

**School Supervision and Parental Factors as Determinants of Academic Achievement
in English Language among Public Secondary School Students in Oyo State, Nigeria**

Florence Gbemisola OGUNLOWO

LCU/PG/001449

**Being a M.Ed Thesis Presented to The Department of Arts and Social Science
Education, Faculty of Arts and Education, Lead City University, Ibadan**

**In Partial Fulfillment of the Requirements for the Award of Master of Education
Degree (M.Ed) in Educational Management**

2022

Certification

This is to certify that **Florence Gbemisola OGUNLOWO** with the matriculation number **LCU/PG/001449** carried out this research work titled: **School Supervision and Parental Factors as Determinants of Academic Achievement in English Language among Public Secondary School Students in Oyo State, Nigeria** in the Department of Arts and Social Sciences Education, Faculty of Arts and Education, Lead City University, Ibadan, Nigeria for the award of Master Degree of Education (M.Ed) in Educational Management and this has not been previously submitted.

Associate Professor Senimetu Ileuma
Supervisor

Date

Associate Professor Senimetu Ileuma
Head of Department

Date

Dedication

This work is dedicated to God Almighty and my supportive family.

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Acknowledgement

The researcher is grateful to the institution - Lead City University, Ibadan, Oyo State librarian that gave me the access to information I used in this research work.

Bunch of appreciation to my supervisor -Associate Professor Senimetulleuma who is also the able Head of Department. She was always ready to support and encourage me in all ramifications. She is indeed my mentor. The researcher is also indebted to Professor AfolakemiOlasumboOredein (Provost of Postgraduate School) for her willingness to engage me in new academic ideas. I would like to thank all my departmental and Faculty lecturers - Professor Donald Odeleye (Dean), Professor Phillians Olatunde Yara, Professor Babatunde Adeyemi, Dr. Olabisi Killian, Dr MonilolaOyetade, Dr. MojiradeAyantunji, Dr. Adepeju Oti, Dr. Kola Farinloye, Dr. UkamakaAkuche, Dr, Christianah Sam Kayode, Dr. Sabina Obi, Dr. Anjola Robbin, Mr David Okhakhu and Dr Adeyemi Ebo for their active roles in contributing immensely to this research work. My thanks also go to the secretary PG school, Dr Lateef Apanpa.

I appreciate the supportive role of Dr Yusuf Akinjide Isaac and all my course mates is also appreciated. Finally, I will not forget to appreciate my darling husband in person of Pastor Lawrence O. Olulowo, all my children, sons-in-law and daughters-in-law for their contributions to the success of this project.

“Even though the above-mentioned institutions and persons have assisted in the correction of this research work, I alone stand responsible for the errors, if any, found in the work”.

Abstract

This study investigated school supervision and parental factors as determinants of Academic Achievement in English Language among public secondary school students in Oyo State as literature show paucity of studies on the subject matter. Dearth of study on joint influence of school supervision and parental factors on academic achievement in English language was the gap filled. The studies were guided by social cognitive and ecological system theories. Three research questions and two hypotheses were formulated. Descriptive survey research was adopted. Study population comprised of all principals (625) and teachers (14508). Sample size consisted of 3653 teachers and 276 principals. Two self-constructed questionnaires – school supervision indices Questionnaire (SSIQ) and parental factors indices Questionnaire (PFIQ) were used. A self-constructed test Academic Achievement in English Language Test (AAELT) was used. Data collected were analyzed using descriptive and inferential statistics. Results showed forms of supervision is occasionally adopted by principals in public secondary schools in Oyo state ($x=2.38$) fair. Results showed parental affecting English Language performance of students in public secondary schools is on average level ($x=3.05$) fair. Results showed that 40% (221) of students scored between 55 and 59 grade showed that most of the students have credit in English Language. results revealed significant influence of school supervision and parental factors on Academic Achievement in English Language ($F=10.738$, $P<0.05$). Result revealed a relative influence of school supervision and parental factors on academic achievement in English Language among public secondary school students in Oyo State ($Beta=.110$; $t=1.125$; significant $=.001$). Parental factor and ($Beta =.271$; $t=3.628$; significance $= .001$) of school supervision are relatively significant at $P<0.05$. it was therefore recommended that teacher's supervision should improve upon, parents should be actively involved in their children educational development and Ministry of Education should ensure teachers are more committed to their job.

Keywords: School Supervision, Parental factors, Academic Achievement.

Word count: 295

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Chapter One

Introduction

1.0 Background to the Study

Academic achievement of students in English Language was supposed to be one of the major debates in the country education system, because English language is our lingua franca and at the same time a core subject in Nigeria secondary schools. Students' academic performance has been an everyday discussion among education stakeholders such as teachers, parents, students among others. Based on this fact, there is need for the attention of all educator and educational stakeholders to be drawn to the performance of students in these subjects and the factors that may serve as a predictor to it.

School supervision is defined as all efforts of designated school officials towards providing leadership to all the teachers and other educational works in the improvement of instruction. Supervision is an intervention that is provided by a senior member of a profession to a junior member or any members of the same profession. Supervision of any school ordinarily refers to the improvement of the total teaching-learning situation and the conditions that affect them. It is a socialized function designed to improve instruction by working with the people who are working with the students/pupils.

Students' academic achievement is the representation of performance results on standardized educational goals in an academic setting at any given grade level (i.e., elementary school, high school, college)¹. Academic achievement is a complex concept made up of a variety of learning domains, some of which can be subject-specific (e.g., math, science, or English) and others of which may cover a number of disciplines simultaneously (e.g., critical thinking)².

Every nation is built on the foundation of education. A nation's future is at risk when its educational sector is not properly monitored. Children should learn at home and at school so that they can be relevant to themselves, their families, and society at large. In spite of this, each child is unique, and the way each learns differs from person to person. School management that ignores the fact that each student needs to be treated unique will end up having poor student outcomes³.

Several factors influence students' success in and out of school. There is need for the school management to design ways to make sure students perform well in their academics based on the abilities of each student. Although, it has been argued that instructional process and supervision help a lot in improving academic performance of students⁴. This is because supervision of instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved and well-articulated. The best results cannot be expected from a school which does not oversee academic work closely. There is a correlation between the academic achievement of a student and the management of a school.

School management can supervise each student in various ways to achieve the best results. Some activities that skilled instructional supervisors can use to impact teacher behavior in order to enhance teaching effectiveness and student academic performance were identified⁵. A few of them are classroom visitation, observation, note checking, post-conferences, and moderating examination questions.

Teachers and students must be closely monitored by school management to ensure better outcomes. In a closely related study conducted in Nigeria, supervisory activities

were examined as a contributing factor to learners' academic achievement in English Language⁶. An analysis of how supervision affects academic performance in public secondary schools was conducted. A significant impact was seen on academic achievement in English Language through supervisory interventions put in place by school institutional managers. Among the strategies used were checking student notes, checking teacher punctuality, checking attendance, moderating examinations, and class visitation⁶.

Parental factors cannot be neglected as one of the major factors that influence student academic achievement in any subjects. Nevertheless, it is important to note that students who attend day and boarding schools eventually return to their parents' homes. It has been argued that home complements the school's efforts to enable students to excel in their academics⁷. It is apparent that the school's role includes transmitting and enriching the culture of the society in order to produce students who are more enlightened⁸. Secondary education's purpose is to provide quality education for primary school leavers, accommodate the differences in talents of the students, promote Nigerian culture, produce a generation who respects the dignity of work, foster Nigerian unity, and inspire students with the desire to achieve and improve themselves. Only qualitative education can guarantee the achievement of the above stated goals⁹. A secondary school system's effectiveness is determined by its ability to accomplish its objectives. All factors that affect a child's growth and development can be considered parental factors¹⁰. As custodians of the resulting products of their union, parents are not only responsible for contributing the chromosomes (genes) but also nurturing, encouraging, protecting, and securing their development. Parents and guardians must monitor and improve children's physical, emotional, and intellectual characteristics to produce high academic

outcomes¹¹. In regards to the academic performance of their children, parents also have roles to play.

Parents often neglect to properly monitor the academic progress of their children because of their ambitions, leaving the care of their children only to school administrators. This negatively impacts their children's academic performance. As noted, parental ambition is what parents hope and want their children to achieve in the future¹². Academic ambitions of parents may influence their children's academic achievements both directly and indirectly. Children's academic performance has been found to be influenced by their parents' academic ambitions. Consequently, parental expectations revolve around their children's academic achievement and career goals. Parents believe that instilling a sense of high academic ambition in their children is a key to instilling confidence, self-esteem, and personal standards of value and merit¹³.

Students' academic performance can also be affected by their parents' education level. An educated parent knows the importance of education, which will benefit their children's academic performance. In this case, the parent will encourage the student to attempt the school assignments, resulting in the student performing better in class. Among the important factors that are used to enhance children's academic learning is the educational qualifications of the parents¹⁴. Educated parents are professionals, such as doctors, lawyers, engineers, administrators, educators, teachers, researchers, academics, etc. as a result, they ensure that their children receive a quality education, send them to reputable schools, and provide them with all the resources and materials to encourage learning¹⁴. In contrast, parents who are undereducated or do not possess education encourage their children to acquire education, because with appropriate education, they would be able to improve their career prospects.

Further, students' academic achievement is influenced by their parenting style¹⁵. It is important for a parent to model a healthy lifestyle at home, because true training begins at home. The focus of such children will definitely be diverted if their parents fail to motivate them to achieve greater things in life, especially through education. Education systems also measure factors that affect academic performance¹⁶. A country's development is determined by its education standards. A person's personality is directly influenced by the parents, who form the basis of society. Academic achievement is not the only factor that influences an adult's whole personality, but also their parenting style¹⁷.

As parents migrate from one place to another, they also affect their children's academic achievement¹⁸. Moving a family is likely to affect their children's education, because there is no way that their schools will not be changed as well¹⁹. An 18-year study found that migration of parents did not significantly affect junior high school students' academic performance, but it negatively affected primary school students' academic performance. Primary school students are still young and more attached to their parents, which may explain the phenomenon. Additionally, children with parents at home are more likely to receive tutoring from parents during the learning stage of primary school, so migration has an even greater influence on their emotions²⁰.

Separated parents will definitely affect a student's concentration in school and in life since their moral and financial support will definitely reduce and in turn will affect the student's academic achievement. When there is divorce among spouse, it is usually difficult for everyone in the family to cope with the situation²¹. Children might advance in life because of the stability of their families^{22&23}. Children from such homes are more likely to lose fundamental conceptions of childhood and develop bad perceptions throughout their lives when their parents' divorce or separate²⁴.

