came up with Vygotsky's Sociocultural Theory in 1978. Vygotsky was a famous figure in the area of developmental psychology. His writings have had a big impact on education, cognitive development, and social learning. He said that social interactions and cultural factors have a big impact on how our minds grow. Unlike Jean Piaget, who believed that people's minds grow in stages, Vygotsky thought that learning is a socially mediated process in which people interact with more knowledgeable people, like parents, teachers, and peers, to gain knowledge⁷¹.

Vygotsky's Sociocultural Theory is based on the idea that people grow and change by interacting with others and taking on cultural tools. People use language, symbols, and artefacts as cultural tools to understand and get around in their surroundings. Language, in particular, is very important for cognitive growth because it helps us think and talk to each other. Vygotsky said that higher mental functions like reasoning, problem-solving, and critical thought come from interacting with other people and are then internalised by each person⁷².

The Zone of Proximal Development (ZPD) is one of the most important ideas in Vygotsky's theory. It describes the gap between what a student can do on their own and what they can do with help from someone who knows more. He thought that this zone was the best place to learn because it's where students get the right help, which is called "scaffolding," to close the gap between their current skills and their potential growth. Supporting a learner temporarily with things like hints, modelling, or structured guidance is called scaffolding. As the learner gets independence and mastery, the support is gradually taken away⁷³.

The roles of social and cultural background in learning are also very important parts of the theory. Vygotsky said that a child's cultural environment, traditions, and the tools of their culture shape how they think and learn. The Sociocultural Theory differs from theories that only look at biological development by suggesting that learning and intelligence are dynamic processes that are affected by historical and social contexts. This point of view has big effects on education because it shows how important it is to work together to learn, be sensitive to different cultures, and use real-life situations to help students learn⁷⁴.

Vygotsky's Sociocultural Theory has had a lasting effect on educational psychology, especially on ways of teaching that stress group work, peer tutoring, and guided finding by the teacher. Modern ways of teaching, like constructivist learning, which pushes students to be active and social in the classroom, are based on his ideas. By pointing out how culture, social contact, and cognitive development are all linked, Vygotsky made it possible to fully understand how people learn and grow in their communities⁷⁵.

Relevance of Vygotsky's Sociocultural Theory to the Study

The study topic "Parental Involvement on Academic Achievement of Business Studies Students" is much related to Vygotsky's Sociocultural Theory (1978), which focuses on how social interactions, cultural influences, and guided learning all play a part in how our minds grow. Though students work hard in school, the theory says that their success is also affected by things outside of them, like parental guidance and the learning setting, which includes the materials used in class. This study agrees with Vygotsky's idea that learning is a social process helped by knowledgeable people and cultural tools by looking at the connection between parental participation.

Vygotsky's idea of the "Zone of Proximal Development" (ZPD) has a clear connection to parents being involved in their children's education. The ZPD makes it clear that students learn best when they get help and advice from people who know more than them, like their

parents. Parents who are involved in their children's education through helping with schoolwork, having educational conversations, and encouraging them are like scaffolds that help students get from where they are now in school to where they could be. So, having parents involved gives students the social setting they need to learn how to solve problems, become motivated, and gain confidence in Business Studies.

In addition, the theory stresses how important it is for everyone to work together to learn, including teachers, students, and parents. While parents and teachers work together to make the classroom a supportive place to learn, children have a more consistent and valuable education. This partnership makes sure that students learn about business ideas at school and at home, which helps them do better in school. In addition, having parents watch their kids use school supplies makes sure that they do a good job of using them, which helps them learn outside of school too.

Vygotsky also talked about the social and cultural context, which shows how students' values, standards, and support systems in their communities affect how well they do in school. Business Studies is a subject that prepares students to be entrepreneurs and learn about money. Parents' guidance about their children's job goals and their exposure to business-related experiences have a big effect on their motivation and success. Parents who talk to their kids about business ideas, give them real-life examples, or get them involved in small-scale business activities make learning more important and useful.

2.2.2 Cognitive Load Theory (Sweller, 1988)

John Sweller, an Australian educational psychologist, came up with Cognitive Load Theory (CLT) in 1988. The theory is mostly about how the structure of the human mind affects learning, especially how the brain works and stores knowledge in working memory. Sweller's Cognitive Load Theory is based on the idea that the human brain has a "limited working memory capacity." This means that learning can be harder when there are too many

cognitive demands. The theory gives us ideas about how to organise instructional design so that learning is as efficient as possible by reducing cognitive load that isn't needed⁷⁶.

CLT is based on the idea that working memory, which is where new information is stored briefly, has limited capacity and can only handle a small amount of data at a time. Long-term memory, on the other hand, can hold unlimited information and keeps it forever. When new knowledge is organised and stored in long-term memory without being too much for working memory, learning happens well. Sweller said that teaching materials and methods should be made to keep students' minds from getting too busy and to help them learn meaningful things by moving knowledge quickly from working memory to long-term storage⁷⁷.

Sweller found that learning is affected by three types of cognitive load: intrinsic load, extraneous load, and relevant load. Intrinsic cognitive load is the amount of work that goes into learning something. Because they are more complicated, some classes, like math or business finance, naturally require more mental work. Poor instructional design that distracts students or makes information harder to process, like unclear explanations, material that isn't organised, or information that isn't relevant, can lead to extra cognitive load. Lastly, relevant cognitive load is the mental work that's needed to build knowledge that makes sense and create schemas, which are organised patterns of knowledge that help you learn more in the future. The purpose of instructional design should be to lower unnecessary load, control intrinsic load, and raise relevant load so that learning goes more smoothly⁷⁸.

A key idea from CLT is the "worked example effect," which says that students learn better when they are shown how to solve problems step by step instead of having to figure them out on their own. This method cuts down on mental work that isn't necessary and helps students build models faster. Another principle is the "split-attention effect," which happens when students have to focus on more than one piece of information at the same time, like text

and diagrams that are not connected. This effect is lessened by good instructional design, which presents knowledge in a way that doesn't require mental integration as much⁷⁹.

CLT also stresses the importance of scaffolding, which means giving learners structured help and gradually taking away that support as they get better. This fits with Vygotsky's Zone of Proximal Development (ZPD) because it recognises that students learn best when they are taught before they are left to their own devices. Some CLT-based methods that help people learn better are chunking (splitting information into smaller, easier-to-handle pieces), dual coding (combining images and text), and modality effects (using both audio and visual inputs to improve understanding)⁸⁰.

Relevance of Cognitive Load Theory (Sweller, 1988)

Cognitive Load Theory (Sweller, 1988) is pertinent to the one of the independent variable on the topic "Instructional Materials on Academic Achievement of Business Studies Students" as it elucidates the optimal design of instructional materials for enhancing learning in managing students' cognitive load. The theory posits that optimal learning transpires when cognitive overload is reduced; necessitating an analysis of how instructional materials influence students' capacity to comprehend and retain business studies concepts effectively.

A significant relevance of Cognitive Load Theory (CLT) to this study is its focus on instructional materials as cognitive instruments that enhance learning. CLT posits that well-organised instructional materials assist students in managing cognitive load by minimising extraneous mental effort and promoting meaningful learning. In Business Studies, instructional materials include textbooks, business simulations, multimedia tools, and real-world case studies function as frameworks that assist students in organising and retaining knowledge. Effectively constructed educational materials—incorporating visual aids, sequential problem-solving examples, and clear explanations—mitigate superfluous cognitive burden and facilitate comprehension of intricate business concepts.

Moreover, CLT emphasises the significance of instructional practices that enhance learning efficiency, which is directly associated with parental participation and the utilisation of instructional materials. For example, practical examples that offer students step-by-step answers to business challenges assist the development of problem-solving skills without undue cognitive burden. Ultimately, CLT endorses the significance of incremental autonomy in learning, augmented by educational resources and parental support. Students may first encounter difficulties with business terminology, financial concepts, or economic principles; nevertheless, with organised parental assistance and effectively planned instructional materials, they can cultivate relevant cognitive load, resulting in enhanced comprehension and enduring knowledge retention. As students acquire proficiency, they evolve into autonomous learners, adept at resolving business-related issues with limited assistance.

In conclusion, Cognitive Load Theory offers a robust theoretical framework for comprehending the influence of instructional materials on the academic performance of Business Studies students. Cognitive Load Theory underscores the need of cognitive efficiency, schema development, and minimising extraneous cognitive load, hence necessitating well-organised instructional materials and active parental involvement to improve kids' learning experiences. Educators can implement these concepts to enhance teaching tactics and create an ideal learning environment that promotes academic success in Business Studies.

2.2.3 Bronfenbrenner's Ecological Systems Theory (1979)

Bronfenbrenner's Ecological Systems Theory was introduced by Urie Bronfenbrenner, a Russian-American developmental psychologist, in 1979. This theory offers a thorough framework for comprehending the ways in which various environmental factors impact human development, especially during childhood and adolescence. In contrast to theories that concentrate only on personal traits or direct interactions, Bronfenbrenner highlighted that

human development is influenced by various layers of environmental factors, extending from immediate environments to wider societal elements⁸¹.

The Ecological Systems Theory emphasises that an individual's development is shaped by a complex web of relationships and environments, rather than occurring in isolation. Bronfenbrenner identified five interconnected systems that influence human growth and behaviour. These systems encompass the microsystem, mesosystem, exosystem, macrosystem, and chronosystem, each reflecting various levels of impact on an individual's development⁸¹.

Microsystem – This is the nearest and most direct environment that influences an individual. It encompasses connections with parents, teachers, peers, and the immediate environment including home, school, and neighbourhood. The quality of interactions within this system is essential in influencing a child's cognitive, emotional, and social development;

Mesosystem – This pertains to the connections among various microsystems. For instance, the way a child's home environment affects their school performance, or the influence of parental involvement in school activities on academic success. Positive interactions between these systems can improve learning and development, whereas conflicts may pose challenges;

Exosystem– This encompasses external environments that indirectly affect an individual, despite lacking direct interaction with them. Examples encompass parents' workplaces, local government policies, and community resources. A parent's job schedule can influence the time they have to support their child's education, which in turn can affect the child's academic development⁸².

Macrosystem– This includes various cultural, societal, and economic factors that influence a person's experiences. It encompasses belief systems, customs, laws, and economic conditions. A society that prioritises education and invests in school infrastructure enhances students' learning experiences, while economic difficulties can hinder access to quality education and

Chronosystem – This system embodies the dimension of time in development. It examines the impact of personal and environmental changes over time on an individual's development. Examples encompass family transitions, such as divorce or relocation, as well as historical events like economic recessions and technological advancements, all of which influence a child's development over time⁸³.

Bronfenbrenner's theory emphasises the dynamic and interconnected aspects of environmental influences on human development. It highlights that a child's academic and social development cannot be comprehended by considering a single factor alone, but should be analysed within the framework of various interconnected systems. This viewpoint has been extensively utilised in the fields of education, psychology, and child development research to comprehend how different elements influence learning, behaviour, and overall well-being⁸⁴.

Relevance of Bronfenbrenner's Ecological Systems Theory to the Study

Bronfenbrenner's Ecological Systems Theory (1979) is highly relevant to the research topic "Parental Involvement on Academic Achievement of Business Studies Students" because it provides a comprehensive framework for understanding how different environmental factors, particularly parental involvement shape students' academic success. The theory emphasizes that a student's learning and development are influenced by multiple interconnected systems, making it a valuable lens through which to examine the impact of family involvement and instructional materials on Business Studies students' academic achievement.

Microsystem: The Role of Parental Involvement in Direct Learning Support

The microsystem, which includes parents, teachers, peers, and the immediate learning environment, directly affects students' academic performance. Parental involvement plays a crucial role in shaping students' educational experiences by providing emotional support,

assisting with homework, attending school activities, and fostering a positive attitude toward learning. When parents actively engage in their children's Business Studies education, they help create a supportive learning environment that enhances motivation and comprehension. Additionally, teachers play a key role in ensuring that instructional materials are used effectively in the classroom, reinforcing parental efforts at home. If parents and teachers work together, students receive consistent guidance, which improves their academic performance in Business Studies.

Mesosystem: The Connection between Home and School for Academic Success

The **mesosystem** focuses on the interaction between different elements of the microsystem, such as home-school collaboration. A strong relationship between parents and teachers ensures that students receive consistent academic support. For example, when parents are informed about the instructional materials used in Business Studies—such as textbooks, digital tools, and real-life business case studies—they can reinforce these lessons at home. This collaboration reduces **learning gaps**, strengthens students' understanding of business concepts, and improves their academic achievement. Conversely, if there is weak communication between parents and teachers, students may struggle to connect classroom learning with real-world applications.

Exosystem: Indirect Influences on Students' Learning Environment

The exosystem represents external factors that indirectly affect students' education, such as parents' work schedules, school policies, and access to educational resources. For instance, if parents have demanding jobs that limit their time for academic support, students may not receive adequate guidance at home, potentially affecting their performance in Business Studies. Similarly, if schools lack funding for instructional materials such as business simulations, financial literacy tools, or case study resources, students may struggle to grasp complex business concepts. Policies that promote parental involvement, such as

flexible work arrangements or school-based parent training programs, can help mitigate these challenges by enabling parents to be more involved in their children's education.

Macrosystem: Cultural and Societal Attitudes toward Business Education

The macrosystem includes broader societal, cultural, and economic factors that shape students' educational experiences. A society that values entrepreneurship and business education fosters an environment where students see the relevance of Business Studies in real life. If parents and communities emphasize the importance of financial literacy, career readiness, and business skills, students are more likely to take their Business Studies coursework seriously. Additionally, government policies that prioritize investment in instructional materials—such as funding for modern teaching tools, business incubators in schools, and digital learning platforms—can enhance students' academic achievement by providing them with up-to-date business knowledge and skills.

Chronosystem: The Impact of Time and Technological Advancements on Learning

The chronosystem considers how changes over time, including technological advancements and shifts in parental involvement patterns, impact students' education. In today's digital age, instructional materials have evolved from traditional textbooks to online learning platforms, business simulations, and interactive case studies. Parents who adapt to these changes by supporting their children in using modern instructional materials—such as online courses, financial planning apps, and e-commerce tools—help students develop relevant business skills. Additionally, changes in parental roles over time, such as increased involvement in education due to remote work policies, can positively influence Business Studies students' learning experiences.