There are several courses that students struggle to do well in; one of those important subjects that affects a student's academic success is English language. The ability to communicate clearly and transfer knowledge to a second or third party is made possible by the English language. The spirit of effective involvement and interaction during and after the session has been rekindled by the employment of the English language as a means of communicating information or messages. To no avail, some parents, however, exert pressure on their children to perform better in English classes. It is also obvious that kids with poor grades and poor English proficiency experience greater academic stress, exam anxiety, and parental pressure to achieve better academic results²⁵.

Over the years, there has been poor academic achievement of students in English Language and it's as a result of the fact that there is lack of interest in the subject. However, not many known studies have focused on school supervision and parental factors as determinant of academic achievement in English language among secondary school students^{26&27}. There was therefore a need for a study on school supervision and parental factors as determinant of academic achievement in English language so as to close this gap or scarcity in literature on the subject matter.

1.2 Statement of the Problem

Several observations have shown that most students in public secondary schools would not mind to leave schooling for artisan jobs whenever there is opportunity to do so which could be as a result of poor academic achievement especially in English Language in both internal and most importantly external examination such as the West African Secondary School Examination (WASSCE). Low academic achievement among secondary school students in Oyo state therefore portrays imminent danger to the achievement of educational goals and objectives and these would always give the wrong signal about the effort of the school system over the students. In examining what could be

the factors causing low academic achievement in English Language among secondary school students, remarkable probable determinants that was considered in this study are: school supervision and parental factors.

Previous indigenous empirical studies on causes of low academic achievement in English Language among secondary school students focused on Principal classroom visitation, observation, note checking, post-conferences, and moderating examination questions. Non indigenous empirical studies have also focused on Parents' educational level and Parenting style. It however seems that literature is scanty on the joint contribution of school supervision and parental factors as determinants to students' academic achievement in English Language. This therefore provides a gap in knowledge that needs to be closed. Studies that have also examined school supervision, parental factors, students' academic achievement in English Language did not consider the elements, dimensions or measures that were used in this study. This study therefore, will investigate school supervision and parental factors as determinants to students' academic achievement in English Language in public secondary schools in Oyo State, Nigeria.

1.3 Aim and Objectives of the Study

The aim of this study is to investigate school supervision and parental factors as determinant of academic achievement in English language among public secondary school students in Oyo state, Nigeria. Specifically, the objectives included to:

- i. Identify the forms of supervision adopted by the public secondary schools in Oyo state, Nigeria.
- ii. Enumerate various parental factors that can affect the students in English language in public secondary school in Oyo state, Nigeria.
- iii. Identify the level of academic achievement of English Language among public secondary school students in Oyo state, Nigeria.

- iv. Examine the significant joint influence of school supervision (classroom observation, classroom visitation, team teaching, teachers' demonstration and individual conversation) and parental factors (parental education, parental economic status and parental occupation) on academic achievement in English language among public secondary school students in Oyo state, Nigeria;
- v. Ascertain the significant relative influence of school supervision (classroom observation, classroom visitation, team teaching, teachers' demonstration and individual conversation) and parental factors (parental education, parental economic status and parental occupation) on academic achievement in English language among public secondary school students in Oyo state, Nigeria.

1.4 Research Questions

This study answers the following research questions:

1. What are the forms of supervision adopted by the public secondary schools in Oyo state, Nigeria?
2. What are the various parental factors that can affect the students in English language in public secondary school in Oyo state, Nigeria?
3. What are the diverse ways by which school management can supervise students' activities among public secondary schools in Oyo state, Nigeria?

1.5 Hypotheses

The formulated null hypotheses below will be at 0.05 level of significance:

- H₀₁:** There will be no significant joint influence of school supervision (classroom observation, classroom visitation, team teaching, teachers' demonstration and individual conversation) and parental factors (parental education, parental economic status and parental occupation) on academic achievement in English language among public secondary school students in Oyo state, Nigeria.

H₀₂: There will be no significant relative influence of school supervision (classroom observation, classroom visitation, team teaching, teachers' demonstration and individual conversation) and parental factors (parental education, parental economic status and parental occupation) on academic achievement in English language among public secondary school students in Oyo state, Nigeria.

1.6 Significance of the Study

The findings of this study will be of great benefit to the government, parents, teachers, and school administrators as it will help them to understand better the academic achievement of students from the perspective of the contribution of the school supervision and parental involvement.

The findings of this research would be beneficial to school administrators, students, teachers, society and other researchers in the sense that it could expose the need for keen school supervision that will enable teachers and students to perform well and achieve the goals of secondary education. The finding will also identify factors and strategies to be used by the school administrators to improve in the supervision of students' activities and academic progress.

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

1.7 Scope of the Study

The study will specifically focus on school supervision and parental factors as a determinants of students' academic achievement in English language among public secondary schools in Oyo State, Nigeria. The geographical spread of this study will cover

the thirty-three (33) Local Government Areas of Oyo State. The respondents of the study will comprise of all the secondary school teachers and students in public senior secondary schools in the thirty-three (33) Local Government Areas of Oyo State. The independent variables of the study included: school supervision and parental factors while the dependent variable was students' academic achievement in English language. School supervision which is the first independent variable for the study will be explored in five dimensions: classroom observation, classroom visitation, team teaching, teachers' demonstration and individual conversation. Parental factors which were the other independent variable for the study will be studied in three areas: parent education, parent economic status and parent occupation.

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Chapter Two Literature Review

This chapter discussed previous research works that is related to the present study. It was reviewed with respect to the research topic and objectives. The review was carried out under the following subheadings:

2.1 Conceptual Review

2.1.1 Supervision

2.1.2 School Supervision

2.1.3 Parental Factors

2.1.4 Academic Achievement

2.1.5 Academic Achievement in English Language

2.2 Theoretical Framework

2.2.1 Social Cognitive Theory

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2.1 Conceptual Review

2.1.1 Supervision

The holding force behind educational systems is the supervision of the teaching and learning process. It guarantees that instructors are following the recommended curriculum and employing the best teaching practices.

The idea of supervision can be found in the early days of public education, when nascent states employed it to create a unified culture and lingo¹. Over the course of this period, supervision increasingly became recognized as a unique practice in relation to the institutional, professional, cultural, intellectual, and academic forces that have long driven the agenda for education. A large portion of the history of school supervision is described as a succession of unrelated and disparate incidents². The initial purpose of the concept of supervision was to enhance the teaching and learning environment by fostering the professional development of the educators and teachers³.

Any situation in which work is performed is intended to benefit from supervision. It needs to be applied to improve efficient teaching strategies and aid in instructors' professional development^{4&5}. In most cases, improving the overall teaching-learning environment and the factors that influence it is referred to as school supervision. By collaborating with those who are dealing with the children or pupils, it is a socialized role designed to enhance instruction. In addition, there are five different abilities that can be utilized to define supervision in terms of the functions and objectives for which it will be applied: leadership, human relations, group dynamics, personnel management, and evaluation.

Enhancing teaching and learning instruction is the main objective of school supervision techniques⁶. In order to carry out their teaching obligations in accordance with

their professional code of conduct, instructors can be shaped through a deeper understanding of classroom interactions and instructional activities thanks to opportunities created by monitoring. In the course of carrying out a supervisory exercise, supervisors should assist the persons being overseen in realizing their potential⁷. It is crucial that the supervisor keeps an eye on the instructors' work, asks them why they choose particular teaching strategies, and then informs them about the best teaching practices that will help them become better teachers. The practice of supervision presents a chance for teachers and supervisors to collaborate effectively in order to enhance student learning⁸. The academic performance of pupils and the achievement of educational goals are both negatively impacted by insufficient school supervision⁶. As a result, it would be wise to make sure that a variety of instructional supervision strategies are used to guarantee that teachers give services that are both quantitatively and qualitatively effective⁶.

The idea of supervision has two sides, increasing both the academic achievement of the students and the teachers' own professional growth and development. As a result, it can be assumed that supervision is an example of instructional leadership⁹. Student academic success is aided by the instructional process and monitoring. This is based on the idea that instructional supervision improves education and learning via thoughtful planning and direction.

2.1.2 School Supervision

Without the support of the principal, or main head of school, no school supervision can be carried out. On that note, a proper discussion of the function of the school administrator as the chief supervisor is necessary in order to provide a better explanation of the notion of school supervision.

2.1.2.1 Principal School Supervision

One of the competences that a principal must possess is supervision competency, according to the standards for principals outlined in the Minister of National Education Regulation Number 13 of 2007. Consequently, in order to increase his professionalism as a teacher and prepare for the role of school principal, a teacher must participate in school supervision and training¹⁰. The qualified headmaster will keep tabs on how teachers conduct themselves in their institutions and provide constructive criticism for the development of procedures and teaching strategies¹¹. The primary objective of the school's administration is to enhance and correct academic standards¹². The supervising orientation may be thought of as a process that helps create teaching and learning circumstances in order to acquire improved conditions. The purpose of this assessment is to determine whether the activities undertaken have succeeded in achieving this goal^{13&14}. The ideal scenario is for school monitoring to result in an improvement in the teacher's academic performance. In this instance, boosting a teacher's dedication, willingness, or motivation is also a part of expanding their capacity, in addition to their knowledge and teaching skills, as this will improve the quality of their job and the students' learning¹⁵. Additionally, a different study contends that school principal oversight plays a crucial role in how well teachers perform in the classroom because it influences how well teachers coach and improve the aspects of learning that they need to learn. It can also serve as a morale booster for teachers, encouraging them to continue improving the quality of their instruction, which is their primary responsibility¹⁶. Indicators of school principal oversight under Minister of Education Regulation No. 13 of 2007 include;

- 1) planning school supervision programs;
 - 2) carry out school supervision of teachers using appropriate approaches and techniques;
- and

3) follow up on the results of school supervision to improve teacher professionalism¹⁷.

2.1.2.2 Principal's Leadership

Leadership is the practice of influencing others within an organization through a variety of techniques that have been found to successfully and efficiently use all available resources to achieve goals^{18&19}.

According to a pertinent study, a principal's leadership is the capacity of a functioning teacher who is tasked with leading a school to mobilize all of the resources available in a school to be as effective as possible for the attainment of specific goals²⁰. In a related study, it was discovered that the principal is the most significant factor in developing high-quality educational processes and results. He or she is also one of the factors that determine the success of every educational endeavor²¹. The principal is in charge of motivating the instructors, staff, students, parents of students, and other stakeholders to collaborate and take part in achieving objectives²².