2.3 Review of Empirical Studies

2.3.1 Parental Involvement and Academic Achievement

This study was conducted to explore the correlation between parental involvement and the academic achievements of students in higher secondary education. Two research enquiries and two hypotheses were formulated. This study employed a sequential explanatory mixed methods design. The population consisted of students enrolled in higher secondary classes in Karachi. Quota sampling was employed due to the population consisting of three distinct groups of students: arts, commerce, and science. A sample of two hundred students from higher secondary classes, encompassing the disciplines of arts, commerce, and science, along with two senior faculty members, was selected for the study from a women's college located in Karachi. An extensive interview was conducted with numerous faculty members to gather data. A questionnaire was meticulously crafted for the purpose of data collection from a sample of students. The questionnaire consisted of two distinct sections. The initial section was designed to gather demographic data. The second section utilised a four-point rating scale consisting of twenty statements pertaining to the selected variables. The data gathered for the study was subjected to analysis through descriptive statistics and ANOVA. The findings of the study indicate that two dimensions of parental involvement, namely moral and financial support, significantly influence the academic performance of students in higher secondary classes. It is advisable for parents to engage with their children and converse about their academic pursuits at home. It is essential for parents to engage regularly with educators and institutional leadership to understand how they can contribute to the academic advancement of their children. The government ought to implement strategies that foster the potential of talented children from less affluent backgrounds, particularly to enhance the quality of the nation's workforce⁴³.

The extensive global studies on parental involvement consistently demonstrate its positive impact on students' academic performance. The global spread of the COVID-19 pandemic has caused considerable upheaval in educational systems worldwide, including in the Philippines, leading to the adoption of online education. In the realm of online distance learning, the significance of parental engagement in monitoring their children's education has become increasingly evident and appears crucial for some parents. The study focused on a group of 49 parents of Grade 12 students at Lala National High School during the academic year 2022-2023. The results indicate considerable engagement from parents in multiple areas, such as parenting methods, educational activities at home, involvement in decision-making, and knowledge of school-related matters. The participants exhibited outstanding performance during the execution of the online learning modalities. The results demonstrated a favourable correlation between parental engagement and the academic achievements of students⁴⁴.

The primary goal of the study is to examine the association between parental participation and academic achievement of Grade 12 students at Mariano Peralta National High School. A total of two hundred sixteen (216) responders were Grade 12 Senior High School Academic Track Students (ABM, HUMMS, STEM, GAS) at Mariano Peralta National High School. The researchers got a list of pupils enrolled for the school year 2021-2022, and the sample size was calculated using the Slovene formula. The data was rigorously encrypted and checked to get a certain result. The results showed that there was no significant relationship between parental participation and student achievement. The researchers advocate broadening the study's scope by include larger samples from both junior and senior high school levels. This bigger group of participants may produce different results and contribute to the existing knowledge on the association between parental involvement and student performance⁴⁵.

It has been conventionally believed that children acquire resources that enhance their academic achievement through parental participation. Nonetheless, parental involvement in their children's education may impose an undue academic burden on the youngsters. This study contends that parental participation is simultaneously empowering and stressful for children, proposing a paradigm in which it functions as a double-edged sword. The approach has two trajectories: one where learning is a burden and another where learning fosters empowerment. A structural equation model is employed to investigate this hypothesis based on a survey of 647 adolescents. The findings indicate that parental involvement may adversely affect academic performance due to heightened stress levels in children stemming from increased academic expectations; conversely, parental involvement can also positively influence academic performance by enhancing children's engagement in learning. The aforementioned results offer practical suggestions for parental involvement in their children's education⁴⁶.

The investigation examined the connection between parental engagement in education and the academic achievements of senior high school students in the Ashanti Mampong Municipality of Ghana. The study was conducted using a descriptive correlational research design. A stratified random sampling procedure was utilised to select a total sample of 471 respondents, comprising 186 males and 285 females. The research utilised a questionnaire and test items focused on Mathematics and English Language as the instruments for data collection in the study. The analysis of data involved the use of descriptive statistical tools, specifically mean and standard deviation scores, to assess students' perceptions of parental academic ambition and involvement in their education. Additionally, a Zero-order correlation was utilised to explore the relationships between parental involvement in education and academic performance. The findings of the study indicate a noteworthy positive correlation between parental engagement in education and the academic achievements of students. The

study suggests that parents ought to take a proactive role in facilitating their children's education, as they are the initial figures to introduce children to both the social and academic realms⁴⁷.

The paper examines home-based parental participation as a child-rearing technique linked to adolescents' academic success. This paper presents a comprehensive evaluation of empirical studies across six databases, demonstrating the multifaceted impact of parental involvement—manifested in monitoring, support, communication, instruction, academic socialisation, and resource availability—within the home environment. The findings indicate that parents' beliefs, support, and communication are crucial for comprehending the impact of parental participation on teenagers' academic success. It is, however, essential to analyse these effects through the lens of many personal aspects of adolescents⁴⁸.

This research aims to investigate the correlation between parental participation types at home and academic performance. Method: A random sample of 26,543 Spanish pupils was utilised, with a mean age of 14.4 (SD = 0.75). Sixty-six point two percent (66.2%) attended a publicly supported institution; forty-nine point seven percent (49.7%) were female; eighty-seven point eight percent (87.8%) possessed Spanish nationality; and seventy-three point five percent (73.5%) were in the appropriate school year for their age. Various three-level hierarchical-linear models were applied: student, school, and region (independent community). Results: Students with parents displaying a more distal or indirect approach to family participation generally achieved superior outcomes compared to those from households characterised by a more controlling style. Parental participation styles influence accomplishment at both individual and institutional levels, even when considering contextual or background characteristics. Conclusions: Considering the significance of parental engagement in academic achievement, educational institutions should incorporate it into their

family information and training strategies. Schools with more communicative family profiles typically exhibit reduced intra-school disparities in students' academic performance⁴⁹.

This investigation examined the connection between parental engagement in education and the academic achievements of senior high school students in the Ashanti Mampong Municipality of Ghana. The study was conducted using a descriptive correlational research design. A stratified random sampling procedure was utilised to select a total sample of 471 respondents, comprising 186 males and 285 females. The research instruments utilised for data collection in this study included a questionnaire and test items focused on Mathematics and English Language. The analysis of data involved the use of descriptive statistical tools, specifically mean and standard deviation scores, to assess students' perceptions of parental academic ambition and involvement in their education. Additionally, a Zero-order correlation was utilised to explore the relationships between parental involvement in education and academic performance. The findings of the study indicate a noteworthy positive correlation between parental engagement in education and the academic performance of students. The study suggests that parents ought to take a proactive role in facilitating their children's education, as they are the initial influencers in introducing children to both social and academic environments⁵⁰.

This study examines the relationship between parental involvement, intergenerational closure, perceived personal discrimination, and academic performance in migrant children, utilising a sample of 755 migrant children from three primary and secondary schools in eastern China. The findings demonstrated a positive correlation between parental involvement, intergenerational closure, and the academic performance of migrant children. Parental involvement negatively predicted migrant children's perceived personal discrimination, whereas intergenerational closure did not significantly predict this outcome. Perceived personal discrimination negatively predicts the academic performance of migrant

students and mediates the relationship between parental involvement and academic performance. The mediating effect of perceived personal discrimination on the relationship between intergenerational closure and academic performance was found to be insignificant. Suggestions are proposed to enhance parental involvement among migrant children and to alleviate their perceived discrimination, thereby promoting their academic development⁵¹.

The research evaluated the influence of sibling size, previous academic achievement, and parental engagement on the current academic performance of matriculating students in urban schools in Faisalabad. A multistage sampling method was employed to choose participants. The research employed a quantitative and cross-sectional design. The questionnaire had items pertinent to the study variables. The questionnaire underwent pretesting with 30 students to evaluate its validity and reliability. The study's findings indicated that previous academic achievement and parental engagement have a substantial favourable effect on current academic success. The study highlights the significant adverse effect of sibship size on present academic achievement. These findings provide substantial new insights for the domain of educational assessment and evaluation. The study aids in targeting student interventions and fostering a thorough understanding of the diverse elements affecting the academic performance of high school pupils⁵².

The cultivation of children's non-cognitive skills is essential for individuals and society at large. This study employs a follow-up survey of 5,369 primary students in rural ethnic areas of northwest China to assess the extent of parental participation and its impact on students' non-cognitive abilities. Our findings indicate the subsequent: Initially, parental engagement in rural ethnic areas of northwest China is markedly minimal. Parents prioritise their children's academic performance over their non-cognitive skills, resulting in a significant deficiency in personal engagement. Secondly, students from households with advantageous economic conditions, elevated parental education, non-migrant parents, and

primary carers who are parents exhibit greater levels of parental participation. While Han adolescents often exhibit greater parental participation and lesser paternal involvement compared to minority groups, the ethnic disparities diminish when factors are accounted for. Third, employing the value-added model, after adjusting for individual, familial, class, county, and baseline variables, we ascertain that maternal behavioural and personal engagement, together with father cognitive and behavioural involvement, exert significant positive influences on children's non-cognitive skills. We employ causal identification techniques, including propensity score matching and Mahalanobis distance matching, to conduct the robustness test⁵⁵.

The research examined the domestic influences on the academic achievements of female students within the Dome cluster of educational institutions. This research utilised a descriptive survey methodology. A multistage sampling technique was employed to randomly select 197 respondents. The foundational data for the investigation were gathered through a meticulously crafted closed-ended questionnaire devised by the researchers. The results derived from the data collection were articulated through frequencies, percentages, averages, and standard deviations. The research findings indicated that the female students within the Dome cluster of schools engaged in various domestic responsibilities, including water collection, participation in income-generating activities, caregiving for their siblings, and food preparation. The research further concluded that the parents of students within the Dome cluster of schools possess a high socioeconomic status and exhibit significant engagement in their academic pursuits. Furthermore, a female student's academic achievement within the Dome cluster of schools is significantly shaped by various elements of her home environment, including the availability of educational resources, the degree of parental engagement in school activities, and the socioeconomic status of her family. Nevertheless, the domestic responsibilities assigned to female children have adversely

impacted their academic achievements. It has been suggested that authorities should promote an equitable allocation of household responsibilities, foster greater parental engagement in educational activities, and offer supplementary assistance to girls hailing from disadvantaged socioeconomic conditions⁵⁶.

This research investigated the impact of parental factors on the academic performance of business education students in higher education institutions within Delta State. Four research enquiries were posited and subsequently addressed, while four null and alternative hypotheses were constructed and evaluated at a significance level of 0.05 to inform the study's direction. The primary objective of the research was to ascertain the impact of parental factors on the academic performance of business education students within higher education institutions in Delta State. The study aimed to investigate the impact of parental financial support on the academic performance of business education students in tertiary institutions within Delta State. It also examined the effect of parental involvement on these students' academic success, the role of parental educational background in their achievements, and the comparative effects of various parental factors on the academic outcomes of business education students in the same region. The correlational survey research and ex post facto design were employed. The study encompassed a population of 441 students specialising in business education, with a sample size comprising 172 individuals. The tool employed was a meticulously designed questionnaire, which received validation from a panel of five experts. The reliability coefficient of the instrument, as determined by Pearson Product-Moment Correlation, was reported to be $r=0.78$. The collected data underwent analysis through the application of Mean, Standard Deviation, Chi-Square, and Multivariate Simple Linear Regression Analysis methodologies. The study yields the following findings: The impact of parental financial support on the academic achievement of business education students in tertiary institutions in Delta State is significant. Moreover, the engagement of parents

significantly impacts the academic success of business education students in tertiary institutions within Delta State. It was thus determined that parental financial support, engagement, and the educational background of parents significantly impact the academic success of business education students in tertiary institutions within Delta State. The research further established that various parental factors, including financial support, engagement, and the educational background of parents, have a significant impact on the academic success of business education students in tertiary institutions within Delta State. It is advisable for parents to maintain an ongoing engagement in their children's academic pursuits consistently. Furthermore, it is imperative that the Government extends financial support through loans, grants, and scholarships to students, as this will significantly enhance their academic accomplishments, among other benefits⁵⁷.

This investigation explored the correlation between parental engagement and academic success utilising the method of meta-analysis. A comprehensive analysis was conducted on 40 studies derived from 18 journal articles that met the established inclusion criteria, aiming to elucidate the correlation between the variables in question. The findings indicated a correlation between parental involvement and academic achievement, quantified as $r=0.251$. The findings suggest a notable relationship between parental engagement and academic success. The estimated correlation value derived from this study aligns with findings from prior meta-analyses addressing a comparable subject matter⁵⁸.

Previous research findings and our systematic review indicate that parental participation positively influences academic attainment. Nonetheless, the impact of parental involvement in sports on athletic performance and academic success remains ambiguous. This study primarily investigates the disparities in academic performance, involvement in athletic activities, and sports outcomes among students with parents engaged in sports and education against those whose parents are not interested. A questionnaire survey was

administered to 121 seventh and eighth-grade students across three primary schools in a Hungarian city. Three groups were delineated based on the degree of parental involvement: 1) children of parents uninvolved in education or sports ($N = 33$), 2) children of parents involved solely in education ($N = 38$), and 3) children of parents engaged in both education and sports ($N = 47$). Cluster analysis, factor analysis, Chi-square test, ANOVA, and linear regression were employed to analyse this data. Our findings indicate that children of parents engaged in both sports and education are disproportionately represented among students who received awards for sports performance (59.6%), participants in sports talent management programs (29.8%), and those who secured first place in national sports competitions (47.8%). They appear to be the individuals most committed to remaining involved in regular and competitive sports activities in the future, with percentages of 57.4% and 55.3%, respectively. Conversely, the highest proportion of children with parents engaged in education is found among those who received accolades for outstanding academic performance (71.1%). Regarding personality traits, obsessive passion (OP) is most prevalent among students with uninvolved parents ($M = 0.37$, $SD = 0.95$) and least prevalent among children with engaged parents ($M = -0.17$, $SD = 0.94$). Membership in both groups with engaged parents may serve as a negative predictor of OP ($\beta_t = -0.259^* [-1.019, -0.078]$, $\beta_t + s = -0.237^* [-0.930, -0.030]$). In conclusion, a positive correlation exists between parental involvement in sports and education and the academic and athletic achievement of their children⁵⁹.