A different survey found that the role of the principal at the very least includes that of an educator, manager, administrator, supervisor, leader, innovator, and motivator (EMASLIM). According to the Regulation of Minister of Education, the role of school principal has changed from that of a teacher (educator) who receives an additional task to that of a managerial position²³.

2.1.2.3 Teacher's Performance

The word "performance" derives from the verb "to perform," which means to carry out the desired action or labor. Performance refers to the completion of tasks in a responsible manner, both in terms of quantity and quality^{23&24}. The ability of instructors to carry out learning tasks and demonstrate the existence of an action demonstrated by teachers while carrying out learning activities is known as teacher performance. Teachers must assume responsibility for their guiding of pupils by enhancing learning

achievement²⁵. Teachers must also take their profession seriously, with seriousness, sincerity, and without sloppiness²⁶.

One component of the educational process is the teacher, whose performance is crucial to ensuring that educational institutions produce graduates of the expected caliber¹¹. Not due to incapacity, but rather due to a poorly developed workplace culture and low morale, which have an effect on performance degradation, there are still many teachers whose work standards are below the industry standard^{27&28}. Some research suggested that a teacher's performance will be good if they are dedicated and loyal to their teaching duties, proficient in creating learning materials, disciplined in their teaching and other tasks, creative in their delivery of instruction, cooperative with other students and staff members, have a positive personality, are objective and honest in their student guidance, and take responsibility for their obligations^{13,14&29}. Through indicators, teacher performance can be observed³⁰;

- 1) Ability to develop lesson plans;
- 2) The ability to carry out learning;
- 3) The ability to carry out interpersonal relationships;
- 4) The ability to assess learning outcomes;
- 5) Ability to carry out enrichment programs;
- 6) Ability to carry out remedial programs²⁵.

2.1.3 Parental Factors

Children who have parents that are actively involved in their academic lives perform better in school. Parents have a big impact on their kids' academic performance for a variety of reasons, including this one³¹. Despite the fact that many parents are aware of the importance of parental involvement in children's academic performance, several

hurdles, such as busy schedules, prevent all parents from actively participating in their children's educational process³².

The home environment of the pupils is influenced by the parents' occupation, social economic standing, degree of education, and the number of siblings living at home. The term "home environment" refers to a child's family background factors, which comprise all people and important family possessions that affect the status of the child's living situation, such as the parents' education, occupation, social standing, and other amenities at home³³.

Parental involvement means parents are actively involved in their children's educational development, they participate in their children's learning process along with the school and teachers, and they uphold their parental duties by making sure their children are given the best support possible during the learning process^{34&35}.

Little is known about how parental involvement meaning may vary among adolescence period in the Asian context, but parental involvement meaning may vary across cultures as the meaning of involvement could be interchangeable with the meaning of high attention in the development of the children, especially in the academic achievement of the adolescents^{36,37,38,39&40}.

One of the typical forms of parental participation is helping children with their homework^{41&42}. The typical patterns of parental involvement involve participating in school-related events, conversations with children about school-related subjects, and sharing the success of the children with the school personnel⁴³. It usually requires three different types of involvement, such as participation in home activities, participation in school activities, and communication between the home and the school. When parents are actively involved at home, they talk to their kids about how they're learning, such as by helping them with their homework, reading aloud, talking about school, and talking to

them about it⁴³. The children's learning and development are aided by the parents' contact with their kids about household duties⁴¹. Parents' unique and crucial role in their children's education is particularly important⁴⁴. Therefore, it may be inferred that the school would have a difficult time educating the kids without the help of their parents. The impact of parental participation on students' academic progress, however, varies depending on the various forms of parental involvement⁴⁵.

The total systematic growth, instruction, and training received from a learning institution in order for parents to gain the knowledge, skills, and natural abilities required for day-to-day experiences is referred to as parental level of education⁴⁶. Parents with higher education levels assist their kids' academic success and educational goals by creating supportive environments for them⁴⁷.

According to two studies of a similar nature, parental education levels have a long-term impact on their children's ability to succeed in school^{48&49}. Parents with degrees tend to raise their children in academically prepared and successful surroundings, which helps first-year college students stay in school. As a matter of fact, the findings showed that when researchers came to their conclusions, the degree of education of moms had no bearing on their children's academic performance^{48&49}. Additionally, the psychosocial maturity of adolescents and youngsters in the American and Korean samples was indirectly influenced by the educational levels of the parents. Mothers with more education showed a greater interest in their kids' activities, and their involvement helped their kids become more independent. Although, it was found that mothers' educational levels did not significantly affect their children's academic accomplishment, educational levels indirectly impacted the students' psychological development, which in turn affected achievement levels⁵⁰.

2.1.3.1 Parental Involvement

The term "parental involvement" refers to parents actively participating in all facets of their children's academic, social, and emotional development⁵¹. The PI is typically thought to have three distinct significances:

- (a) school-based involvement where parents are involved in the school activities
- (b) home-based involvement where parents help students in studying at home and
- (c) home–school conferencing which means the mutual communication between parents and school staff about the students' behaviors, attitudes and educational processes in the school and at home⁵². Involvement of parents in their children's education was also described as a complicated, multifaceted form of support that parents can provide, whether at home or at school⁵³. This commitment to the education and future of the children can be shown by parents in a variety of ways, including at home, at school, and in interactions with their children⁵¹.

2.1.3.1.1 Types of parental involvement

Building a strong relationship between parents and instructors is essential in today's educational system. This partnership is essential for putting into reality the parental involvement tactics that let kids practice new learning abilities outside of the classroom⁵⁴. Accordingly, many schools want parents to participate in a variety of activities, particularly attending conferences and events held by the school, raising money, volunteering, assisting students with their homework, donating school supplies, or making sure that pupils show up to class⁵⁵. According to a survey, parents perceive their role in the educational process to include a variety of activities, including assisting children with their homework, picking them up from home, interacting with instructors, and attending conferences and other school-related events⁵⁶. This leads to the

identification of three different types of parental involvement: involvement based on the school, home-school conferencing, and involvement based on the home.

2.1.3.1.2 Barriers to parental involvement

The success of students is said to depend heavily on parental involvement in their adolescent's education. However, a lot of parents run into various obstacles that prevent parental involvement. Parents' low income, limited educational attainment, restricted time, and low self-confidence are the main obstacles to parental engagement. Parents are unable to participate in their children's education because of their lack of information and expertise, as well as communication breakdowns between the home and school. The study also showed that parents with higher levels of education are more involved in their kids' education than parents with lower levels of education⁵⁷. According to a different study, parents who are poor tend to be less interested in their children's education since it is difficult for them to attend school activities when there is only one parent at home and they must provide for their families financially⁵⁸.

2.1.3.2 Parental Educational Qualification

An individual's overall growth is achieved through education, which consists of a process of instructions designed to help the student learn new information and skills. It assists in enabling and realizing the latent abilities and potential of the individual. Man develops sound judgment and appropriate thinking through education. Knowledge and information are received and disseminated globally through education.

On the other side, parental level of education essentially refers to the kind of education attained by parents who serve as sponsors, guardians, and caregivers for students or children in schools. Depending on the surroundings and geographic area, it could be western or religious. The number of schools attended and the kinds of credentials received from primary to tertiary levels might be considered educational

background. In addition to providing insight, education also develops the personality, instills moral principles, broadens knowledge, and imparts skills. Highly qualified individuals are required in every sector of endeavor⁶⁰. There are claims that parents' educational levels have an impact on their children's schoolwork. Adolescents' academic success is influenced by their parents' educational status⁶¹. This is due to the fact that the parents would be well-positioned to serve as the child's second teachers, as well as to mentor and advise the youngster on how to perform well in school and give the required resources. Another study that found that a youngster from an educated home would want to emulate his or her family's behavior and actively participate in their studies confirmed this point of view⁶².

How well parents succeed in school is influenced by their own education level. Parents who had little to no education, however, occasionally made sure their kids attended school⁵⁹. According to conventional wisdom, a child from a high socioeconomic position, well-educated household will perform better than a child from an uneducated family⁶³. This is due to the numerous supports available to children from educated families, including a decent and good environment for academic work, parental support and guidance, ample textual and intellectual materials, and decent nutrition. According to a different study, parents who have more education enhance their children's learning through regular contact⁶⁴.

2.1.3.3 Parental Occupational Status

An analysis of employment characteristics, power over decision-making, and psychological demands on the job claimed that occupational status serves as a social position indicator⁶⁵. The kind of education parents provide for their children depends on their line of work. According to a different study, a parent's occupation has a significant

impact on their children's academic achievement or schooling⁶⁶. It was said that a parent's social standing and income would depend on the type of employment he or she has⁶⁷.

Distinct occupational groups of parents frequently have different strategies for raising children, enforcing regulations, and dealing with their children⁶⁸. A high occupational class or prestigious occupations tend to promote economic reserves or assets, presents a source of security by demonstrating a household's capacity to meet emergencies, absorb economic shocks, or provide the means to live comfortably. These differences, however, influence the average tendencies of families for different occupational classes⁶³. In light of this, it was stated that family financial resources, which are primarily related to parental occupation and educational attainment, frequently affect learning opportunities both at home and in school, and it was determined that there is a positive relationship between parental level of occupation and a student's socioeconomic background⁶².

2.1.3.4 Parenting Styles, Academic Achievement, and School Adjustment

One of the best supportive elements that unmistakably promotes children's general cognitive development is the authoritative parenting style, according to research⁷⁰. Children who grow up in families with authority figures are gradually encouraged to lead autonomous lives and to have high levels of self-worth, creativity, self-regulated learning, curiosity, popularity, security, and self-confidence^{71,72&73}. The most beneficial parenting approach for kids is authoritative parenting⁷⁴. A more favorable psychological adjustment is shown in kids and teenagers reared with strict parenting methods⁷⁵. However, in contrast to past studies, the authoritarian parenting style was the most significant in children's academic success⁷⁶. Additionally, students from homes with strict rules appear to fare better than those from households with different kinds of parenting⁷⁶.

In a separate study, the association between authoritative parenting and academic achievement was compared to non-Hispanic White families and found that Asian minority families' levels of authoritative parenting were less intense⁷⁷. The projection that one of the parenting styles has a greater impact on pupils' academic performance varies across the various genres of literature. Additionally, it varies from culture to culture. From all of these studies, one is inclined to draw the conclusion that there is currently no agreement in the literature regarding the ideal parenting approach for a child's academic success across all cultural contexts. Parenting practices are important because they are linked to important developmental outcomes, including as academic success, emotional, psychological, and social well-being⁶⁹.

Numerous studies have demonstrated the importance of having a good parenting style for college students' academic adjustment as well as the connection between parenting style and college adjustment and school adjustment^{78,79&80}. The study also found a link between children's poor adjustment and parental differentiated treatment (PDT), such as low warmth or strong negativity^{81&82}. According to other research, authoritative parenting traits were found to be the strongest predictor of better college adjustment for students from permissive and authoritarian parenting homes⁷⁸.

2.1.4 Academic achievement

A person's future progress in society depends in large part on their academic performance⁸³. Academically successful people have abilities and information that they can utilize to benefit society and the nation's economy. Academic achievement has remained educational psychologists' top concern over time, and they work to identify the drivers of students' academic success^{32,84&85}.

Prior study concentrated on a student's cognitive skills, such as reasoning, memory, and problem-solving, as a significant determinant in academic achievement^{86,97&88}.

However, researchers also take into account non-cognitive factors like self-esteem, emotional intelligence, family, and peer influence as a potential factor that predicts academic success since cognitive abilities on academic achievement alone were not sufficient to fully determine the outcome of learners^{89&90}.

The direct or indirect learning processes that students engage in are inextricably linked to the learning results they achieve. It implies that both internal and external influences may have an impact on a student's ability to learn successfully^{91,92&93}. Conditions that influence student learning that are independent of the individual student include the school environment, family, community, socioeconomic status of the pupils, and family. While internal elements, which include motivation, self-concept, readiness, discipline, independence, and other traits that come from within the students themselves, have an impact on the learning process. In order to obtain the best learning outcomes, self-concept and learning independence are included in the internal elements that determine learning outcomes^{94,95&96}.

Academic success, according to research, is the representation of performance results on standardized educational goals in an academic setting at any given grade level (i.e., elementary school, high school, college)⁹⁷. Academic achievement is a complex concept made up of a variety of learning domains, some of which can be subject-specific (e.g., math, science, or English) and others of which may cover a number of disciplines simultaneously (e.g., critical thinking)⁹⁸. Academic achievement has a wide range of outcomes, so this factor is best defined by the method used to measure it⁹⁹. Academic accomplishment is measured by both curricular-based (such as grades) and cumulative-based (such as certificates and diplomas) systems¹⁰⁰. The majority of western nations accept grade point averages (GPA) and test results from standardized exams like the Scholastic Assessment Test (SAT) as measures of academic success¹⁰¹.

2.1.5 Academic Achievement in English Language

When studying academic material using English-medium instruction, a study looked at whether English language competency advances over time (EMI). It was also looked for whether rising proficiency can forecast EMI academic success. Data on student English language exam scores and Grade Point Average (GPA) were gathered from a Turkish public university. Over a four-year period of studying through English, the results showed that English language skills statistically considerably increased in both disciplines. Additionally, this progress predicted EMI academic achievement, i.e., the better EMI academic achievement pupils attained, the more skilled they became in English¹⁰².

Another similar study reveals the effects of digital storytelling (DST) on academic achievement and motivation of sixth grade pupils in the English language in Jordan. The preservation and advancement of the English language are significantly aided by DST. A quasi-experimental approach is used in the study. The sample for the study is made up of (50) male students who were carefully selected from Jerash governorate's public schools. The study's findings revealed that, in the experimental group, where the DST strategy is the primary teaching strategy for the English language, there are statistically significant changes in students' academic accomplishment and students' enthusiasm to learn the language¹⁰³.

In a study conducted on junior high school students in the Aboom Circuit, Cape Coast, it was determined that gender played a moderating effect in the association between creative thinking and academic achievement in English Language and Mathematics. The study's methodology favors a quantitative approach using correlational design. Two research hypotheses, which were put to the test with the help of the Andrew F.

Hayes Moderation Process and Pearson Product-Moment Correlation, served as the study's guiding principles. The study found a strong link between pupils' academic achievement and creative thinking. According to the study's additional findings, gender considerably influenced the association between academic achievement and creativity. In English language and mathematics, men respondents had larger creative thinking effects than female respondents¹⁰⁴.

The academic achievement and English language ability of ESL nursing bachelor's degree candidates was examined. A correlation approach was employed with a sample of 136 nursing students to determine their English competence using a structured questionnaire on sociodemographic traits, factors influencing language proficiency, open questions, and the English Language Acculturation Scale (ELAS). 43 percent of the participants reported having trouble comprehending the second language in clinical settings, 68 percent reported having trouble learning it, and 47 percent felt ashamed to use English. A little more than 71% of individuals had low ELAS scores, but 58% had high grade point averages (GPA). Internal motivation, study difficulty, and entry GPA were found to be predictors of academic performance using regression analysis¹⁰⁵.

In order to better understand the relationship between class XI pupils' academic progress and their English language anxiety, a study was carried out in the Malda District. 266 male and female pupils from rural and urban schools were subjected to the researcher's English Language Anxiety Scale (Bengali). Significantly negative connections between academic achievement and English language anxiety were discovered by the study¹⁰⁶.

Another study determined how students' academic performance in professional nursing courses and the NLE was impacted by their level of English language ability. An

old-fashioned descriptive correlational study design was used in the research. One nursing school in the Philippines conducted a secondary examination of 141 nursing students' already-existing research data sets. The correlation between the variables was calculated using Pearson's *r*. The three English courses offered as part of the nursing program and the Verbal Ability subscale of the Nursing Aptitude Test were found to significantly correlate with academic success. Significant connections between the NLE ratings, Verbal Ability, and the three English courses were also found¹⁰⁷.

In Oyo and Osun States of Nigeria, a study looked at how much English language ability predicted secondary school pupils' overall academic success. 400 pupils were proportionately selected from the student population in the two states by eight randomly selected high schools. Using Pearson Product Moment Correlation and Linear Regression Analysis at the .05 level, the performance of the respondents on the ELPT was associated with the students' annual results in the core academic areas of Mathematics, Biology, and English. The findings demonstrated a substantial positive link between the students' English language competence and their overall academic accomplishment as well as a significant impact of English language proficiency on students' overall academic achievement¹⁰⁸.

2.2 Theoretical Framework

2.2.1 Social Cognitive Theory

Bandura's social cognitive theory was based on the premise that learning is a function of actions, environments, and individual aspects¹⁰⁹. One's cognition is given a lot of weight by the theory. According to this argument, environmental factors have some influence on how people develop. It implies that the mind is an active force that selectively creates one's reality, encodes information, carries out behavior in accordance with ideals and expectations, and applies structure to its own actions¹¹⁰. The ability to

comprehend, predict, and alter human behavior is made possible by having a clear understanding of the processes that go into creating the world. A factor in the environment that affects human development and consequently student performance is family socioeconomic background or structure. The hypothesis contends that a student's academic performance is a result of the interaction between his personality, his academic environment, and his socioeconomic background⁵².

This provides information on parents' self-efficacy and how it affects how well students perform academically. Three components were highlighted in the context of Vygotsky's sociocultural theory: Construction scaffolding, the Zone of Proximal Development (ZPD), and the More Knowledgeable Other (MKO)¹¹¹. In order to move from the learner's current ability to complete a task under supervision to the learner's subsequent capability to address an issue autonomously, Vygotsky hypothesized that learning occurred in ZPD. Scaffolding is the name of the procedure used to expand the ZPD. Additionally, parents or teachers could be MKOs. Therefore, improving the MKO's relationship may result in a larger Zone of Proximal Development and ultimately better academic performance for the pupils. Vygotsky's idea is consistent with the Epstein framework for parental engagement. Three main spheres of influence are included in Epstein's involvement model: the community, the school, and the parents¹¹². And an abundance of studies have demonstrated how collaboration between these areas of influence promotes students' academic performance. The conclusions perfectly matched the theoretical framework that underlies the research investigation.

2.2.2 Ecological Systems Theory

According to ecological systems theory, home and school environments as well as broader cultural values, laws, and practices all play a role in how children develop as part of a complex system of relationships. In order to study a child's development, it is

necessary to consider both the child and his local environment as well as how those two factors interact with the larger world. Five separate systems—the microsystem, mesosystem, exosystem, macrosystem, and chronosystem—were used by Bronfenbrenner to categorize a person's environment¹¹³. The level of the theory that has the biggest impact is the microsystem. This system takes into account a child's immediate surroundings, like their family and school.

Five distinct levels or aspects make up the Ecological Systems Theory by Bronfenbrenner. Notably, out of the five levels, the microsystem, exosystem, and chronosystem all had a direct impact on how well pupils performed in school. The family, which is also related to marital status, is a factor that the study found to have a moderate impact on students' academic achievement at the microsystem level. An element that is comparable to the variable of parental occupation at the exosystem level is the place where the parents work. The study found that parental characteristics, including education, economic position, and occupation, have a significant impact on children's academic achievement¹¹⁴. Another element of the ecological systems theory put out by Bronfenbrenner that the study found to have an impact on kids' academic achievement is chronosystem.

2.3 Empirical Studies

2.3.1 School Supervision and Students' Academic Performance

A study tries to determine the contribution of Administrators to teaching learning resources in enhancement of students' academic performance. The research designs for this study were descriptive survey and correlation. The study population was 4874 and consisted of 58 Principals, 58 Deputy Principals, 58 Heads of Departments, 4640 Students, 58 Chairpersons of the Boards of Management and 2 Sub- County Quality Assurance and Standards Officers. Fisher's formula was used to determine sample size of

355. The Conceptual Framework in which the independent variables were Administrators' contribution to teaching learning resources and the dependent variable, Students' Academic Performance. The research discovered that administrators' contributions were noteworthy (Adjusted R2 = 0.343), which improved students' academic achievement by 34.3 percent.

Another study examined the influence of School Based Management (SBM) practices on students' academic performance in public secondary schools (PSS) in Tanzania in Kongwa district. Specifically, the study explores the SBM practices, constraints and strategies used to enhance students' academic performance in public secondary school. The study employed qualitative research approach and multiple case study design in which was used to gather data. Data were collected through semi structured interviews, focus group discussion and documentary review. It involved 67 respondents includes; 1 DEO, 6 school heads, 24 teachers and 36 students. The study's conclusions showed that school-based testing and examinations, the provision of textbooks, the provision of meals at school, and instructors' devotion to their subjects were all used as SBM practices to improve students' academic performance in public secondary schools¹¹⁶.