This study seeks to examine the influence of socioeconomic situation and family environment on students' academic achievement, mediated by parental participation, in rural China. A cross-sectional design was employed to poll 525 parents of rural junior high school pupils from S province in southwest China. The suggested conceptual framework was evaluated using structural equation modelling. The findings indicated that both socioeconomic level and family environment significantly influence the academic

performance of rural pupils, with the family environment having a more noticeable effect. Moreover, parental participation significantly mediates the relationship between socioeconomic position and academic accomplishment, particularly with the family environment's influence on academic performance. The findings underscored the significance of the familial environment and parental engagement in mitigating the adverse effects of low socioeconomic position on academic performance⁶⁰.

The correlation between parental engagement and student performance has been a subject of scientific attention for numerous decades. Despite the proposition of reciprocal processes between parent and child four decades ago, minimal research has been conducted on the reciprocal relationships between parental participation and student accomplishment. Objectives: This study employed self-determination theory to examine the longitudinal relationships between the type of parental participation (i.e., autonomy-supportive or controlling) in children's academic challenges and their academic accomplishment. This study further examined the contentious methodological issue of reciprocal relations by comparing a random-intercept cross-lagged panel model (RI-CLPM) with the conventional cross-lagged panel model (CLPM). Sample and Methodology: A RI-CLPM and a conventional CLPM were utilised on 5-year longitudinal data comprising 1465 secondary school students (M age at T1 = 10.82 years, SD = 0.62). In both models, we accounted for students' gender, school type, socioeconomic position, and cognitive ability. The findings indicate that the RI-CLPM provided a superior fit to the data compared to the CLPM. Trait-like stability was observed for both types of parental involvement and academic performance. At the interindividual level, controlling engagement was associated with diminished success, while no link was observed between autonomy-supportive participation and achievement. At the individual level, positive reciprocal relationships existed between autonomy-supportive participation and success, while controlling involvement showed no correlation with

achievement. This study significantly enhances the comprehension of the relationship between parental participation in children's academic challenges and their academic success by concurrently accounting for both inter-individual differences and intra-individual processes⁶¹.

This research investigates the connection between parental engagement and the academic success of adolescents, as well as the possible mechanisms that underpin this association. This research utilised data from six waves of the Korean Children and Youth Panel Survey to estimate fixed effects models, thereby addressing individual-level heterogeneity. Sobel mediation tests were utilised to investigate the mediating functions of four dimensions of school adjustment, specifically: (a) academic involvement, (b) adherence to school regulations, (c) constructive peer relationships, and (d) favourable teacher–student interactions. The findings indicate a positive correlation between parental involvement and the academic achievement of adolescents ($b = 0.172$). The variables of the proposed mechanism account for roughly 68.6% of the association, with academic involvement emerging as the most prominent pathway. The findings underscore the critical role that parental engagement plays in facilitating adolescents' adaptation to academic settings and enhancing their scholarly achievements⁶².

This investigation centres on examining the relationship between parental involvement and the academic performance of education students at a state university in the Philippines. This study employs a descriptive correlational approach, aiming to elucidate and investigate the potential significant relationship between the extent of parental involvement and the academic performance of Education students. The participants in the study are the Education students from Cebu Technological University – Naga Extension Campus. The selection was conducted through a straightforward random sampling method. The questionnaire was administered through an online platform. The findings indicated that

regarding parental involvement, students perceived their parents as being relatively engaged with their education. Similarly, the education students attending State universities are achieving commendable academic results. Additionally, the findings revealed a notable correlation between the extent of parental engagement and the academic success of the student. Consequently, increased parental involvement in their children's school life correlates with improved academic performance. It is advisable for school authorities to develop programs and activities aimed at enhancing parental engagement in their children's educational experiences⁶³.

Students exhibit enhanced performance in educational settings when their guardians actively participate in their scholarly endeavours. The engagement of parents significantly impacts the academic achievements of students. This engagement encompasses not only the academic pursuits of the learners but also their conduct within domestic and educational environments, their safety and social interactions, the dynamics between parents and educational institutions, the communication between parents and children, as well as considerations regarding financial support. The findings indicated that all indicators—learning at home, decision making, school-community involvement, and communication—achieved a grand median of 5.00, which is verbally interpreted as "usually." It is advisable that the motivation and positive reinforcement provided by educators and parents regarding learning activities be amplified and strengthened to achieve superior academic outcomes. It is imperative for parents to maintain their support and endeavours in establishing conducive home environments for their child's educational development. The Adopt-a-Neighbor Child program has the potential to significantly contribute to the objectives set forth by the department. An educator has the capacity to guide students in proximity who may not have access to a knowledgeable mentor at home. The educational institution can enhance its engagement with the community by fortifying partnerships with local barangays, thereby

ensuring that high-quality learning continues to thrive in the evolving landscape of the new normal⁶⁴.

This study primarily aimed to investigate the relationship between parental involvement and academic performance among junior high school students in selected institutions in Cebu. This research utilised a quantitative correlational framework. A total of thirty (30) junior high school students engaged in this research, having been selected through a simple random sampling method. Descriptive statistical instruments, specifically the mean and standard deviation, were employed to elucidate the levels of PI and AP among the students. As a result, the Pearson product-moment coefficient of correlation test was conducted to evaluate the relationship between PI and AP among JHS students. The findings indicate a remarkably low negative correlation between the two variables. Consequently, the analysis reveals an absence of a meaningful correlation between PI and AP within the cohort of JHS students, $r(30) = -.06$, $p = .74$. The findings indicate that the null hypothesis remains accepted, as the p-value exceeds the predetermined significance threshold, $p > .05$. Consequently, the presence of PI does not influence the academic performance of the students. Research indicates that educational personnel and administrators should be equipped to discern additional factors that impact students' academic performance. Given that the focus of this study is confined to students' perceptions of PI, it would be advantageous for future research to incorporate the perspectives of parents, thereby considering their viewpoints. Additionally, introducing new variables such as motivation and self-competence among students could enrich the inquiry. Furthermore, employing a qualitative or mixed-method approach in subsequent studies on this topic would be beneficial⁶⁵.

This cross-sectional survey examined the degree to which parental provision of necessary texts and workbooks, expressions of concern regarding academic endeavours, assistance with homework, and levels of literacy impacted students' academic performance in

the English language within the Tubah Sub-Division of the North-West Region of Cameroon. This study focused on a target population comprising 631 sixth-grade pupils along with their parents, drawn from 20 state-sanctioned primary schools located in the Bambili and Bambui areas of the Tubah Sub-Division. The data were collected from a cohort of 80 parents of students from four primary schools, utilising both purposive and simple random sampling methods. The students' performance in the English language was analysed in relation to the corresponding responses provided by their parents. The Chi Square test (χ^2) was employed to validate the hypotheses, considering the non-parametric nature of the data. The results indicated a noteworthy correlation between parental engagement and students' academic achievement in the English language. The findings indicated that an increased provision of necessary textbooks by parents ($\chi^2=6.401$; $P=0.011$), along with direct or indirect assistance in homework completion (χ^2 test $P<0.001$) and expressed concern regarding their children's academic progress (493.84, $P<0.001$), correlates positively with enhanced academic performance. Research indicates that illiteracy does not serve as a barrier to parental engagement in the academic endeavours of students ($\chi^2=0.001$; $P=0.970$). Substantial recommendations emerged from the findings. It is imperative for parents to take an active role in their children's academic endeavours. They should provide suggested texts and workbooks, regularly check their children's materials, assist with homework completion, participate in parent-teacher association meetings, and maintain communication with the school to effectively monitor their children's progress. Educators and school administrators ought to advocate for parents to establish realistic expectations for their offspring, acknowledge their noteworthy accomplishments, promote the utilisation of the English language within the household, and oversee and manage study periods at home. The results hold significant relevance in the context of the theories proposed by Lev Vygotsky (1978), Gonzalez-Pienda et al. (2002), Fan and Chen (2001), and Van Voorhis (2003)⁶⁶.

The research investigated the performance of senior secondary school students in Osun State, identifying the various factors that influence their academic outcomes as well as those contributing to their overall performance. The research employed a descriptive survey design. The study's population consisted of all 243 public senior secondary schools located in Osun State. A cohort of 600 Senior Secondary Two (SS II) students was meticulously chosen through a multistage sampling methodology. The tools employed for the collection of data consisted of a questionnaire and a pro-forma. Three distinct forms of the questionnaire were employed: the Questionnaire on Student Factors and Parental Involvement on Academic Performance tailored for secondary school students (QSFPIAPSSS), the Questionnaire on Academic Performance crafted for secondary school teachers (QAPSST), and the Questionnaire on Academic Performance formulated for secondary school administrators (QAPSSA). The pro-forma utilised for the assessment of students' academic performance in the 2017 qualifying examination served as a means to gather records of academic achievement. The collected data underwent analysis through frequency counts and multiple regression techniques. The findings indicated that 12.2% of the sampled students exhibited low-level academic performance, whereas 10.2% demonstrated high-level academic performance. The findings further indicated that study habits (18.6%), self-efficacy (16.8%), parental care (47.6%), and the influence of teachers (36.3%) have a significant impact on students' academic performance. The research findings indicated that students' habits, self-efficacy, parental involvement, and the influence of teachers emerged as the most significant factors impacting students' academic performance in qualifying examinations within secondary schools in Osun State⁶⁷.

The research examined the influence of parental involvement in education on the academic performance of students in the Sekyere South District of Ghana. The research employed a purposive sampling technique to select a cohort of 363 parents. The research

employed a questionnaire to gather primary data from the parents. Data pertaining to students' academic achievements spanning two academic years (2020/2021 and 2021/2022) were acquired from the Academic Units of the chosen schools. The findings indicate that a significant number of parents occasionally failed to convey essential information to school authorities or teachers, did not engage in supporting their children's ICT learning within the educational environment, neglected to assist their students with home learning, and did not engage in discussions regarding their students' academic performances with educators. Nonetheless, a significant number of parents participated in school programs, supplied educational materials for their children, sought additional classes for their offspring, and engaged in the selection of textbooks for their students. This research revealed a robust and statistically significant positive relationship between parental involvement in education and the academic success of students. The various elements of parental involvement in education significantly influenced students' academic success⁶⁸.

This study was conducted to assess the extent of parental involvement in overseeing the academic achievements of students at the senior high level in the Kassena Nankana Municipality, located in the Upper East Region of Ghana. The study was guided by the formulation of three research questions. The study employed both purposive and random sampling techniques to select the participants. The study encompassed a cohort of 50 parents, 100 educators, and 100 students. A self-constructed questionnaire was employed to gather data from the selected parents, educators, and students. The reliability of the items was assessed using Cronbach's alpha. The data gathered from the participants underwent analysis through descriptive statistics, including percentage, mean, and standard deviation, as well as inferential statistics, specifically ANOVA. The findings of the study indicate that the extent of parental involvement in overseeing the academic performance of senior high school students within the municipality is markedly insufficient. The findings of the study revealed

that significant obstacles to parental involvement in overseeing students' academic performance include poverty, insufficient educational attainment, single parenthood, parental workload, adverse perceptions between teachers and parents, and the challenges posed by large family sizes. It has been suggested that carers allocate sufficient time to engage with their offspring in the domestic sphere, fostering discussions regarding their scholarly achievements. It is essential for parents to engage in regular communication with educators to gain insights into their children's academic performance. The administration of senior high schools within the municipality ought to engage in discussions with parents regarding the significance of their involvement in the educational process and It is imperative that Parents-Teachers Association meetings are convened with regularity, ideally once per semester, as this serves as an invaluable opportunity for educators to engage with parents and foster meaningful interactions⁶⁹.

The study aimed to evaluate the socioeconomic situation and degree of parental participation in relation to the academic performance of Junior High School students in the Upper West Akim District of Ghana. The research employed a quantitative methodology, utilising a descriptive survey design. Simple random sample and purposive sampling methods were employed for the selection of schools and participants in the study. The primary instrument utilised for data gathering was a questionnaire. The analysis of the collected data was conducted using version 22 of the Statistical Product and Service Solutions (SPSS) program. The study concluded that parents' socioeconomic position, notably education, occupation, and income levels, significantly influences the academic performance of students in the Upper West Akim District. The educational and income statuses correlate positively with students' academic achievement. The study's findings indicated that parents who facilitate their children's home study, meet their educational requirements, engage in discussions about their progress with teachers, and consistently attend PTA meetings have

children who achieve superior academic performance compared to those whose parents neglect these responsibilities. Given the robust correlation between parental involvement and academic achievement, it is advised that the government, via the National Commission for Civic Education (NCCE), educate parents, educators, and school administrators on the significance of parental involvement in children's education and the necessity for schools to foster an environment that encourages parental participation. It is advisable for the government to raise adult literacy in the Upper West Akim District to elevate parental education levels, thereby increasing parental involvement in children's education and subsequently improving academic achievement⁷⁰.

2.3.2 Instructional Materials and Academic Achievement

This study was conducted to evaluate the adequacy, availability, and utilisation of instructional materials in the teaching and learning of Business Studies in secondary schools in Anambra State, driven by the need to enhance educational outcomes in this subject area. The study was guided by three research questions. The study's population consisted of 305 business studies teachers drawn from 257 public secondary schools located in Anambra State. Purposive and Cluster sampling methods were employed to select 85 Secondary schools and 120 Business Studies teachers, respectively. The tools utilised for data collection included a standardised checklist and a structured questionnaire. The researchers employed the checklist to evaluate the sufficiency of the instructional materials utilised in teaching business studies, while the structured questionnaire was implemented to ascertain the availability and degree of use of these materials in the instructional process. The validation of the questionnaire was conducted by five experts, resulting in a reliability coefficient of 0.86. The collected data underwent analysis through the application of Frequency, Percentage, Mean, and Standard Deviation methods. The study's findings indicated that the instructional materials necessary for teaching Business Studies in secondary schools were insufficiently supplied. Furthermore,

it was observed that while the instructional materials were accessible, they were insufficient and not utilised to their full potential. The study's findings suggest that it is advisable for government and philanthropists to provide support to public secondary schools by ensuring the availability of an adequate number of instructional materials necessary for the effective teaching and learning of business studies²⁵.