A study examined the influence of teacher supervision on academic performance in secondary school education in Migori county, Kenya. The study adopted concurrent triangulation research design. The target population for this study was 184 public secondary schools, 1233 teachers, and 73,385 learners. Sample involving 56 public secondary schools whereby 56 principals, 370 teachers and 398 learners were drawn from target population. Purposive sampling was used to get 56 schools, simple random sampling was used to get 370 teachers and stratified random sampling technique was used to get 398 learners. Data for the study was collected by the use questionnaires and

interview schedules. Validity of questionnaires was tested during the pilot study in Homa-Bay County which is neighboring Migori County. Split Half reliability test which is a measure of internal consistency was used. All pre-testing procedure for Reliability of instruments was based on reliability coefficient of 0.79 indexes. The data collected was summarized and analyzed qualitatively and quantitatively. The findings of the study suggested that institutional managers create proactive procedures that can foster favorable support for teacher supervision¹¹⁷.

A closely related study investigated the influence of principals' supervision and academic performance of secondary school students in Rivers State. The study sought to determine the influence of teachers' appraisal by principals, the extent to which principal's observation of teachers in classroom and teachers' adherence to scheme of work influence students' performance in senior secondary certificate examination. The study adopted correlation study design. The study was carried out in three Local Government Areas namely; Port Harcourt, Ahoada West and Eleme Local Government Areas. The population comprised 1,229 teachers and 32 principals. The study used simple random sampling. The study sampled 204 teachers and 16 principals. The data was collected by use of questionnaire. Three experts validated the instrument and Cronbach alpha method was used to compute the reliability coefficient. Mean and standard deviation were used to answer the three research questions posed for the study while Pearson product moment correlation coefficient (Pearson r) was used to test the three null hypotheses formulated to guide the study at 0.05 level of significance. The study found that teachers' evaluations by principals, principals' observations of instructors in the classroom, and teachers' adherence to the work schedule all significantly affect students' performance on the senior secondary certificate examination¹¹⁸.

Another study investigated the Influence of Supervision of Instruction on Teachers' Productivity in Secondary Schools in Nigeria with special reference to Education District VI, Lagos State. The study focused on the issues affecting the supervision of teachers in secondary schools in Nigeria which include: supervision of teachers' classroom lesson delivery. Two objectives were developed to give direction to the problem investigated. Two hypotheses were formulated, tested and decisions were made. The targeted population comprised the management and academic staff of secondary schools in Education District VI, Lagos State. 250 respondents were selected using the stratified random sampling technique from ten (10) schools cross-sectionally selected to make up the sample of the study. A structured questionnaire tagged "Supervision of Instruction and Teachers Productivity Questionnaire" (SITPQ) was used for data collection. The data collected were analyzed using the t-test statistics. The study's conclusions showed that there is no discernible effect of supervision of instruction on teachers' productivity in Nigerian secondary schools¹¹⁹.

A closely related study examined the impact of instructional supervision on secondary school students' academic performance in English Language. Descriptive method was adopted in which a questionnaire titled Instructional Supervision and Students' Academic Performance Questionnaire (ISSAPQ) was administered to obtain data from sixty teachers from the three senatorial districts in the state, while the performance of the students in English Language was obtained from the 2008 Senior Secondary School Certificate Examination(SSCE) result of the sixty randomly sampled schools. Simple random techniques were used accordingly to select the sampled teachers. Pearson product moment correlation was used to answer the question. The study revealed that there were significant effects of reviewing students' notes, visiting classes, examining teachers' punctuality and attendance, and moderating exam questions and the marking

scheme on students' academic achievement in English Language in Senior Secondary Schools in Ondo State¹²⁰.

A study also investigated the influence of instructional supervision practices of head teachers on students' academic outcomes in public day secondary schools in Kirinyaga Central SubCounty, Kirinyaga County. The objectives of the study were to: find out the instructional supervision practices applied by the head teachers; assess the effectiveness of instructional supervision practices employed by head teachers; establish the influence of head teachers' instructional supervision practices on students' outcome and to determine the challenges faced by head teachers in conducting instructional supervision practices in public day secondary schools in Kirinyaga Central Sub-County, Kirinyaga County. The study may be significant to education policy holders as it provides vital information that may be utilized with the intention of ensuring improvement of instructional supervision in public secondary schools. Collegial model formed the theoretical framework of this study. The study adopted a descriptive research design. The total target population of the study was 72 consisting of 24 head teachers, 24 deputy head teachers and 24 senior teachers in the 24 public day secondary schools in Kirinyaga Central Sub-County Secondary Schools. A census approach was used to select all the 72 (24 head teachers, 24 deputy head teachers and 24 senior teachers) respondents for the study. The study adopted the use of questionnaire as the data collection instrument. Qualitative and quantitative techniques were used in the data analysis. Quantitative data were analyzed using descriptive statistics with the aid of SPSS and the findings presented using frequency tables, bar graphs and pie charts while qualitative data were analyzed using content analysis and findings presented in a narrative form. According to the survey, the most frequent forms of instructional supervision were verifying and ensuring the

development of lesson plans and schemes of work, as well as checking their preparation and use, whereas visiting classrooms as lessons were being taught was very infrequent¹²¹.

A study tries to determine the relationship between school administration supervision and the students' academic performance with Kwanza District of Kenya as the case study. The objectives of the study were mainly concerned with establishing the relationship between teacher supervision and students' academic performance, assessing the level of resource utilization and students' academic performance and teacher attendance and academic performance of students. The researcher used a descriptive research design for his study and this was carried out by the use of questioners that were administered to 24 head teachers in Kwanza district. Observation and interviewing teachers and students were also used. The study's conclusions demonstrated that head teachers' oversight of instructors was poor, and they had a direct impact on students' academic achievement¹²².

Another study also investigated the relationship between principals' instructional supervision and their students' academic achievement in sciences. Academic achievement was measured in terms of grades obtained in the Kenya Certificate of Secondary Education (KCSE). Descriptive research design was adopted for this study. The target population was the principals and Science teachers in Makueni County and the respondents were selected through proportionate stratified sampling. A total of 68 schools, 68 principals and 272 science teachers were selected for the study. Data was collected using questionnaires administered to the principals and the Science teachers. A correlation test was done between the principals' degree of practice of instructional supervision and students' academic performance in the Sciences. Academic success in all Science courses was found to have a significant association with the practice of instructional supervision¹²³.

A study investigated the impact of educational supervision on students' academic performance in Ukerewe. The study was carried out in Ukerewe District. A sample size of 389 respondents was included, of these 361 were students, 15 were teachers, 6 Heads of schools, 6 Ward educational coordinators and District education officer. The study employed a mixed research approach (qualitative and quantitative research approach). Both quantitative and qualitative methods of data collection and analysis were used including questionnaires and guided interview whereas a triangulation research design was used. The main conclusions of this study were; routine lesson plan checks by teachers; observation of how teaching and learning occur; daily tracking of students' academic progress and evaluation of curriculum application; good communication between educational supervisors; regular meetings; collaboration; and transparency. Inadequate teaching and learning materials, such as art subject textbooks, a lack of funding, insufficient infrastructure, a shortage of science teachers, teachers' negative perceptions of the supervision performed by WECs, early pregnancies among students, and poor parental cooperation in academic matters were also revealed as challenges¹²⁴.

A study identified which among the aspects that relate to the composition of the student body, school (district) size, management practices and the school principals' own characteristics are associated with the performance of Italian students at grade 8, measured through standardized test scores in reading and mathematics. The analysis makes use of a student-level efficiency model, and several school level variables are included as explanators for efficiency scores. The results show that while the school principal's or head teacher's management tactics have a minor but significant impact on math performance, student body composition has the biggest influence on reading performance in particular. ¹²⁵.

Another study finds out the effects of educational supervision on students' academic performance in the Nadowli District in the Upper West Region of Ghana. Four research questions were used for the study. The descriptive research design was employed for the study. Both the purposive and simple random sampling techniques were used to select 30 education officers and 100 teachers respectively for the study. The research instrument that was used to collect the data was the questionnaire. The data gathered was analyzed and presented in frequencies and percentages. According to the survey, the majority of participants thought that instructional supervision enhanced educational quality. Additionally, it was found that the district's top-down method of educational supervision. Once more, it became obvious that supervisors' responsibilities included assisting teachers, providing feedback, and providing guidance and counseling. The study also demonstrated that undertrained workers made educational oversight significantly more challenging¹²⁶.

A study also examined the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State with reference to Senior Secondary Certificate Examination (SSCE). Five research questions were used to guide the study to a rational conclusion. Descriptive Survey method was adopted in which Instructional Supervision and Students' Academic Performance Questionnaire (ISSAPQ) were used to obtain relevant data from 92 teachers in 37 selected Senior Secondary schools using the simple random sampling techniques. Pearson product moment correlational statistics (Pearson r) and t-test at 0.05 level of significance was used to analyse the data generated and answer the research questions. The study demonstrates a significant relationship between teachers' performance and students' academic achievement in secondary schools when regular instructional supervision is used. This supervision includes strategies like checking students' notebooks, visiting and observing

teachers in the classroom, checking lesson plans and notes, and inspecting teachers' record-keeping¹²⁷.

A study investigates the role principal supervision on the relationship between students' personnel services and academic achievement in secondary school via mixed-method approaches (quantitative and qualitative). Sample size of 100 students in one of the secondary schools formed the respondents for the quantitative study, while principals (junior and senior section) of the selected school formed the informants for the qualitative study. Questionnaire tagged "Students' Personnel Services and Supervision Questionnaire (SPSPQ)" was used to elicit data from students while interview protocol tagged "Principal Supervision, Students' Personnel Services and Academic Achievement (PSA)" was used to collect relevant data from the principals. Data collected through quantitative study was analyzed using Statistical Package for Social Sciences (SPSS) and Partial Least Square (PLS software) were used to assess the psychometric properties of the constructs, an Nvivo software (version 10) was used for coding and thematic analysis of the data collected. Quantitative findings revealed that the individual item reliability of the constructs had loadings between .709 and .956 while the composite reliability coefficients of the latent constructs had loadings between .81 and .98. Similarly, the average variance explained of showed high loadings (minimum of .68 and maximum of .78) on their respective constructs. Additionally, data from qualitative research demonstrated that services are offered to secondary school pupils. Due to the credibility of the two studies' preliminary findings, it is feasible to conduct the main investigation into how principal supervision affects the relationship between secondary school students' personnel services and academic achievement¹²⁸.

Another study examined the influence of instructional supervision on students' academic performance in secondary schools in Makurdi Education Zone of Benue State,

Nigeria. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Descriptive survey design was adopted for the study. The population of the study comprised 1768 teachers in the 89 public secondary schools in Makurdi Education Zone of Benue State. A sample of 265 teachers from 13 public secondary schools was used for the study. A 10-items structured questionnaire titled, “Instructional Supervision Questionnaire” (ISQ)” was used for data collection. The instrument was validated by two experts; one from Educational Management, and another from Measurement and Evaluation, Benue State University, Makurdi. The reliability of the instrument was ascertained through a trial test which yielded a Cronbach Alpha coefficient of 0.92. This was considered high enough to be used for field study. Mean and standard deviation were used to answer the research questions and Chi-square (χ^2) test of goodness of-fit was used to test the null hypotheses at 0.05 level of significance. The results showed that classroom visits and observations have a considerable impact on secondary school students' academic progress in Benue State, Nigeria's Makurdi Education Zone¹²⁹.