The research evaluated the efficacy and acceptability of the instructional materials created by the faculty at the College of Management and Business Technology (CMBT) of the Nueva Ecija University of Science and Technology (NEUST). The sample included specific instructional materials created by the aforementioned Department. This encompassed the instructional materials utilised by the Master of Business Administration and Doctor of Philosophy in Business Administration programs at the Graduate School. The study utilised a descriptive design, with eighty-eight respondents selected purposefully. The parameters utilised in the instrument included instructional content, procedure, relevance, knowledge and practical applications, clarity, the development of higher-order thinking skills, and alignment with the university's thrusts, goals, and objectives. The subsequent findings were observed: The total weighted mean was 3.55, with a verbal description of "Very Satisfactory," indicating that the instructional materials developed by CMBT faculty were generally acceptable. However, the item regarding the friendliness of figures received a rating of "Needs Improvement." Suggestions for the improvement and ongoing advancement of instructional materials were also provided. The effectiveness of instructional materials in enhancing higher thinking skills within the curriculum and syllabus is crucial for educational advancement²⁷.

This study focuses on the development of E-Mpowerment learning media, incorporating Digipreneur entrepreneurship at Andikpas LPKA Class I Palembang. The approach employed is the ADDIE model, which encompasses Analysis, Design,

Development, Implementation, and Evaluation. The investigation includes education specialists, entrepreneurship specialists, and students from Andikpas LPKA Class I Palembang as participants. The outcome of the creation of E-Mpowerment learning media is an interactive digital platform that offers entrepreneurship learning materials specifically designed to meet the needs of students at Andikpas LPKA Class I Palembang. The platform includes engaging learning components like instructional videos, business simulations, and interactive quizzes. Furthermore, the platform offers content that students can access autonomously and promotes the inclusion of Digipreneur entrepreneurship. This study has received favourable responses from specialists in education, entrepreneurship, and the student body. The findings indicate that the E-Mpowerment learning media significantly enhances students' comprehension of entrepreneurship concepts, digital skills, and overall learning motivation. Moreover, the inclusion of Digipreneur entrepreneurship offers students the chance to cultivate creativity, foster innovation, and adopt an entrepreneurial mindset. In summary, this study has effectively created E-Mpowerment learning media aimed at improving entrepreneurship skills for students at Andikpas LPKA Class I Palembang. This educational resource offers an engaging and comprehensive learning experience utilising the Digipreneur entrepreneurship model. This study aims to provide a valuable reference for the advancement of innovative and technology-driven learning media within the realm of entrepreneurship education²⁹.

The primary objective of this study was to examine if blended teaching strategies and resources or traditional teaching methods in the Business English class enhance students' learning satisfaction and academic performance. This study involved 56 undergraduate students majoring in Applied Foreign Languages in central Taiwan. Business English ESP courses were provided throughout the 108th and 109th academic years. A four-point Likert scale questionnaire was administered subsequent to the completion of the course by the

students. Additionally, in-person interviews and classroom observations were conducted to assess students' overall learning efficiency and their perspectives of preferred teaching strategies in Business English, as well as their learning satisfaction. Consequently, students saw blended teaching as an excellent pedagogical approach that enhanced their learning motivation through supplementary instructional activities. Furthermore, the data indicated that both handwritten examinations, linked to traditional pedagogical approaches, and interactive responding applications, associated with blended instructional methods, function efficiently according to distinct teaching methodologies. The findings of this study indicate that most students had a favourable disposition towards blended learning in the ESP program for business English, and their academic performance has significantly enhanced³⁰.

This study aimed to explore the classroom environment as a key factor influencing students' academic performance in junior secondary schools in Lagos State, Nigeria. A total of 250 students were selected through a combination of purposive and simple random sampling methods. The tools employed for gathering data included a questionnaire named "Classroom Environment Questionnaire" (CEQ), which demonstrated a reliability coefficient of 0.85, alongside an achievement test designed to assess the academic performance of the students. The study's findings indicate a notable correlation between class size and students' academic performance in public junior secondary schools ($r = .829$). Additionally, there is a significant relationship between the use of instructional materials and students' academic performance ($r = .745$). Furthermore, the school climate shows a significant correlation with students' academic performance ($r = .775$), and classroom organisation also demonstrates a strong relationship with academic performance in public junior secondary schools in Lagos State ($r = .925$). It is advised that, to guarantee effective service delivery in the teaching-learning process, the government, via the Education Districts, commit to providing junior

secondary schools with economically enhanced and relevant instructional resources, as this would improve students' academic performance in schools³¹.

This study assessed video-based instruction in PATHFIT 1 and muscle fitness at the University of Cebu Main Campus for the Academic Year 2021-2022 to recommend improvements to the video-based instructional material. Seventy students participated in two portions of PATHFIT 1. The study examined students' performance utilising Video-Based Material for teaching muscular fitness exercises, their perceived challenges, and whether a significant difference exists between students' performance with video-based instructional material and traditional teaching methods. The findings indicated that pupils utilising video-based materials exhibit improved performance. The acceptability of the video-based instructional material indicated that students expressed great agreement with the learning processes. Nonetheless, there exists no substantial correlation between the factors³².

This study aimed to examine the influence of parental influences on children' academic achievement in mathematics, specifically through a comparative analysis of motivation and the supply of instructional materials in Oredo Local Government Area of Edo State. Three hypotheses were established to direct the investigation and were evaluated at a 0.05 alpha level of significance. The study employed a descriptive survey approach, targeting a population of 2,516 SSII students from six selected schools among the 14 public senior high schools in the Oredo Local Government Area of Edo State. The study sample comprised 250 SSII students, representing approximately 10% of the population. The tool employed for the study was a developed questionnaire entitled "Parental Mentoring Strategies and Students' Academic Performance in Mathematics" (PMSAPMQ). The instrument comprised four parts. Section A included 10 items regarding parental mentoring strategies; Section B contained another 10 items soliciting responses on parental motivation; Section C encompassed 10 items concerning parents' provision of instructional resources; and Section D requested

students' academic scores in Mathematics from their most recent term. Three specialists validated the instrument: one in Measurement and Evaluation, one in Educational Planning and Administration, and one in Counselling Psychology. The test-retest reliability method was employed, and the acquired data was evaluated using the Pearson Product Moment Correlation. The test produced correlation coefficients of 0.89 for parental mentoring tactics, 0.77 for parental motivation, and 0.85 for parental provision of educational resources. The instrument was administered to the chosen sample, and the collected data were analysed, revealing a significant impact of parental motivation, provision of instructional materials, and mentoring strategies on students' academic performance in Mathematics within Oredo Local Government Area of Edo State. The study's findings recommend that parents and teachers utilise motivation, instructional materials, and mentoring strategies to improve students' academic performance in mathematics in secondary schools within the Oredo Local Government Area of Edo State³³.

The study aimed to assess the impact of the teacher's choice of an e-textbook for mathematics education on the performance of fourth-grade students. The two chosen test groups, each including 140 students, were of pupils from an urban primary school in Russia. The participants had an average age of nine years. According to ANCOVA analysis, participants in the second experimental group achieved a superior final test score (74.71) compared to those in the first group (65.9). The test results of the two groups exhibited a significant difference ($F = 10.84, p < 0.05$). The results indicated that the performance levels of primary school children can be substantially influenced by the selection of electronic textbooks used for instruction. The study also identified valuable factors for teachers to select high-quality e-textbooks. These factors enable instructors to make decisions that can profoundly impact the educational experience. This study's findings indicate that implementing e-textbook approval criteria grounded in robust quality indicators can mitigate

the adoption of inferior textbooks in educational settings and enhance the overall quality of textbooks. The instructional resources provided by elementary school textbooks may influence pupils' success in subsequent grades³⁴.

This study sought to assess the academic performance of learners utilising Bacolod Compendium 61 as supplementary instructional materials for teaching Grade Two Araling Panlipunan across seven elementary schools in District 7 during the 2022-2023 academic year. The Bacolod Compendium 61 consists of competency-based supplementary learning resources aligned with the Grade 2 Araling Panlipunan curriculum, focussing on "Ang Komunidad Noon at Ngayon." The participants in this study included Grade 2 teachers and students. This study considered several variables related to the teachers, including age, sex, length of service, highest educational attainment, and type of school. The effectiveness of Bacolod Compendium 61 is demonstrated through its alignment of content, quality, and usability or ease of use. The demographic profile of the teachers was assessed using frequency and percentage analysis. The mean was utilised to assess the effectiveness of Bacolod Compendium 61 materials. The academic performance of learners was assessed using frequency and percentage analysis. To assess the notable distinction The Mann-Whitney Test was employed. The Goodman-Kruskal's Gamma (G) or Gamma Coefficient Formula was utilised to assess the relationship. Three experts validated the researcher-developed questionnaires utilised in this investigation. The study was carried out at Andres Bonifacio Elementary School I, involving thirty (30) teacher-respondents. During the data collection process, information was obtained from three hundred eighty-one (381) learners and forty-six (46) teachers in Grade 2. The primary aim of this study was to assess the efficacy of the Bacolod Compendium 61 materials across three key areas: content alignment, material quality, and user-friendliness. The study's findings indicated that the academic performance of learners utilising Bacolod Compendium 61 supplementary materials

demonstrated a high level of alignment in terms of content, quality, and usability/ease of use. This scientific investigation demonstrated that the academic performance of learners was exceptional, as evidenced by the utilisation of Bacolod Compendium 61 Materials. Consequently, the favourable evaluation of this research strongly advocates for the comprehensive implementation of Bacolod Compendium 61 Materials across 46 elementary schools within the Division of Bacolod City. The implementation of the SOK-SAY-LYMPICS: Bacolod Compendium 61 Quiz is recommended as an annual assessment of learning focused on localisation and indigenisation, with full participation from all elementary schools in SDO Bacolod City. It is recommended that additional similar learning resources be developed to serve as supplementary materials for learning and reading remediation. Future researchers are strongly encouraged to conduct follow-up studies that emphasise the effectiveness of localised resources within local communities. The goal is to cultivate 21st-century learners who are globally competitive while fostering a deep appreciation for their rich local cultural heritage³⁵.

This study seeks to investigate the possibilities of gaming as a tool for enhancing active learning and cultivating a more profound comprehension of course content. The results underscore the beneficial effects of gamification on student involvement and academic success in an undergraduate Engineering course. The incorporation of game elements, including Kahoot and a leaderboard system, led to heightened motivation and active involvement among students during the course. The use of game-based strategies successfully engaged students and fostered an interactive learning atmosphere. The findings indicated a favourable relationship between involvement levels and academic performance, confirming the effectiveness of gamification in fostering improved learning outcomes. This study emphasises the significance of acknowledging and celebrating student achievements via public displays of accomplishment. The recognition of outstanding performers fostered a

sense of pride and motivation among these individuals, while simultaneously encouraging their colleagues to pursue excellence. The unified applause and acknowledgement from the whole class acted as a strong affirmation of the importance and relevance of active participation in the module. The results highlight the promise of combining flipped learning with game-based approaches to create a holistic educational framework that addresses varied student requirements and enhances learning results. The next phase of the study will aim to expand its scope to include a broader array of undergraduate Engineering modules, engaging a more diverse group of students from different disciplines. Expanding the investigation will lead to a more thorough understanding of how gamification impacts various student populations. This study adds to the expanding literature on gamification in education, highlights its potential to change conventional instructional methods, and advocates for enhanced teaching and learning experiences³⁶.

This investigation assessed the motivation levels of students regarding instructional materials and their perceptions of synchronous classroom learning at Misamis University during the academic year 2021-2022. The study employed a descriptive-correlational research design. The participants in the study consisted of 138 Junior High School students selected using a purposive sampling technique. The collection of data was conducted utilising the Instructional Materials Motivation Survey (IMMS) and the Synchronous Classroom Learning Survey (SCLS) as tools. The statistical tools utilised in the data analysis included Mean, Standard Deviation, Pearson r , and Stepwise Regression Analysis. The findings indicated that the motivation levels of students regarding the instructional materials employed by teachers were elevated, and students held a positive perception of synchronous classroom learning. This suggests that learners who engage with the educational resources are more inclined to excel in Mathematics. Educators must be proficient in utilising technology to develop lessons, engaging activities, evaluations, projects, and various duties that enhance

their creativity in crafting instructional resources, ultimately elevating student satisfaction in the classroom. Future investigations should explore additional factors that influence students' academic performance in synchronous classroom learning³⁸.

This research examines the influence of instructional materials on the academic performance of students within the context of the post-basic English curriculum in Burundi. This document presents findings from research undertaken in 2023, aimed at assessing the instructional impacts of the post-basic school English curriculum on student achievement in Burundi. This research employed a convergent parallel design within a pragmatic framework, drawing upon Communicative Language Teaching for the 21st Century and the principles of Social Learning Theory. Data was collected from 16 English educators and 330 language learners at the post-basic school level, specifically in the second and third years within the Bujumbura Municipality, utilising a learners' questionnaire, interviews with teachers, and observations of classroom activities. This research utilised stratified and random sampling methods to identify participants, and the data underwent descriptive and thematic analysis. The research demonstrated that the textbooks utilised by learners were suitable for their respective levels, as evidenced by 66.5% of respondents comprehending the material presented in the pupils' textbooks. The inquiry further substantiated the genuineness of the activities presented in the learners' textbook, as the themes developed were grounded in everyday life scenarios. Nevertheless, it was observed that the educational endeavours were inadequate due to the incomplete development of certain themes. The research further revealed that a significant number of the surveyed educational institutions exhibited a concerning deficiency in instructional resources, encompassing textbooks as well as audio and audio-visual teaching aids. The findings of this research elucidate that instructional materials exert a moderate impact on students' academic achievement, with an overall mean of 3.257 and a standard deviation of 0.6901. The government is urged to supply the necessary

teaching resources and materials to promote a more effective teaching and learning environment, thereby improving students' academic performance³⁹.

This study investigated the impact of science instructional materials on the academic performance of students in Ilorin West, Kwara State. Three enquiries were established while two propositions were examined for the study. The investigation was a descriptive analysis utilising a survey methodology. The focus was on science students across multiple schools in Ilorin West, Kwara State, Nigeria. A random sampling technique was employed to select 120 science students from different schools in Ilorin West LGA, Kwara State, Nigeria. The questionnaire crafted for research purposes was utilised to gather data regarding class size, school type, and academic performance from participants. The collected data underwent analysis through frequency count and percentage, mean, and standard deviation, while the research hypotheses were examined using an independent t-test and ANOVA. The study's findings indicate that science instructional materials significantly influence the academic performance of students across different schools. The students who were instructed using science instructional materials demonstrate superior performance in comparison to those who received instruction without such materials. A notable effect was observed related to the type of school, whereas class size did not demonstrate a significant impact. It was recommended that the Ministry of Education assume responsibility for supplying science instructional materials to a wider range of schools in order to improve performance in science throughout the state⁴¹.

This investigation analysed the influence of Business Studies instructional resources on the academic achievement of senior secondary school students in Ilorin West LGA, Kwara State, Nigeria. The study utilised a descriptive survey research design, focussing on senior secondary school students enrolled in Business Studies courses. A random sampling method was employed to choose 120 students. The collection of data was conducted through a

questionnaire, followed by analysis utilising frequency count, percentage, mean, standard deviation, independent t-test, and ANOVA. The results indicated a notable positive impact of Business Studies instructional materials on students' academic performance. Students who utilised these materials demonstrated superior performance compared to those who did not have access to them. Nonetheless, no notable differences emerged when considering gender and class size. The investigation further underscored the significance of the type of educational institution, revealing a considerable impact of Business Studies instructional resources on academic achievement. It is suggested that the Ministry of Education supply instructional materials, that Business Studies educators integrate these resources into their lessons to enhance competitive learning, that the government assist public schools in acquiring necessary instructional materials, and that there be an increase in infrastructure such as classrooms and laboratories⁴².

2.4 Conceptual Model

Independent Variables

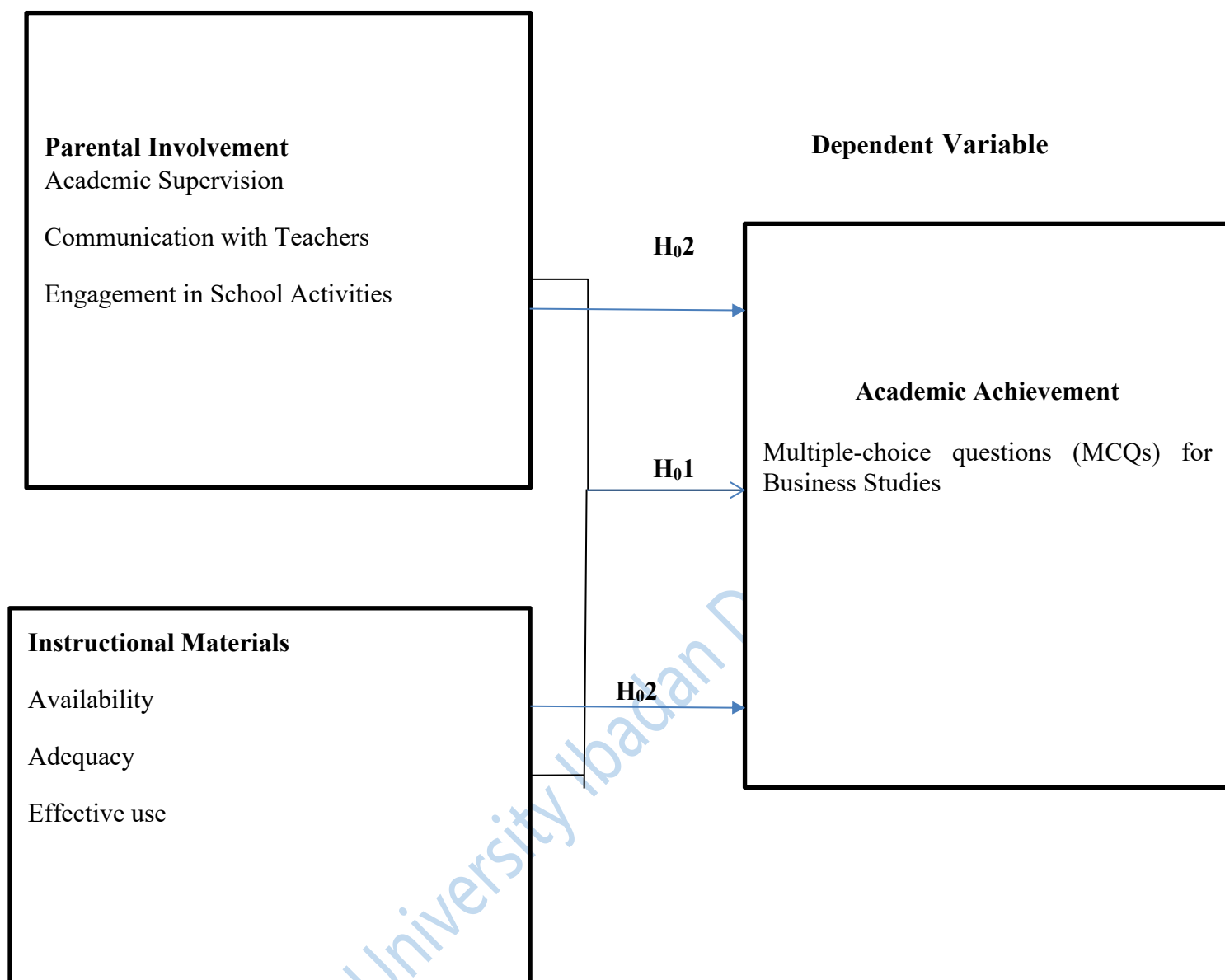


Fig 2.1: Conceptual Model

Source: Field Work 2025

This conceptual model shows the impact of parental involvement and instructional material on academic achievement in Ibarapa-East Local Government Area, Oyo State. Parental involvement, encompassing academic oversight, communication with educators, and participation in school events, significantly influences students' educational results. Parental involvement in their children's education fosters motivation, direction, and a nurturing home environment, hence improving students' academic performance. Instructional materials

encompassing their availability, Adequacy and Effective use are essential for enhancing students' comprehension and mastery of academic subject. The availability of well-organised and enough instructional resources boosts teaching efficacy and enriches students' learning experiences, ultimately promoting superior academic results.

Academic achievement, as the dependent variable, is directly affected by the interplay between parental participation and instructional resources. A robust foundation of parental support and the efficient incorporation of instructional resources into the learning process foster a more engaging and conducive educational environment. Students who receive continuous academic oversight at home and have access to sufficient and efficiently employed instructional resources are more inclined to cultivate a favourable learning disposition, enhanced understanding abilities, and superior academic achievement. This conceptual paradigm emphasises the necessity for collaboration among parents, educators, and school administrators to enhance students' academic performance by fostering greater parental involvement and supplying superior educational resources.

2.5 Summary of Gap in Literature Reviewed

The studied literature offered extensive insights into the correlation among parental participation, instructional materials, and academic accomplishment, especially in Business Studies. Nonetheless, a substantial gap persists in the incorporation of these elements within early education and their collective influence on students' learning outcomes. Although numerous studies have investigated parental participation and instructional materials independently, there is a paucity of research examining their combined effects on academic achievement, specifically in Business Studies at the secondary school level. Moreover, the majority of current scholarship emphasises general education topics, neglecting the significance of Business Studies in influencing students' cognitive and vocational growth.

Despite the theoretical framework used which includes Vygotsky's Sociocultural Theory, Cognitive Load Theory, and Bronfenbrenner's Ecological Systems Theory, there is a deficiency of empirical research that explicitly applies these theories to the instruction and comprehension of Business Studies. Prior research has highlighted the influence of instructional materials and parental involvement on student performance; however, limited studies have investigated the interaction of these elements within the ecological systems of learners, especially across varied socio-economic backgrounds. Furthermore, there is insufficient research on the combined influence of parental involvement instructional materials on academic achievement of students studying Business Studies, resulting in a lack of understanding on the optimisation of these elements to improve academic performance.

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Chapter Three

Methodology

This chapter presents the research design, population, sample and sampling techniques, instrumentation, validity and reliability of instruments, procedure for data collection and method of data analysis.

3.1 Research Design

This research utilised a descriptive survey methodology. A descriptive research design was a methodological approach that offered a comprehensive and systematic analysis of a population, situation, or event. The primary objective was to deliver an accurate depiction of the study subject, together with details regarding its attributes and behaviours. In this study design, the researcher functioned as an impartial observer and data collector, abstaining from altering or influencing the variables. The aim was to fully understand the subject's behaviour, relationships, and traits by carefully recording and quantifying the factors. This study methodology was employed to examine multiple variables, with the researcher solely observing and measuring them without exerting control or making alterations. The study encompassed three variables: two independent variables (Parental Involvement and Instructional Materials) and one dependent variable (Academic Achievement).

3.2 Population of the Study

The total population for the study comprised seven hundred and thirty-one (731) Junior Secondary School Two (JSS II) students offering Business Studies in Ibarapa-East Local Government Area of Oyo State. From this population, six (6) junior secondary schools were randomly selected based on their location. These schools were Akolu Grammar School, Eruwa; Apode High School, Eruwa; Baptist Grammar School, Eruwa; Bioku High School, Lanlate; Lanlate High School, Lanlate; and Obaseeku Grammar School, Eruwa. At the time of data collection, the number of JSS II students offering Business Studies in the selected

schools was as follows: Akolu Grammar School – 70 students, Apode High School – 68 students, Baptist Grammar School – 62 students, Bioku High School – 65 students, Lanlate High School – 67 students, and Obaseeku Grammar School – 75 students. This gave a total of four hundred and seven (407) Business Studies students across the selected schools who formed the target population for the study.

Table 3.2: Name of Entire Schools and Population in Ibarapa-East Local Government Area, Oyo State

S/N	School Name	Population
1	Akolu Grammar School, Eruwa	70
2	Community Secondary School, Okolo	68
3	Oluwehin Community High School, Maya	62
4	Onitabo Community High School, Lanlate	65
5	Obaseeku High School, Eruwa	67
6	Obaseeku Grammar School, Eruwa	75
7	Lanlate High School, Lanlate	67
8	Eruwa Grammar School, Eruwa	62
9	Bioku Grammar School, Lanlate	65
10	Baptist Grammar School, Eruwa	62
11	Apode High School, Eruwa	68
Total Population		731

3.2 Sample and Sampling Technique

The study's sample size was determined using a proportional stratified random sampling technique. A proportional stratified random sampling is a sampling technique where the population is divided into groups (strata), and participants are randomly selected from each group in proportion to their size in the whole population, to ensure fair representation of students across the selected schools. The first stage involved the use of a simple random sampling technique to select six (6) junior secondary schools from Ibarapa-East Local Government Area, Oyo State. Secondly, a proportional stratified sampling technique was applied to determine the number of students selected from each school based on their population size. Lastly, a simple random sampling technique was employed to select two hundred and two (202) junior secondary school students who offered Business Studies from the six selected schools, using Yamane's formula.

Table 3.3: Name of Schools Selected, Population and Sample Size

School Name	Population (N_i)	Sample Size (n_i)
Akolu Grammar School, Eruwa	70	35
Apode High School, Eruwa	68	34
Baptist Grammar School, Eruwa	62	31
Bioku High School, Lanlate	65	32
Lanlate High School, Lanlate	67	33
Obaseeku Grammar School, Eruwa	75	37
Total	407	202

3.4 Description of Research Instruments

Two sets of instruments, namely the “Business Studies Achievement Test (BSAT)” and adopted questionnaires titled *Parental Involvement and Instructional Materials Scale*,

were used to collect data for the study. They all consisted of structured items and are described as follows: The questionnaire was divided into two sections (A and B) and comprised structured items.

Section A is designed to contain demographic information of the junior secondary school II students' offering Business Studies such as gender, age and school.

Section B consists of

Business Studies Achievement Test (BSAT) is a researcher-designed instrument aimed at assessing students' academic achievement in Business Studies. It consists of 20 multiple-choice questions (MCQs) covering key topics from the Business Studies curriculum. The test will be administered to the selected sample of students, with a time limit of 30 minutes for completion.

Parental Involvement Questionnaires PIQ is a self-developed questionnaire designed to measure the extent of parental involvement in students' academic activities. It contains 15 items that focus on areas such as assistance with of parental supervision, communication with teachers, and engagement in school-activities. Each item is rated on a four-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1)

Instructional Materials Scale (IMS) is another self-developed instrument used to assess the availability, adequacy, and effective use of instructional materials in the teaching of Business Studies. It comprises 15 items, each rated on a four-point Likert scale: very available (4), available (3), fairly available (2), and not available (1) for the availability; very adequate (4), adequate (3), inadequate (2), and not adequate (1) for the adequacy while Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) will be used for effective use. The responses will help evaluate how instructional materials contribute to the teaching and learning process in Business Studies.

3.4.1 Table of Specifications (TOS)

S/N	Content Areas	Knowledge	Comprehension	Application	No. of Questions
1	Introduction to Business Studies	2	1	-	3
2	Office Practice	2	2	-	4
3	Commerce	2	1	1	4
4	Bookkeeping	2	1	-	3
5	Organization and Management	1	1	-	2
6	Banking	1	1	-	2
7	Factors of Production	1	1	-	2
8	Entrepreneurship	1	1	-	2
9	Computer and ICT in Business	1	1	-	2
Total		13	10	1	20

3.5 Validity of Research Instruments

Validity refers to the degree to which an instrument measures what it is purported or expected to measure. The validity of the instrument was established through face and content validity methods. For this purpose, the research instrument was scrutinized by the supervisor, faculty members, and experts in evaluation and measurement in the Business Education Unit, Department of Arts and Social Science Education at Lead City University, Ibadan, Nigeria. They vetted the structuring, adequacy, and content of the items in the questionnaire. All suggested corrections were effected before administration.

3.6 Reliability of Research Instruments

Reliability is the degree of consistency of an instrument in measuring what it is designed to measure. Therefore, for the purpose of establishing the reliability of the instrument used in this study, a pilot study was carried out by administering 40 questionnaires to Junior Secondary School Two students offering Business Studies who were not part of the main sample for the study. The reliability of the instrument was analyzed using Cronbach's alpha, and the coefficient obtained (0.75) was used to determine the reliability of the instrument

3.7 Administration and Method of Data Collection

The researcher collected an introduction letter from the Department of Arts and Social Science Education at Lead City University, Ibadan, to the selected junior secondary schools to obtain permission and foster cooperation from the school authorities, management, staff (both teaching and non-teaching), and students who participated in the study. The research instrument was administered by the researcher, assisted by six trained research assistants, to ensure clear guidance on how participants should complete the items, thereby facilitating the provision of accurate information/data relevant to each individual. Data collection spanned two months, with due diligence exercised to include nearly all sampled participants.