A study examined the impact of inadequate supervision of secondary schools on student's academic performance in senior secondary school certificate examination in Ezeagu LGA. The study was guided by two specific purposes and two research questions. A survey research design was adopted for the study. The population for the study consisted of all the secondary school teachers in the twenty-nine (29) government secondary schools in Ezeagu local government area which is four thousand three hundred and five (4305) secondary school teachers. a sample of one hundred and fifty (150) secondary school teachers was drawn from five (5) selected senior secondary schools sampled out of the twenty-nine (29) public secondary schools in Ezeagu that were used for the study. Simple random sampling (balloting) was used to draw thirty (30) students

from each of the selected five (5) senior secondary schools that were used for the study. The instrument used for data collection was a structured questionnaire. The data collected was analyzed using mean statistics. The results showed that monitoring policies and procedures can enhance school supervision by looking at the teaching resources that are being used¹³⁰.

Another related study examined principals' supervision and secondary school Islamic Studies students' academic performance in Ilorin East, Kwara State, Nigeria. A total number of 28 senior secondary school principals and 402 Islamic Studies students were selected as the sample for this study. The purposive and simple random sampling techniques were used to select the sample. Questionnaire tagged principals' supervision and Islamic Studies students' academic performance (PSISAP) was designed and used for the data collection. Data were analyzed using the Pearson's Product Moment Correlation Statistics. The findings revealed a strong connection between principal supervision and the academic success of pupils studying Islamic studies¹³¹.

Another study also examined the role of supervision on academic performance in Senior High Schools (SHS) in Ghana. The study was based on the collegial model of educational management and the supervision model, Theory Y as proposed by Douglas McGregor. This study employed the descriptive research survey design. Through a questionnaire, data analyzed was collected from 963 respondents who were purposively selected from randomized schools in each region comprising of headmasters, their assistants and heads of department of 155 SHSs across Ghana. The WAEC results (2006-2009 and 2011) of the sampled schools were analyzed. The reliability coefficient of the questionnaire was Cronbach's alpha (α) = 0.826. The Statistical Product and Service Solutions (SPSS) version 18 software was employed in the analyses of data using, mean,

standard deviation, correlation and independent t-test. The study found a correlation between students' academic achievement and the supervision responsibilities of heads that was positive but only marginally significant.¹³²

Another study determines whether instructional processes and supervision have any measurable bearing on the academic performance of secondary school students in Degema (Delga) local government area, Rivers State, Nigeria. A structured research questionnaire was administered on a sample size of seventy-seven (77) secondary school teachers in Degema local government area. Data generated from the research questions and null hypotheses were treated with statistical independent t-test of pooled and non-pooled variances and Pearson Product Moment Correlational Statistics (Pearson r). The data analysis revealed that institutional administration has a significant impact on students' performance, while regular instructional supervision has a significant impact on students' performance, instructional supervision has a significant relationship with instructional processes, instructional problems has a significant relationship with instructional supervision, and teachers' classroom instructional processes have a significant impact on students' academic performance in secondary school¹³³.

A study investigated the relationship between teachers' regular supervision and student academic performance in public secondary schools in Ekiti State, Nigeria. Descriptive survey and correlational research were used for the study. The population for this study was 203 schools and 7,538 teachers in public secondary schools in Ekiti State, Nigeria. Validated instrument titled "Teachers' Regular Supervision Questionnaire (TRSQ) was employed to collect data from the sample while a profoma was used to obtained data for academic performance of students. The study found a strong correlation between

regular teacher supervision and student academic achievement in public secondary schools in Ekiti State, Nigeria¹³⁴.

Another study also examined the role of supervision in academic performance in Elementary School. The study was based on the collegial model of educational management and the supervision model, Theory Y, as proposed by Douglas McGregor. This study employed the descriptive research survey design. Through questionnaire, the data analyzed were collected from 223 respondents who were purposively selected from randomized schools in each region comprising, their assistants and heads of department of 155 schools. The results (2017 and 2018) of the sampled schools were analyzed. The reliability coefficient of the questionnaire was alpha 0,826. The Statistical Product and Service Solutions (SPSS) version 18 software were employed in the analyses of data using, mean, standard deviation, correlation, and independent t-test. The study found a connection between students' academic achievement and the supervision responsibilities of heads that was favourable but only marginally significant. The gender of the headmasters and their supervisory duties had a favorable but marginally significant connection. ¹³⁵.

A study also examined student readiness to learn and teacher effectiveness in order to determine their impact on middle grades mathematics achievement. Survey data were collected from 964 middle grades students and 93 mathematics teachers in Texas. This study is the first to use this particular collective efficacy short form with middle grade students, and factor analyses were conducted accordingly. Hierarchical linear modeling was used to measure the relationship between teacher perceptions of student readiness to learn and student perceptions of teacher effectiveness on mathematics achievement in the middle grades. The results of these analyses indicated that students' perceptions of teacher effectiveness and teachers' perceptions of student readiness to learn

each made a significant contribution to the variance in middle grades mathematics achievement¹³⁶.

A study investigated the influence of headteachers' management roles on learners' academic performance in public primary schools. Descriptive research design was used. The study targeted 25 head teachers, 35 deputy head teachers and 25 public primary schools while the sample size was 20 head teachers and 20 deputy head teachers. The 20 head teachers and 10 deputy head teachers were sampled through purposive sampling. The other 10 deputies were from schools with two deputies hence sampled through convenience sampling. Eighteen schools were sampled using simple random sampling while two additional schools; Ziwa la Ng'ombe and Kengeleni were purposively sampled due to their good performance. Questionnaires were used to collect data. The five remaining schools not involved in the study were used for piloting. Cronbach Alpha reliability coefficient was more than 0.70 hence justified the tool for use. Validity of the tool was established by engaging the two supervisors on the relevance of the questions to the study. Statistical package for social sciences version 23 was used to generate data collected analysis using descriptive and inferential statistics techniques. Data was presented in form of frequency tables and graphs. Consent from respondents and confidentiality was assured. Study findings revealed that majority of the head teachers consulted during selection of teachers to manage class eight, coordinated and controlled teaching outcomes through team work, check professional records and observed lessons, motivated the teachers and rewarded the students, however inadequate Syllabus coverage, absenteeism of teachers and nonattendance to lessons was noted¹³⁷.

A study examined the mediating role of student engagement on the relationship between effective teaching practices and student academic outcomes. This study is the first internationally to empirically test this conceptual framework for the key aspects of

teaching practice—effective learning time and expectations for success—using robust, linked longitudinal survey—administrative data from 6825 public school students in Australia. Drawing on a system of structural equations, we demonstrate that effective learning time has a direct effect on students' performance and an indirect effect via improved positive behavior, attendance and homework behavior. Expectations for success, in contrast, have a largely indirect effect, affecting students' academic performance through improved positive behavior, attendance and homework behavior¹³⁸.

A study investigated Selection of Subjects as Correlate of the Academic Achievement of Students in Public Secondary School in Imo State. The descriptive research design was adopted for the study. Four research questions and four hypotheses were adopted to guide the study. The population of the study consisted of 19,550 students in the study area while the sample size of the study was 582 students chosen through the proportionate random sampling. The instrument that was used to collect responses from respondents was the, "Selection of Subjects as Correlate of the Academic Achievement of Students in Public Secondary School in Imo State Questionnaire, (SSCAASPSSISQ)". The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The instrument was divided into four sections with an average correlational value of 0.88 which was high enough for the instrument to be reliable for the study. The reliability of instrument was obtained through a pilot-testing and analysis by cronbach alpha. Pearson Product Moment Correlation Coefficient was used to answer the research questions and test the hypotheses at 0.05 level of significance. For the purpose of analysis, each of the item was weighted and scored as Strongly Agreed (SA) = 4points, Agreed (A) = 3points, Disagreed (D) = 2points and Strongly Disagreed (SD) = 1point. In testing the hypotheses, when p-value

was less than 0.05 ($p < 0.05$), the null-hypothesis was rejected but if otherwise, it was accepted among other things, the study's conclusion is that most students choose the wrong subjects, which has a negative impact on the standard of their academic performance¹³⁹.

A study assessed the influence of school heads' direct supervision on teacher role performance in public senior high schools. The study adopted the embedded mixed methods design. Slovin's formula, the proportional allocation method, and simple random and purposive sampling were used to select a sample of 617 respondents comprising 295 teachers, 222 class prefects, 86 Heads of Department, 13 school heads and 1 Regional Director for the Inspectorate Division of the Ghana Education Service. Data were collected through questionnaires and interview guides. Quantitative data were analyzed using frequencies, means and multiple regression whereas patterns and themes were developed for the analysis of qualitative data. The study found that school heads allocated very little time for supervision of lesson planning and delivery of teachers¹⁴⁰.

A closely related study analyzed the effect of a German education reform that increased weekly instruction hours by two hours (6.5 percent) over almost five years. In the additional time, students are taught new learning content. On average, the reform improves student performance. However, treatment effects are small and differ across the student performance distribution. Low-performing students benefit less than high-performing students. We argue that the content of additional instruction time is an important determinant explaining this pattern. The findings demonstrate that increases in instruction hours can widen the gap between low- and high-performing students¹⁴¹.

A similar work studied the factors influencing academic achievement of secondary students in Magura district of Bangladesh. Using survey design, this study was carried out in a total of eight educational institutions, including schools, colleges, and Madrasah, both

in urban and rural areas of Magura district. Administering a self-reported questionnaire (SRQ), segmented into four different modules, data were collected from 566 students of various levels of secondary education system following proportionate multistage random sampling. The exploratory factor analysis (EFA) suggests a four-factor solution, and the role of teacher' explained the most variations. The hierarchical regression analysis show that academic achievement of secondary students was influenced by track of education (0.173, $p < 0.001$), education (-0.221, $p < 0.001$), socioeconomic status (0.137, $p < 0.05$), location (0.176, $p < 0.01$) as well as size of class (-0.068, $p < 0.10$), academic stress (-0.071, $p < 0.10$) and motivation (0.145, $p < 0.001$). Despite some limitations, this study has contributed empirically to a limited literature on academic achievement of secondary students in Bangladesh¹⁴².