3.8 Method of Data Analysis

The analytical methods that were employed for the examination of data gathered from the sample in this study included both descriptive and inferential statistics. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were employed to address the research questions posed. Inferential statistics, namely Pearson's Product Moment Correlation and multiple regression analyses, were utilised for data analysis at a 0.05 level of significance to evaluate the proposed hypotheses.

3.9 Ethical Approval

Ethical approval to carry out this study was obtained from relevant authorities, including the Head of Department of Arts & Social Science Education, Lead City University, Ibadan, as well as the principal of the selected junior secondary schools in Ibarapa-East Local Government Area, Oyo State.

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Chapter Four

Results and Discussion of Findings

This chapter presents the result, analysis and discussion of the findings. The results and discussion of findings were presented based on the response rate, the demographic characteristics of the respondents, research questions and tested hypothesis.

4.1 Demography Data Analysis

This section examines and presents information about the demographic data analysis based on gender, age group and school of the respondents.

Table 4.1.: Frequency Table showing Gender Distribution of the Respondents

Gender	Frequency	Percentage	Cumulative Percentage
Female	129	63.9	63.9
Male	73	36.1	100.0
Total	202	100.0	

Source: Fieldwork 2025

Table 4.1 reveals that 129 (63.9%) of the respondents are female while 73 (36.1%) of the respondents are male. Majority of the respondents are Female.

Table 4.2.: Frequency Table showing Age-Range of the Respondents

Age	Frequency	Percentage	Cumulative Percentage
12-13	87	43.1	43.1
14-15	64	31.7	74.8
16 and above	51	25.2	100.0
Total	202	100.0	

Source: Fieldwork 2025

Table 4.2 shows that 87 (43.1%) of the respondents are within the age group 12-13 years, 64 (31.7%) are between 14-15 years, while the remaining 51 (25.2%) of the respondents are between the age group 16 years and above. The least age group are those between 16 years and above while majority of the respondents are between ages 12-13 years.

Table 4.3.: Frequency Distribution Table showing the School of the Respondents

School	Frequency	Percentage	Cumulative Percentage
Akolu Grammar School, Eruwa	35	17.3	17.3
Apode High School, Eruwa	34	16.8	34.1
Baptist Grammar School, Eruwa	31	15.4	49.5
Bioku High School, Lanlate	32	15.9	65.4
Lanlate High School, Lanlate	33	16.3	81.7
Obaseeku Grammar School, Eruwa	37	18.3	100.0
Total	202	100.0	

Source: Fieldwork 2025

Table 4.3 reveals that 35(17.3%) of the respondents are students of Akolu Grammar School, Eruwa, 34(16.8%) of the respondents are students of Apode High School, Eruwa, 31(15.4%) are students of Baptist Grammar School, Eruwa, 32(15.9%) are students of Bioku high School Lanlate, 33(16.3%) are students of Lanlate High School, Lanlate while the remaining 37(18.3%) of the respondents are students of Obaseeku grammar School, Eruwa. The respondents were evenly shared among the schools with slight difference.

4.1 Research Question

This section answers the research questions that guide the study

Research Question One: What is the level of academic achievement of Business Studies students in Ibarapa-East Local Government Area?

Table 4.4: Frequency Distribution Table showing the level of academic achievement of Business Studies students in Ibarapa-East Local Government Area

Academic Level	Frequency	Percentage	Cumulative Percentage
0-39 (Poor)	94	46.5	46.5
40-49 (Fair)	40	19.8	66.3
50-59 (Average)	29	14.4	80.7
60-69 (Good)	21	10.4	91.1
70-74 (Very Good)	7	3.5	94.6
75-100 (Excellent)	11	5.4	100.0
Total	202	100.0	

Source: Fieldwork 2025

Table 4.4 presents the frequency distribution of the academic achievement of Business Studies students in Ibarapa-East Local Government Area. The result reveals a generally low level of performance among the respondents. Out of the total 202 students assessed, 94 (46.5%) scored between 0–39, which is classified as “Poor.” In addition, 40 students (19.8%) obtained scores within the range of 40–49, falling under the “Fair” category. This implies that about 66.3% of the respondents performed below the average benchmark, suggesting that two out of every three students are not meeting the expected academic standards. Only 29 students (14.4%) achieved scores within the range of 50–59, which is regarded as “Average,” indicating that a relatively small group of students are attaining a moderate level of success. Furthermore, 21 students (10.4%) fell into the “Good” category (60–69), while 7 students (3.5%) were rated as “Very Good” (70–74). A still smaller group of 11 respondents (5.4%) attained scores within the “Excellent” range of 75–100. Altogether, only 19.3% of the students demonstrated academic achievement ranging from good to excellent. These findings

show that the majority of Business Studies students in Ibarapa-East Local Government Area are performing poorly, with only a minority achieving commendable results. This trend points to possible challenges in the teaching and learning process, which may include inadequate instructional resources, poor study habits, lack of student motivation, or broader socio-economic factors that negatively influence students' academic outcomes.

Research Question Two: What is the Influence of Parental Supervision on Academic Achievement of Business Studies Students in Ibarapa-East Local Government Area?

Table 4.5: Pearson Correlation Table showing the Relationship between Parental Supervision and Academic Achievement of Business Studies students in Ibarapa-East Local Government Area

		Parental supervision	Academic Achievement
Parental supervision	Pearson	1	.210**
	Correlation		
	Sig. (2-tailed)		.003
	N	202	202
Academic Achievement	Pearson	.210**	1
	Correlation		
	Sig. (2-tailed)	.003	
	N	202	202

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Fieldwork 2025

Table 4.5 shows that there is a positive and statistically significant correlation between parental supervision and academic achievement among the students in the study ($r = 0.210$, $p = 0.003$). The Pearson correlation coefficient ($r = 0.210$), indicating a weak but positive relationship between the two variables. This suggests that as the level of parental supervision increases, there is a tendency for students' academic achievement to improve, although the effect is not strong as currently experienced. Moreover, the significance value ($p = 0.003$) is less than 0.05, which means the result is statistically significant at the 0.05 level. In other

words, there is less than a 5% probability that this correlation occurred by chance, providing confidence that parental supervision has a meaningful impact on academic outcomes, even if modest. This imply that better parental supervision is associated with improved academic performance among students, highlighting the importance of effective monitoring, guidance, and support from educators and school authorities.

Research Question Three: What is the Influence of Parental Communication with Teachers on Academic Achievement of Business Studies Students in Ibarapa-East Local Government Area?

Table 4.6: Pearson Correlation Table showing the Relationship between Parental Communication with Teachers and Academic Achievement of Business Studies students in Ibarapa-East Local Government Area

		Academic Achievement	Communication with teachers
Academic Achievement	Pearson Correlation	1	.191**
	Sig. (2-tailed)		.007
	N	202	202
Communication with teachers	Pearson Correlation	.191**	1
	Sig. (2-tailed)	.007	
	N	202	202

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Fieldwork 2025

Table 4.6 presents that there is a positive and statistically significant relationship between parental communication with teachers and the academic achievement of Business Studies students in Ibarapa-East Local Government Area ($r = 0.191$, $p = 0.007$). The correlation coefficient is $r = 0.191$, indicating a positive but weak relationship between the two variables. This suggests that higher levels of communication between parents and teachers are associated with slightly better academic performance among students. The relationship is statistically significant at the 0.05 level ($p = 0.007$), meaning the observed association is

unlikely to be due to chance. With a sample size of 202 respondents, this result implies that while the influence is not strong, parental engagement through communication with teachers has a meaningful role in supporting student academic outcomes. Promoting consistent and effective communication between parents and school personnel may therefore be a useful strategy for enhancing students' academic achievement. This suggests that parental involvement through communication with teachers plays a supportive role in students' academic success. Such communication may help identify learning challenges early, reinforce academic expectations at home, and create a stronger partnership between home and school. Therefore, increasing parental communication with teachers can be seen as a beneficial, though not sole, factor contributing to better academic outcomes for students.

Research Question Four: What is the Influence of Parental Engagement in school activities on Academic Achievement of Business Studies students in Ibarapa-East Local Government Area?

Table 4.7: Pearson Correlation Table showing the Relationship between Parental Engagement in School Activities and Academic Achievement of Business Studies Students in Ibarapa-East Local Government Area

		Academic Achievement	Engagement in School events
Academic Achievement	Pearson	1	.197**
	Correlation		
	Sig. (2-tailed)		.005
	N	202	202
Engagement in School events	Pearson	.197**	1
	Correlation		
	Sig. (2-tailed)	.005	
	N	202	202

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Fieldwork 2025

Table 4.7 shows that parental engagement in school activities has a statistically, weak significant, positive influence on the academic achievement of Business Studies students in Ibarapa-East Local Government Area ($r = 0.197$, $p = 0.005$). The correlation coefficient of $r = 0.197$ indicates a positive relationship between the two variables. This means that students whose parents are more involved in school events such as PTA meetings, open days, and other school-related activities tend to perform better academically. Although the strength of the correlation is modest, it is statistically significant at the 0.05 alpha level of significance ($p = 0.005$), suggesting the result is not due to random chance. This imply that parental participation in school events positively contributes to students' academic outcomes, likely by fostering a more supportive educational environment, improving student motivation, and strengthening the link between home and school. Encouraging parents to take an active role in school life may therefore be a valuable strategy for enhancing students' academic performance.

Research Question Five: What is the Level of Availability of Instructional Materials for Teaching Business Studies in Ibarapa-East Local Government Area?

Table 4.8: The Level of Availability of Instructional Materials for Teaching Business Studies in Ibarapa-East Local Government Area

Items	SA	A	D	SD	$\bar{x}$	Std.Dev.
Availability of typewriters for practical Business Studies lessons in schools	88 (43.6%)	83 (41.1%)	16 (17.9%)	15 (7.4%)	3.21	.879
Availability of business studies text book in schools	78 (38.6%)	78 (38.6%)	23 (11.4%)	23 (11.4%)	3.04	.979
Available of teaching aids like charts and models for Business Studies lessons in schools	81 (40.1%)	76 (37.6%)	28 (13.9%)	17 (8.4%)	3.09	.934

Availability of visual learning materials such as posters and classroom displays for teaching Business Studies in schools	81 (40.1%)	76 (37.6%)	28 (13.9%)	17 (8.4%)	3.09	.934
Availability of audio-visual instructional tools like computers and projectors for Business Studies instruction in schools	78 (38.6%)	78 (38.6%)	23 (11.4%)	23 (11.4%)	3.04	.979
Grand Mean					3.09	High Level

Threshold: 1.00-1.74: Very low level, 1.75-2.49: low level, 2.50-3.24: high level, 3.25-4.00: very high level

Source: Fieldwork 2025

Table 4.8 reveals that it was obvious that tools like typewriters used for practical lessons are moderately available (high state), with a mean score of $\bar{x} = 3.21$, suggesting that while such tools are present in some schools, they are not uniformly or adequately provided. The availability of Business Studies textbooks recorded a mean of $\bar{x} = 3.04$, and teaching aids such as charts and models, as well as visual learning materials like posters and classroom displays, both had mean scores of $\bar{x} = 3.09$. These scores imply that these materials are somewhat available but may not be sufficient or evenly distributed across schools. Similarly, audio-visual instructional tools such as computers and projectors also had a mean of $\bar{x} = 3.04$, indicating that such technology is not entirely lacking but still limited in scope and accessibility. This also implies that among all the instructional materials examined, typewriter is the most common available one while audio-visual instructional tools like computers and projectors were least available for Business Studies instruction in schools. Overall, the standard deviations (ranging from 0.879 to 0.979) suggest some variation in responses, indicating differences in availability from one school to another. Instructional materials for Business Studies are moderately available, but there is room for improvement,

especially in the provision of modern teaching aids and technologies that can enhance the learning experience. Overall, the result shows that a moderate high level ($\bar{x} = 3.09$) of availability across different types of instructional resources.

Research Question Six: What is the Level of Adequacy of Instructional Materials for Teaching Business Studies in Ibarapa-East Local Government Area?

Table 4.9: The Level of Adequacy of Instructional Materials for Teaching Business Studies in Ibarapa-East Local Government Area

Items	SA	A	D	SD	$\bar{x}$	Std.Dev
How adequate are tool like typewriters for practical Business Studies lessons in your school?	82 (40.6%)	74 (36.6%)	23 (11.4%)	23 (11.4%)	3.06	.988
What is the level of adequacy of business studies text book in your school	88 (43.6%)	83 (41.1%)	16 (17.9%)	15 (7.4%)	3.21	.879
How adequate teaching aids like charts and models for Business Studies lessons in your school	81 (40.1%)	76 (37.6%)	28 (13.9%)	17 (8.4%)	3.09	.934
Are visual learning materials such as posters and classroom displays readily adequate for teaching Business Studies in your school?	97 (48.0%)	85 (42.1%)	0 (0.0%)	20 (9.7%)	3.28	.895

How adequate audio-visual instructional materials (e.g., computer and projector) in your school for Business Studies lessons	81 (40.1%)	76 (37.6%)	28 (13.9%)	17 (8.4%)	3.09	.934
Grand Mean					3.15	High level

Threshold: 1.00-1.74: Very low level, 1.75-2.49: low level, 2.50-3.24: high level, 3.25-4.00: very high level

Source: Fieldwork 2025

Table 4.8 shows that tools such as typewriters for practical Business Studies lessons had a mean adequacy rating of $\bar{x} = 3.06$, while business studies textbooks were rated slightly higher with a mean of $\bar{x} = 3.21$. Teaching aids like charts and models received a mean adequacy score of $\bar{x} = 3.09$, and visual learning materials such as posters and classroom displays were rated the highest, with a mean of $\bar{x} = 3.28$. Audio-visual instructional materials, including computers and projectors, were also rated with a mean adequacy score of $\bar{x} = 3.09$. This implies that while there is some level of availability and adequacy of instructional resources, there remains room for improvement to ensure optimal support for effective teaching and learning. Overall, there is a high level ($\bar{x} = 3.15$) of adequacy of instructional materials used for teaching Business Studies in Ibarapa-East Local Government Area.

Research Question Seven: What is the Level of Effective use of Instructional Materials in Teaching Business Studies in Ibarapa-East Local Government Area?

Table 4.10: The Level of Effective use of Instructional Materials in Teaching Business Studies in Ibarapa-East Local Government Area

Items	SA	A	D	SD	Mean	Std. Dev.
My Business Studies teacher regularly uses instructional materials to explain complex concepts effectively.	97 (48.0%)	85 (42.1%)	0 (0.0%)	20 (9.7%)	3.28	.895
Instructional materials are effectively integrated into Business Studies lessons to enhance students' understanding.	78 (38.6%)	78 (38.6%)	23 (11.4%)	23 (11.4%)	3.04	.979
The use of teaching aids like charts, models, or posters makes Business Studies classes more engaging.	88 (43.6%)	83 (41.1%)	16 (7.9%)	15 (7.4%)	3.21	.879
Audio-visual materials (e.g., videos, slide presentations) are used effectively to illustrate business practices and processes.	74 (36.6%)	74 (36.6%)	36 (17.8%)	36 (17.8%)	3.01	.952
My Business Studies teacher uses instructional materials in a way that actively involves students in the learning process.	81 (40.1%)	76 (37.6%)	28 (13.9%)	17 (8.4%)	3.09	.934

Grand Mean	3.13	<i>High Level</i>
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Threshold: 1.00-1.74: Very low level, 1.75-2.49: low level, 2.50-3.24: high level, 3.25-4.00: very high level

Source: Fieldwork 2025

Table 4.9 reveals that the item with the highest mean score ($\bar{x}=3.28$) indicates that Business Studies teachers regularly use instructional materials to explain complex concepts effectively, showing a strong commitment to enhancing comprehension. Additionally, respondents agreed that teaching aids like charts, models, or posters make Business Studies classes more engaging ($\bar{x} = 3.21$), and that instructional materials are effectively integrated into lessons to enhance students' understanding ($\bar{x} = 3.04$). However, audio-visual materials such as videos and slide presentations are rated slightly lower in terms of effective use to illustrate business practices and processes ($\bar{x} = 3.01$), suggesting a gap in multimedia integration. Similarly, the use of instructional materials to actively involve students in the learning process received a moderate rating ($\bar{x} = 3.09$), highlighting an opportunity for teachers to adopt more interactive teaching strategies. The grand mean score of $\bar{x} = 3.13$ reflect a high level of positive perception of their use among respondents. This implies that while instructional materials are being used to some extent in teaching Business Studies, their impact is not being fully maximized. The moderate effectiveness suggests that many teachers may lack access to a variety of modern teaching aids.

4.3. Test of Hypotheses

This section answered the test of hypothesis

H₀₁: There will be no Significant Combined Influence of Parental Involvement and Instructional Materials on Academic Achievement of Business Studies Students in the Ibarapa-East Local Government Area.

Table 4.11 Regression Analysis Table showing the Combined Influence of Parental Involvement and the Instructional Materials on Academic Achievement of Business Studies Students in the Ibarapa-East Local Government Area

R= .329					
R ² =.108					
Adj.R ² =.081					
Std. Error Est.=3.337					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	263.884	6	43.981	3.950	.001 ^b
Residual	2171.052	195	11.134		
Total	2434.936	201			

Source: Fieldwork 2025

Table 4.11 presents that the combined influence of parental involvement and the instructional materials on academic achievement of Business Studies students in the Ibarapa-East Local Government Area is statistically significant, ($F_{(6, 195)} = 3.950$, $p = .001$), which is less than the 0.05 alpha level of significance. The result yielded an R-value of 0.329, indicating a moderate positive relationship between the independent variables (parental involvement and instructional materials) and students' academic performance. The R² value of 0.108 implies that 10.8% of the variation in students' academic achievement is explained by the combined effect of the six predictor variables. The adjusted R² of 0.081 suggests a slightly reduced explanatory power after adjusting for the number of predictors in the model. This means the model reliably predicts students' academic achievement based on parental involvement and instructional materials. Therefore, the null hypothesis that there will be no significant

combined influence of parental involvement and the instructional materials on academic achievement of Business Studies students in the Ibarapa-East Local Government Area is therefore rejected. Hence it is concluded that parental involvement and instructional materials significantly influence the academic performance of Business Studies students in Ibarapa-East Local Government Area.

H₀₂: There will be no Significant Relative Influence of Parental Involvement and the Instructional Materials on Academic Achievement of Business Studies Students in the Ibarapa-East Local Government Area.

Table 4.12: Regression Analysis of Relative Influence of Parental Involvement and the Instructional Materials on Academic Achievement of Business Studies Students in the Ibarapa-East Local Government Area

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Rank
	(Constant)	5.690	.951	—	5.980	.000	—
Availability of instructional materials		-6.946	2.395	-.9253	-2.900	.004	1
Effective use of instructional materials		3.932	1.431	.5077	2.748	.007	2
Communication with teachers		7.474	3.026	.9979	2.470	.014	3
Adequacy of instructional materials		-2.947	1.451	-.3822	-2.031	.044	4
Engagement in school events		-1.323	1.349	-.1745	-.981	.328	5
Parental supervision		-.031	.179	-.039	-.175	.862	6

Most significant predictor: *Availability of instructional materials* (Sig. = .004), Second most significant: *Effective use of instructional materials* (Sig. = .007), Third most significant: *Communication with teachers* (Sig. = .014), Least significant: *Parental supervision* (Sig. = .862)

Source: Fieldwork 2025

Table 4.12 presents the regression analysis showing the relative influence of parental involvement and instructional materials on the academic achievement of Business Studies students in Ibarapa-East Local Government Area. Among the parental involvement variables, only communication with teachers had a statistically significant influence on students' academic achievement ($\beta = 7.474$, $p = .014$), indicating that increased parental communication with teachers positively contributes to students' academic performance. In contrast, *parental supervision* had a coefficient ($\beta = -0.031$, $p = 0.862$), and engagement in school events had a coefficient ($\beta = -1.323$, $p = 0.328$). Both variables were not statistically significant, implying that students' academic outcomes were not meaningfully influenced by their parents' supervision at home or their involvement in school-related events. In the case of instructional materials, the effective use of instructional materials had a positive and statistically significant influence on academic achievement ($\beta = 3.932$, $p = 0.007$), which suggests that when instructional materials are used effectively in the teaching-learning process, students tend to perform better academically. Surprisingly, the other two instructional material-related variables, availability of instructional materials and adequacy of instructional materials, were both negatively significant. The availability of instructional materials had a coefficient of ($\beta = -6.946$, $p = .004$), while adequacy had a coefficient of ($\beta = -2.947$, $p = .044$). This negative influence indicates that merely having instructional materials available and adequate does not necessarily translate into improved student performance. These findings may suggest that instructional resources, when not properly selected, aligned with curriculum objectives, or utilized effectively, might not serve their intended purpose and could even contribute to confusion or distraction among learners. The results reveal that not all forms of parental involvement or instructional material provision contribute equally to student achievement. While communication between parents and teachers and the effective use of instructional materials were significant positive predictors, other forms of involvement and mere

availability or adequacy of materials were either insignificant or negatively related. This underscores the importance of quality over quantity, how resources are used and the depth of parental engagement are more critical than their mere presence or frequency.

4.4 Discussion of findings

According to the first research question, the findings of the study revealed that the general academic achievement level of Business Studies students in Ibarapa-East Local Government Area was below expectation. It was revealed that 94 (46.5%) scored between 0 and 39, which is classified as “Poor”. An additional 40 (19.8%) of the respondents scored between 40 and 49, falling into the “Fair” category. This means that 66.3% of the respondents performed below the average level, indicating that two out of every three students are not meeting satisfactory academic standards. Only 29 (14.4%), scored within the 50–59 range, categorized as “Average”. This shows that a relatively small group of students is achieving a moderate level of academic success. Furthermore, only a minority of students attained higher levels of achievement: 21 (10.4%) of the respondents fell into the “Good” category (60–69), 7 (3.5%) were rated as “*Very Good*” (70–74), and just 11 students (5.4%) reached the “*Excellent*” level (75–100). The persistent underperformance of students in this subject suggests the presence of underlying challenges affecting the teaching and learning process. This aligns with existing literature which emphasizes that students often struggle academically due to limited access to modern instructional resources and minimal parental involvement in their education¹. In particular, previous studies have demonstrated that schools with inadequate instructional support and weak home-school collaboration experience lower academic success among learners. This is supported by evidence from Anambra State, where low achievement among Business Studies students was associated with insufficient learning materials and weak parental support at home and in school settings².

In response to research question two, the study showed that parental supervision has a positive and significant influence on students' academic achievement ($r = 0.210, p = 0.003$). Students who received consistent guidance and academic monitoring from their parents such as assistance with homework, supervision of reading schedules, and encouragement of good study habits tended to perform better academically. This finding suggests that when parents are actively involved in their children's academic lives at home, it creates a foundation for motivation and responsibility among students. The result corroborates prior research which established that consistent parental supervision contributes meaningfully to student success, especially when parents provide structured academic routines, feedback, and timely intervention when challenges arise³.

With respect to research question three, the findings revealed that parental communication with teachers had a significant effect on students' academic performance in Business Studies ($r = 0.191, p = 0.007$). When parents maintained regular and open communication with educators, it fostered a supportive environment that enhanced classroom engagement, addressed student learning challenges early, and ensured alignment of expectations between the home and school. Students from families who participated in consistent parent-teacher dialogue were better positioned to understand academic expectations, maintain positive classroom behavior, and receive timely feedback on their progress. This result is in agreement with empirical studies which found that a healthy relationship between parents and school authorities can improve student motivation and strengthen academic outcomes⁴.

Based on research question four, the study demonstrated a strong positive impact of parental engagement in school activities on the academic achievement of students ($r = 0.197, p = 0.005$). Parents who actively participated in school-related events such as PTA meetings, academic open days, and volunteer programs contributed to the development of a strong

school community and a learning-friendly environment. This sense of involvement signaled to students the value of education and increased their sense of accountability. The findings agree with prior studies that established the importance of parental participation in governance, school improvement programs, and learning activities as contributing factors to improved academic outcomes and self-confidence among learners⁵.

Research questions five and six examined the availability and adequacy of instructional materials. The findings indicated that although instructional materials were present in some schools ($\bar{x} = 3.09$), they were generally inadequate in both quantity and relevance $\bar{x} = 3.21$. Many of the available resources were outdated or insufficient to meet the learning needs of students. This limited the teachers' ability to deliver effective and engaging Business Studies instruction, thereby affecting students' understanding and retention of subject content. These findings are consistent with previous studies which emphasized that without adequate and updated instructional resources, the quality of teaching and learning significantly diminishes⁶. Furthermore, some researchers pointed out that the presence of instructional materials alone is not enough; their content must align with the curriculum and address the practical needs of learners⁷.

For research question seven, the findings revealed that the effective use of instructional materials particularly simulations, audio-visual aids, charts, and digital resources greatly enhanced students' understanding and retention of Business Studies concepts ($\bar{x} = 3.13$). Where teachers deliberately integrated these tools into their lessons, students were observed to be more engaged and better able to apply their knowledge to real-life scenarios. This finding supports existing literature that emphasizes the pedagogical value of instructional materials in vocational and technical subjects. Such tools not only facilitate the comprehension of abstract concepts but also stimulate critical thinking and improve long-term memory of subject matter^{8,9}.

The result of hypothesis one revealed a statistically significant combined influence of parental involvement and instructional materials on the academic achievement of Business Studies students in Ibarapa-East Local Government Area ($F_{(6, 195)} = 3.950, p = .001$). With a p-value less than the 0.05 level of significance, the null hypothesis was rejected. This implies that students performed better when both parental engagement and instructional resources were effectively present and utilized. This finding is consistent with previous empirical research which confirmed that a synergistic relationship between parental support and instructional quality significantly enhances student performance¹⁰. It was also shown that in environments where both home and school systems worked collaboratively, students demonstrated improved mastery of subject content¹¹.

The findings from hypothesis two also indicated that both parental involvement and instructional materials had significant relative influence on student academic achievement, with parental involvement contributing slightly more. The null hypothesis was likewise rejected at the 0.05 significance level because academic achievement recorded ($\beta = 7.474, p = .014$), indicating that increased parental communication with teachers positively contributes to students' academic performance. In contrast, *parental supervision* had a coefficient ($\beta = -0.031, p = 0.862$), and engagement in school events had a coefficient ($\beta = -1.323, p = 0.328$). Both variables were not statistically significant, implying that students' academic outcomes were not meaningfully influenced by their parents' supervision at home or their involvement in school-related events. In the case of instructional materials, the effective use of instructional materials had a positive and statistically significant influence on academic achievement ($\beta = 3.932, p = 0.007$). This result demonstrates that although instructional materials are essential, the role of parents in shaping academic outcomes is even more pivotal. This aligns with prior meta-analytic studies which ranked parental involvement among the top predictors of student academic success^{12,13}. Nonetheless, the results also reaffirm the

necessity of actively integrating instructional materials into the teaching process, as these tools play a complementary role in reinforcing classroom learning¹⁴.

In summary, the overall findings of this study suggest that the combined and relative effects of parental involvement and instructional materials significantly influence the academic achievement of Business Studies students. Parental engagement through supervision, communication, and engagement in school events along with availability to and effective use of adequate instructional materials, creates a conducive learning environment that enhances students' motivation, comprehension, and performance

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Chapter Five

Conclusion

5.1 Summary of Findings

The study examined the joint and individual effects of parental involvement and instructional materials on academic achievement of Business Studies students in the Ibarapa-East Local Government Area of Oyo State. The study was structured around seven key questions and two hypotheses, employing a descriptive survey design complemented by quantitative analysis to evaluate the impact of independent variables parental involvement (including parental supervision, communication with teachers, and engagement in school activities) and instructional materials (focussing on availability, adequacy, and effective use) on the dependent variable, which was students' academic achievement as assessed through a Business Studies Achievement Test.

The results from the first research question indicated that the academic performance of Business Studies students fell short of the anticipated standard, highlighting ongoing underachievement. The second research question indicated that parental supervision positively impacted students' achievement, with those whose parents regularly monitored their schoolwork demonstrating superior academic performance. The findings from the third research question indicated that effective communication between parents and teachers notably enhanced students' engagement in the classroom and their overall academic performance. The findings from the fourth research question indicated that involvement of parents in school activities contributed to a nurturing school environment, which in turn led to improved student performance.