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

gender, grade, residential area, family economic level, parental marital relationship, and parental educational level were predictive factors for parenting styles¹⁴³.

2.3.2 Parental Factors and Students' Academic Achievement

A study investigated the overall effects of parental influence indicators (i.e., parental psychological engagement, behavioral involvement, and socioeconomic status (SES)/educational level) on the achievement-related motivation of 5453 immigrant students. The meta-analysis further examined immigrant students' motivation as a mediator of the relationship between parental influences and student achievement. Potential moderators of the effects were also considered. The findings showed that parental influence indicators (i.e., psychological engagement, $r = .22$ CI[0.16, 0.27], behavioral involvement, $r = .23$ CI[0.14, 0.32], and SES/ educational level, $r = .07$ CI[0.02, 0.11]) had the overall small effect on immigrant students' achievement-related motivation. School level had a small moderation effect on the relationship between parental psychological engagement and achievement-related motivation. Immigrant students' achievement-related motivation had a small mediation effect in the relationship between parental influences and student achievement ($r = .10$ CI[0.06, 0.14]). Parents' psychological engagement and behavioral involvement exerted a stronger effect than parental SES/ education level, highlighting the importance of proximal parental influences on immigrant children's achievement-related motivation and achievement¹⁴⁴.

Another study analyzed the “strength of Different Dimensions of Home on the Academic Achievement”. The samples of 472 students studying in class X were selected randomly by giving fair representation to all types of schools. In order to find out the roles of Different Dimensions of Home Environment on the Academic Achievement of Class X Students in the RI-Bhoi District of Meghalaya”, The different dimensions of home environment such as cohesion, expressiveness, conflict, acceptance and caring,

independence, active recreational orientation, organization, and control were measured using the statistical techniques. The Family Environment Scale (FES) by Dr. Harpreet Bahtia and Dr. N. K Chadha were used. The findings revealed that, all the dimensions of home environment strongly influence the academic achievement of the children¹⁴⁵.

A closely related work investigated the relationships between secondary school students' gender, parents' income, grade, parental pressure or support for students' academic success, educational stress they experience, and their level of school happiness, and to examine the effect of parental pressure or support for academic success on the level of school happiness. The study was carried out with 1051 secondary school students in Düzce, Turkey. To collect data, three separate scales were used, and the data were analyzed using path analysis. The results revealed that happiness at school decreases as hopelessness versus expectation, workload, work pressure increase¹⁴⁶.

A study examined the effect of parental unemployment on academic performance of secondary school students. Thus, the efficacy of parental unemployment is perilous social problem which contributed to the inability of many parents to caring for their children education. However, the challenges of unemployed parents contributed to the high rate of step—down many students in secondary education. Consequently, there some factors which contributes to unemployed parents in country such as shortage of industries, inexperience of people, unskilled labour and unavailable of firms. Moreover, thousands of embody men and women are unemployed in Nigeria. However, they are seeking for employment opportunities, but the job is not available for them that was the reason many parents are jobless and they cannot provide their children education pre-requisite, while some parents are not ready to work that is reason they are jobless and find it cumbersome to care for their children education. Presently, thousands of secondary school students involved various bad activities such prostitution, Yahoo, kidnapping, stealing, and other

relevant offences in our country, because of inability of their parents to send them to secondary education. Yet, unemployment causes high rate of poverty which affected many patents in thirty- six states of federation includes Abuja the federal capital of Nigeria. However, the rate of drop out increasing daily basis because their parents could not perform their responsibility as parenting who have devoted to caring for their children education¹⁴⁷.

Another work studied how parental participation affects the relationship between parenting styles and academic success in Malaysian primary school students. A quantitative technique was applied in this investigation. Private tuition centers in an urban area were used to recruit students. The information gathered for this investigation was numerically assessed and interpreted. Families are divided into four groups by the Parenting Style Index: authoritative, authoritarian, permissive, and indulgent. The relationship between parenting styles and academic success was studied using Pearson's correlation coefficient matrix. It was discovered that it completely mediates the relationship between authoritative and authoritarian parenting styles and student academic attainment. The study's findings show that understanding and receiving knowledge about how parenting styles and parental involvement affect children's academic achievement is crucial for parents¹⁴⁸.

A studyinvestigated whether adolescents belonging to different levels of Socio-economic status and Family Environment differ in their Emotional Intelligence, Academic Stress and Academic Achievement. The study was conducted on a sample of 858 adolescents studying in various secondary schools of Aligarh district in Uttar Pradesh State, India. Standardized scales were employed for data collection. Multiple Analysis of variance technique (MANOVA) was applied to observe the effect. The homogeneity of

the covariance matrices was verified using the Box's M value. Results revealed that Socio-economic Status (SES) and Family Environment have significant effect on all the said variables. Post hoc analysis (Tukey HSD Test) findings revealed that differences exist with regard to Emotional Intelligence, Academic Stress and Academic Achievement among adolescent groups with different levels of Socioeconomic Status and Family Environment¹⁴⁹.

A study examined the mediating effects of adolescent attachment, emotional regulation, and academic self-efficacy between parenting styles, academic achievement, and school adjustment among high school students in Nagaland, India. Furthermore, it investigated whether direct and indirect structural relationships' structure varies according to their parents' genders. The participants of this study were high school students from Nagaland, India. The questionnaire consisted of the following scales: Parenting Authority Scale, Adolescent Attachment Questionnaire, Academic Self-Efficacy Scale, Difficulties in Emotion Regulation Scale, College Adjustment Test, and GPA. To meet the Study's objectives, three studies were designed and conducted via SEM and AMOS with the purpose to investigate the direct and indirect effects of parenting styles on academic achievement and school adjustment among high school students in Nagaland, India: the mediating effects of attachment dimensions, academic self-efficacy, and emotional regulation. The results revealed that authoritarian parenting styles directly correlated with academic achievement and that authoritarian and permissive parenting styles indirectly affected school adjustment mediated by adolescent attachment and emotional regulation⁶⁹.

A study tries to explore the influences of various family capital on the academic achievement of Asian high school students. To this end, we constructed a structural equation model with economic capital, cultural capital, and social capital on academic

achievement, and 215 students participated in cluster sampling. The findings confirmed that high school students' academic achievement was significantly influenced by social capital among the various capital acquired from their families. Moreover, there were significantly different trends according to the economic capital level, and individual efforts to learning engagement could not surpass the family capital in specific groups¹⁵⁰.

A study also examined the elements that contribute to the poverty trap and how it affects learner academic progress in selected Nongoma secondary schools in South Africa's Zululand district. A mixed qualitative and quantitative data gathering strategy was utilized to collect the information. Purposeful sampling was employed to pick five secondary high schools in this area, as well as teachers and students who were conveniently selected for the study. Financial resources, a lack of aspiration and motivation, and school dropouts are all results of poverty traps, according to the research, and these factors impede learners' academic achievement in the schools studied. According to the study, reducing or eliminating poverty requires collective efforts, and all educational actors should contribute their respective quotas to provide basic infrastructure to both schools and rural communities, redistribute income and wealth, and plan improvements to encourage students to see the world from various perspectives¹⁵¹.

A study also examined students perceived influence of broken homes on their academic achievement in secondary schools in Anambra State. The design for this study is the descriptive survey research design. The sample size of 420 SS II adolescents (male=262, female=158) gotten through multistage sampling procedure where disproportionate stratified sampling techniques was used to select 5 senior secondary schools from the existing 3 local governments in Onitsha education zone. Secondly, the purposive sampling technique was adopted to sample students from broken homes. To

achieve this, a questionnaire on broken homes was administered to secondary schools' students through this, the sample of the study was drawn and it amounted to 420 secondary school II students from broken homes. The instrument for data collection is a 21 – item structured questionnaire titled “Influence of Broken Homes on Academic Achievement Questionnaire (IBAAQ)”. The face and content validation of the instrument was conducted by two experts in the Department of Guidance and Counselling and one from the Department of Measurement and Evaluation. The reliability of the instrument was established using Cronbach Alpha statistics and yielded a reliability statistic of 0.715. The data collected was analyzed using Mean, Standard Deviation (Mean±STD) and t-test for independent sample. This study revealed that equal number of the items on students' perceived influence of broken homes on their academic achievement in English language in secondary schools were rated as agreed to as well as disagreed¹⁵².

A study examined the awareness of parental involvement in academics. Questionnaire were distributed through an online google form link to about 100 people. The study population was asked to fill out the online form. Descriptive statistics were performed to evaluate the frequency and percentages of these variables. Age was stratified into various groups at many intervals. The other features such as sex, location, age and gender and their outcomes were analyzed. Chi square test was done using the SPSS software to find the relationship between the data such as age, sex, gender, and location. The results were collected and the data was analyzed using SPSS version 20 and p value¹⁵³.

Another study examined the direct and indirect effects of interpersonal relationships, life satisfaction, self-esteem, anxiety, and depression on the academic achievement of senior high school students. Two hundred and eighty-five students from five schools in Chiang Mai, Thailand, aged 14–19 years, were included for data analysis.

The fit indices of all models were in agreement with the empirical data. Anxiety levels had a significantly positive direct effect on achievement, whereas depression had a negative direct effect on achievement. Additionally, self-esteem, life satisfaction, and interpersonal relationships had negative indirect effects on depression and anxiety. A program that stimulates the optimal and appropriate level of anxiety may be useful. An appropriate level of anxiety appeared positively related to academic achievement, but a high level of anxiety relatively influenced the incidence of depression. Thus, encouraging self-esteem, interpersonal relationships, and life satisfaction can promote academic ability and decrease the risk of depression. Further well-designed and large sample-size studies should be conducted to confirm these findings. The interplay of all studied factors may account for the variation in academic achievement, depression, and anxiety of 11.60%, 42.80%, and 17.60%, respectively¹⁵⁴.

A study assessed how college students' academic motivation and academic achievement relate to parental support and church support networks. To answer this question, we surveyed 119 California college students between the ages of 18 and 25. Of the total sample, 72 students reported on church support and parental support, while 47 participants reported only on parental support. Our results showed an unexpected effect of church support. Results revealed that church support was a stronger predictor of academic motivation and academic achievement compared to parental support. However, results also revealed that both parental support and church support served as predictors for internal academic motivation¹⁵⁵.