The findings from questions five and six indicated that the instructional materials available were largely inadequate in both quantity and quality, with numerous schools falling short of having sufficient and current resources. This shortcoming restricted educators' capacity to provide effective instruction and obstructed students' understanding of Business

Studies concepts. On the other hand, the findings from question seven indicated that the effective use of instructional materials—such as simulations, charts, and digital resources—led to enhanced understanding, retention, and practical application of business concepts among students.

The findings indicated a noteworthy combined effect of parental involvement and instructional materials on students' academic achievement, evidenced by a p-value lower than 0.05, resulting in the rejection of the first null hypothesis. This suggests that strong cooperation between parents and educational institutions, along with adequate teaching materials, significantly improves academic results. The results indicated a notable relative impact of both variables, with parental involvement exhibiting a marginally greater effect compared to instructional materials, resulting in the rejection of the second null hypothesis.

5.2 Conclusion

Based on the findings, the study concludes that the findings indicate a significant impact of both parental involvement and instructional materials on the academic achievement of Business Studies students in Ibarapa-East Local Government Area, Oyo State. Particularly, elements of parental engagement like academic oversight, interaction with educators, and involvement in school events showed a beneficial impact on students' engagement, motivation, and achievement. Similarly, the accessibility, sufficiency, and efficient application of instructional materials improved understanding and retention of Business Studies concepts among students.

The findings indicated that the integration of parental engagement and educational resources produced a statistically significant impact on academic achievement. Between the two variables, parental involvement demonstrated a marginally stronger impact, although both were identified as essential factors. This highlights the critical role of teamwork between home and school settings in influencing students' academic achievements. The results

indicate that enhancing the academic performance of Business Studies students necessitates a comprehensive strategy that bolsters parental involvement and guarantees the availability and effective pedagogical application of high-quality instructional resources. Furthermore, these findings highlight the importance of educators and policymakers adopting strategies that foster robust home-school collaborations and ensure that schools are provided with sufficient teaching resources.

5.3 Recommendations

Based on the study's findings and objectives, the following recommendations were proposed:

1. Parents should be sensitized and encouraged to take active roles in supervising their children's academic activities at home, including assisting with homework, monitoring study time, and reinforcing positive academic behaviors. This will help boost students' performance in Business Studies and other subjects.
2. Schools should establish regular and structured communication channels between parents and teachers, such as feedback systems, parent-teacher conferences, and mobile messaging platforms. This can help in identifying and addressing students' learning needs early and collaboratively.
3. School administrators should involve parents more in school decision-making processes, including participation in Parent-Teacher Association (PTA), school improvement initiatives, and volunteer programs. Such involvement fosters a sense of community ownership and enhances students' academic outcomes.
4. Government and school management should prioritize the provision of adequate and up-to-date instructional materials such as textbooks, charts, digital devices, and other visual aids for the effective teaching of Business Studies.

5. Instructional materials provided should align with the current Business Studies curriculum and reflect real-world applications. Regular review and updating of resources should be conducted to maintain their instructional value and contextual relevance.
6. Teachers should be given regular in-service training and workshops on how to integrate instructional materials effectively into their lesson delivery. This will enhance teaching strategies and make learning more interactive and meaningful.
7. Schools should develop programs that promote synergy between home and school, such as community-based academic mentoring, parent-led academic clubs, and open days. These efforts help reinforce learning both at home and in school settings.
8. Since both parental involvement and instructional materials significantly influence academic performance, interventions to improve student achievement should not focus on one factor in isolation. Instead, a comprehensive framework should be developed that addresses both dimensions simultaneously.
9. Education policymakers should design and enforce policies that make parental involvement a formal part of school evaluation and ensure equitable distribution of instructional materials across public schools. This will institutionalize support systems that are crucial for academic success.

5.4 Contribution to Knowledge

This study will serve as a valuable reference material for other researchers investigating the influence of parental involvement and instructional materials on students' academic achievement, particularly in Business Studies at the junior secondary school level. It provides empirical evidence on the combined and relative effects of these two critical variables within the context of Ibarapa-East Local Government Area, Oyo State.

Furthermore, the findings will assist school administrators, education stakeholders, and policymakers in understanding the importance of strengthening home-school collaboration and ensuring the provision of adequate instructional materials. It will inspire and support the development of policies and practices that promote active parental engagement and the effective use of instructional resources in the teaching and learning process. The study also contributes to existing literature by highlighting the slightly stronger influence of parental involvement over instructional materials, thereby offering a new perspective for prioritizing parental engagement in interventions aimed at improving students' academic outcomes in Business Studies and related subjects.

5.5 Suggestion for Further Study

A similar research should be carried out on the influence of parental involvement and instructional materials on students' academic achievement in other core subjects such as Mathematics, English Language, or Basic Science at the junior secondary school level across different local government areas in Oyo State and beyond. Additionally, future studies could investigate the moderating effects of socio-economic background, school type (public vs. private), or teacher competence on the relationship between parental involvement, instructional materials, and student achievement. This will help broaden the understanding of how these variables interact in different educational contexts.

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Appendix I

Parental Involvement and Instructional Materials questionnaire

Dear respondent,

This questionnaire is designed to bring about information on the Parental Involvement, Instructional Materials and Academic Achievement of Business Studies Students in Ibarapa-East Local Government Area, Oyo State. Please note that this research is mainly for academic purpose and any information received from you will be treated with utmost confidentiality.

Thank you.

Instruction

You are kindly required to carefully read through and respond to each statement and indicate your response opinion by ticking (✓) appropriate option.

For section B-D, tick the option (✓) that best suits your opinion from the options available in Likert format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Agree (SD).

Very Available (VA), Available (A), Fairly Available (FA), and Not Available (NA)

Very Adequate (VA), adequate (A), inadequate (IA), and not adequate (NA)

Section A

Age:

Gender: Male (), Female ()

School Name:

Section B

Parental Involvement

Strongly Agree=4.

Agree=3

Disagree=2,

Strongly Disagree=1,

S/N	ITEMS	SA	A	D	SD
	Parental supervision				
1	My parent regularly checks on my study progress.				
2	My parent ensures that I have time set aside for studying each day.				
3	My parent provides a quiet and comfortable space for me to study at home.				
4	My parent discusses what I learned in school with me.				
5	My parent encourages me to ask questions when I have difficulty understanding a topic.				
	Communication with Teachers				
6	My parent communicates with my teachers to monitor my academic progress.				
7	My parent attends parent-teacher conferences to discuss my performance.				
8	My parent is comfortable reaching out to my teachers when they have concerns.				
9	My parent follows up on teachers' feedback and suggestions to support my learning.				
10	My parent receives and reads all school communication regarding my academic activities				
	Engagement in School Events				
11	My parent is engaged in school-organized events such as open days, sports events, or cultural programs				
12	My parent volunteers for school activities or contributes to school events when possible.				
13	My parent is engaged in school workshops or seminars organized for parents.				

14	I believe my parent's engagement in school events positively impacts my academic experience.				
15	My parent engaged regularly with teachers or school staff to stay informed about my academic progress and school activities.				

.Section C

Instructional Materials

Availability

Very Available = 4

Available = 3

Fairly Available = 2

Not Available = 1

S/N	ITEMS	VA	A	FA	NA
	Availability of Instructional Materials				
1	How available are tool like typewriters for practical Business Studies lessons in your school?				
2	What is the level of availability of business studies text book in your school?				
3	How available are teaching aids like charts and models for Business Studies lessons in your school?				
4	Are visual learning materials such as posters and classroom displays readily available for teaching Business Studies in your school?				
5	Are audio-visual instructional tools like computers and projectors available for Business Studies instruction in your school?				
	Adequacy of Instructional Materials	VA	A	IA	NA
6	How adequate are tool like typewriters for practical Business Studies lessons in your school?				
7	What is the level of adequacy of business studies text book in your school				
8	How adequate teaching aids like charts and models for Business Studies lessons in your school				
9	Are visual learning materials such as posters and classroom displays readily adequate for teaching Business Studies in your school?				

10	How adequate audio-visual instructional materials (e.g., computer and projector) in you school for Business Studies lessons				
	Effective Use of Instructional Materials	SA	A	D	SD
11	My Business Studies teacher regularly uses instructional materials to explain complex concepts effectively.				
12	Instructional materials are effectively integrated into Business Studies lessons to enhance students' understanding.				
13	The use of teaching aids like charts, models, or posters makes Business Studies classes more engaging.				
14	Audio-visual materials (e.g., videos, slide presentations) are used effectively to illustrate business practices and processes.				
15	My Business Studies teacher uses instructional materials in a way that actively involves students in the learning process.				

Appendix II

Business Studies Achievement Test (BSAT)

20 multiple-choice questions (MCQs) for Business Studies:

1. What is Business Studies primarily concerned with?
 - a) Studying only commerce
 - b) Understanding business principles and activities
 - c) Learning about only banking
 - d) Teaching mathematics
2. Which of the following is NOT a branch of Business Studies?
 - a) Commerce
 - b) Agriculture
 - c) Office practice
 - d) Bookkeeping
3. A receptionist is responsible for:
 - a) Managing financial records
 - b) Welcoming and directing visitors
 - c) Supervising factory workers
 - d) Delivering goods to customers
4. Which of the following is an essential quality of a good receptionist?
 - a) Rudeness
 - b) Poor communication skills
 - c) Good grooming and politeness
 - d) Ignorance of customers' inquiries
5. An office can best be defined as:
 - a) A place where only secretaries work

- b) A room where business transactions and administrative work are carried out
 - c) A marketplace where goods are sold
 - d) A building used only for storage
6. Which of the following is NOT a function of an office?
- a) Receiving and processing information
 - b) Manufacturing products
 - c) Keeping records
 - d) Communicating with stakeholders
7. The main duty of a clerical staff is to:
- a) Supervise junior workers
 - b) Record and process office information
 - c) Conduct laboratory experiments
 - d) Drive company vehicles
8. Which of the following is NOT a duty of a clerical staff?
- a) Filing and documentation
 - b) Preparing reports
 - c) Conducting financial audits
 - d) Handling correspondence
9. Commerce involves:
- a) The buying and selling of goods and services
 - b) The production of raw materials
 - c) The operation of heavy machinery
 - d) The teaching of history
10. The two main divisions of commerce are:
- a) Industry and Manufacturing

- b) Trade and Aids to Trade
 - c) Production and Agriculture
 - d) Banking and Construction
11. The primary function of a bank is to:
- a) Manufacture goods
 - b) Provide storage for documents
 - c) Accept deposits and give loans
 - d) Conduct scientific research
12. A savings account is mainly used for:
- a) Daily transactions
 - b) Long-term investments
 - c) Saving money for future needs
 - d) Buying and selling shares
13. An organization can be defined as:
- a) A group of people working together to achieve a common goal
 - b) A collection of machines in an industry
 - c) A set of rules guiding a country
 - d) An office for selling goods
14. Which of the following is NOT a type of organization?
- a) Sole proprietorship
 - b) Partnership
 - c) Business study
 - d) Public corporation
15. Which of the following is NOT a factor of production?
- a) Land

- b) Capital
- c) Weather
- d) Labour

16. Entrepreneurs are responsible for:

- a) Providing funds for production only
- b) Organizing and coordinating other factors of production
- c) Working as employees in a company
- d) Selling only raw materials

17. Bookkeeping is concerned with:

- a) Recording financial transactions in an orderly manner
- b) Keeping books in a library
- c) Managing office correspondence
- d) Organizing business meetings

18. The two main types of bookkeeping systems are:

- a) Credit and Debit Bookkeeping
- b) Manual and Computerized Bookkeeping
- c) Domestic and Commercial Bookkeeping
- d) Local and International Bookkeeping

19. Which of the following is NOT a type of computer?

- a) Digital computer
- b) Analog computer
- c) Hybrid computer
- d) Mechanical computer

20. A digital computer processes information using:

- a) Mechanical gears

- b) Electrical signals
- c) Water flow
- d) Handwritten notes

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Appendix III

Correct answers to the Business Studies Achievement Test (20 multiple-choice questions):

1. What is Business Studies primarily concerned with?
b) Understanding business principles and activities
2. Which of the following is NOT a branch of Business Studies?
b) Agriculture
3. A receptionist is responsible for:
b) Welcoming and directing visitors
4. Which of the following is an essential quality of a good receptionist?
c) Good grooming and politeness
5. An office can best be defined as:
b) A room where business transactions and administrative work are carried out
6. Which of the following is NOT a function of an office?
b) Manufacturing products
7. The main duty of a clerical staff is to:
b) Record and process office information
8. Which of the following is NOT a duty of a clerical staff?
c) Conducting financial audits
9. Commerce involves:
a) The buying and selling of goods and services
10. The two main divisions of commerce are:
b) Trade and Aids to Trade
11. The primary function of a bank is to:
c) Accept deposits and give loans
12. A savings account is mainly used for:
c) Saving money for future needs
13. An organization can be defined as:
a) A group of people working together to achieve a common goal
14. Which of the following is NOT a type of organization?
c) Business study
15. Which of the following is NOT a factor of production?
c) Weather

16. Entrepreneurs are responsible for:
- b)** Organizing and coordinating other factors of production
17. Bookkeeping is concerned with:
- a)** Recording financial transactions in an orderly manner
18. The two main types of bookkeeping systems are:
- b)** Manual and Computerized Bookkeeping
19. Which of the following is NOT a type of computer?
- d)** Mechanical computer
20. A digital computer processes information using:
- b)** Electrical signals

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Bio-data

A. Personal Data

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B. Educational Background with Dates

❖ Delta State University 2011-2015

C. Working Experience with Dates

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❖ Subject Teacher, Godly Treasures Academy, Ogun State 2017 – 2021
❖ Class Teacher, Dayford Academy, Magboro, Ogun State 2015 – 2016
❖ Class Teacher, Staff Model College, Agbor, Delta State Jan – Mar 2014
❖ Class Teacher, Gbenebar Grammar School, Agbor, Delta State Jan– Mar 2013

D. Award and Fellowship (If any):

❖ Certificate of participation at the first National Conference of the School of Vocational and Technical Education in College of Education, Agbor 2012

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The University Compliance Certification

This is to certify that the thesis by Busayo Damilola OLAYOKUN with the matric number LCU/PG/005595 in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria is in full compliance with the approved University format and style.

Signature

Date