A study examined the profiles of parenting styles and their associated factors among the parents of secondary vocational school students in China, based on natural samples and not a predetermined model. Data were drawn from a cross sectional study conducted among 3180 students from six secondary vocational schools in Shanghai

Municipality and Shaanxi Province. A total of 2392 students who have lived with their parents for most of their lifetime were included in the study. Latent profile analysis was used to identify the profiles of parenting styles of the respondent's parents. Multi nominal logistic regression models were used to examine the association between parenting style and demographic characteristics and family background and adolescent outcomes. Results identify five latent profiles: "free-range parenting" (27.05%), "behavioral monitoring parenting" (33.65%), "authoritative parenting" (11.75%), "psychological control parenting" (14.38%) and "tiger parenting" (13.17%). The associations between these profiles and adolescent outcomes indicated that these profiles were rational. Participants' gender, grade, residential area, family economic level, parental marital relationship, and parental educational level were predictive factors for parenting styles¹⁵⁶.

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

account for the variation in academic achievement, depression, and anxiety of 11.60%, 42.80%, and 17.60%, respectively¹⁵⁷.

A study investigated the role of socioeconomic status and parenting style in accounting for the student's academic achievement by reviewing articles from different time periods and regions. Specifically, this article compares the study between different periods and regions, points out the differences and finds the connection between family socioeconomic status and academic achievement. These results shed light on the direction of educational reform¹⁵⁸.

A study analyzed the factors affecting the academic achievement of left-behind children, and the study applies for a selective literature review and discusses the impact of 1) parental migration types, 2) family education and 3) family income on the academic achievement of left-behind children. It helps to have a more comprehensive understanding of academic achievement of left-behind children. After excluding other factors, we obtained important information that parental migration had little effect on the academic performance of the left-behind children. However, for left-behind children, the lack of family education is the most essential difference between them and other children in the process of development. As the results of parents' absence, left-behind children not only lack emotional care, but also lack guidance from parents while they enter society from school. The emotional lack will affect their psychological status. Personality formation and psychological problems will affect their academic performance. The study showed that the lower income a family earns in rural areas, the higher risk their children will be left behind¹⁵⁹.

A study also investigated parental engagement as a predictor of achievement orientation of lower basic school children in Enugu State, Nigeria. The study was guided

by seven research questions and seven null hypotheses. The population of the study was 29,973 lower basic primary five pupils with a sample of 1,440 drawn using multi-stage sampling procedure. Two instruments, Parental Engagement Questionnaire (PEQ), and Achievement Orientation Questionnaire (AOQ) were used for data collection. Internal consistency reliability estimate gave the coefficients of 0.70, and 0.89 for PEQ, and AOQ respectively. Simple regression analysis was used to answer the research questions while t-test associated with regression and Fishers' 2 transformation score were used to test the hypotheses at 0.05 level of significance. The researchers found that parental engagement significantly predicted achievement orientation of lower basic children in Enugu State, Nigeria. Parents' education was significant moderator of children's academic achievement orientation¹⁶⁰.

Another work examined how to foster the structural integration of immigrants and their descendants. While research indicates that migrant educational underachievement is a serious issue, relatively little is known about achievement gaps at younger ages and in relatively new immigration countries. The current study sets out to estimate the size of disparities by migration background at age five (i.e., when they start school) and explores the causes of these gaps. It does so in a context that offers a compelling but underresearched case: the Republic of Ireland. It draws on the Growing Up in Ireland (GUI) data, a national longitudinal study of children in Ireland. The results revealed that some disparities by migration background already existed at the start of primary school, but also that gaps were limited to verbal skills and differed widely across groups¹⁶¹.

A study examined self-regulation and external regulation are key to understanding adolescents' learning and positive development at school. However, evidence on the joint development of self-regulated learning and externally related learning during adolescence

is largely lacking. The present multilevel longitudinal analysis (N = 1,542 German adolescents; annual assessments from grade 5 to 9; mean age at grade 5 = 11.79 years, SD = 0.71, 51.75 % female) examined this development and its relations with academic achievement in mathematics, and autonomy support and achievement pressure at school and in the family. Results from multi-level latent basic growth curve models showed that self- and externally regulated learning decreased over the five years at both the individual student and the class level¹⁶².

Another study examined the role of parental expectations in determining children's higher education participation in understanding both participation and potential policy responses. Using a nationally representative longitudinal survey of Australian households, providing repeat observations on expectations for individual children, this study extends the literature in several respects. First, it examines the adaptation of parental expectations over a 4-year time frame. Second, it looks at how parental expectations for school children are associated with actual higher education outcomes in the future. Third, the longitudinal aspect of the dataset permits more robust analyses of factors that shape parental expectations. The findings indicate that parental expectations of their children's attendance at university are generally stable across time. Perceptions of children's academic achievement at school are shown to be the key influence in shaping parents' expectations, and behavioral issues at school adversely affect expectations¹⁶³.

A study also examined Iraqi EFL learners' perceptions of parental involvement and how their attitudes toward parental involvement are associated with the success of parental involvement. Two hundred fifty-four EFL children in South Korea participated in a survey asking the degree of their parent's involvement in seven involvement types and their attitudes towards parental involvement. The results showed that while all types of

parental involvement were positively correlated with English proficiency for the group of children with positive attitudes towards parental involvement, no such correlations were found for the group of children with highly negative attitudes¹⁶⁴.

A study tries to examined the relationship between parents' involvement in their children's education and their academic achievement as well as the role the socioeconomic status plays in this relationship. Results obtained from a re-examination of 42 studies published between 2003 and 2021 revealed that there was a positive correlation between parental involvement and academic achievement of children. Parental involvement at home and at school, such as parents' reading to their children at home, providing encouragement and support for learning, maintaining high aspirations and expectations for their children's education and academic success, establishing communication, discussing school issues with their children, all have positively impacted the academic achievement of children. Socio-economic status (SES) affected the relationship between parental involvement and school success of children and played a mediating role in this relationship. Children of families with higher socioeconomic status made better use of their parents' involvement thanks to their parent's greater cultural capital¹⁶⁵.

A study validates the perceived parental acceptance rejection as a predictor of academic success motivation, coping abilities, and well-being regulated role of emotional intelligence and personality characteristics among adolescent government schools in Sargodha, Pakistan. The data was collected using the purposive sampling approach. The constructs of research were measured using pre-created scales. Correlation research revealed that Perceived Parental Acceptance has a positive association with Academic Achievement, wellness, and coping methods, indicating that pupils in the school are more

likely to succeed. Linear Regression analysis revealed that parental acceptance had a substantial influence on academic accomplishment motivation, coping abilities, and well-being, which mitigated the role of emotional intelligence and personality factors. Modal 2 and 3 demonstrated that emotional intelligence has increased¹⁶⁶.

Another work investigated parental involvement and family engagement claim its positive impact on children's academic and non-academic achievement. In our systematic review, we collected studies focusing on parental involvement which emphasised the role of resilience. Using the EBSCO Discovery Service, a total of 467 abstracts from 85 databases were screened, of which 28 papers published between 1984 and 2021 met the research criteria. Papers vary according to methodology (interview, focus group conversation, survey, case study, intervention programme and good practice) and disability group (general or specific). Resilience is interpreted in two ways: as a personality trait or a consequence. Four types of papers could be detected which dealt with the target group, specifically papers focusing on children, parents, teachers and professionals, and intervention programmes with multiple focuses. In conclusion, resilience is an element of parental involvement, either as a personality trait or a result. It is indispensable for the successful development of children in terms of academic and non-academic achievement as well. Programmes providing a wider collaboration with actors involved in the development of children seem to be more effective¹⁶⁷.

A study investigated factors that contribute to academic success. However, there are inconsistency on the findings on the influence of emotional intelligence (EI) and parental involvement towards academic performance. Therefore, this study investigated the relationship between E I, parental involvement and academic achievement of 124 university students who aged from 18 to 25 years from Kuala Lumpur and Selangor who completed the online self-report questionnaires. A 33-items Schutte Self Report

Emotional Intelligence Test (SSEIT) and 42-items Perceptions of Parents Scale (POPS) scale were used in current research. The results reported that there is a significant positive correlation between EI, parental involvement and academic performance¹⁶⁸.

The study evaluated influence of home background on academic performance of secondary school students on English Language in Aniocha Local Government Area of Anambra State. Four research questions were formulated for the study. A descriptive survey research design was adopted while the population comprised all the secondary schools in Aniocha Local Government Area of Anambra State. The main instrument for data collection was a structured questionnaire. The questionnaire consists of two parts. The first part focused on the personal data of the respondents while the second part was designed to generate information on the influence of home background on academic performance of students and its made up of twenty (20) items. From the analysis of data collected, it was revealed that to a very high extent parental socio-economic status has significant influence on student academic performance in Aniocha Local Government Area of Anambra state, it also revealed the extent of influence “broken homes” has on students’ academic performances¹⁶⁹.

The study explored the effect of perceived parental homework involvement on students’ engagement and their academic achievement at secondary level. Questionnaire using two aspects of parental homework support, and parental homework control was used to collect data. This instrument has the reliability coefficient of 0.84. Similarly, for students’ engagement, questionnaire comprising of having factors like “time spent on homework completion” “time management”, and “amount of homework completed”. This instrument has the reliability coefficient of 0.84. The current study used secondary school students in District Peshawar, Pakistan. The Cronbach Alpha reliability coefficient for perceived parental involvement was 0.81. The reliability coefficient was calculated by

conducting a pilot study on 50 students. These students were not included in the original data. 200 students were approached using stratified random sampling technique. Results indicated that parents provide support to their children in the home work. Similarly, the students' time management capacity is higher. Parental homework support has significant positive effects on students' time spent on homework completion, time management, and amount of homework completed while parental homework control has significant positive effect on amount of time spent on homework¹⁷⁰.

A similar study explored the impact of parental involvement "PI" on academic achievements of 3rd cycle students in schools of South Lebanon. This study was conducted during the 2020/2021 school year. The participants of the study involved 87 students of 7th, 8th and 9th grades studying at schools of South Lebanon, as well as 76 parents and 63 teachers of 3rd cycle. This study employs quantitative qualitative mixed research methodology to answer research questions and hypotheses. Data were collected through a survey questionnaire containing closed-ended questions and through an open-ended interview question related to parental involvement and its effect on students' achievement. The descriptive statistics of parents' responses, teachers' responses and students' responses to the items in the study questionnaire were computed and discussed in order to address the questions of the study using SPSS (V. 20). The results showed that parental involvement in the form of home-based involvement had the strongest positive relationship with 7th, 8th and 9th students' academic achievement in schools of south Lebanon. It showed that there is a statistically significant difference at the $p < 0.05$ level between home-based involvement and students' academic achievement⁵².

A research work investigated the Influence of Parental Provision of Health Needs on Academic Achievement of Senior Secondary School Students in Anambra State. The study used a descriptive research design. The population of the study was made up of

24025 Senior Secondary two students in the 2018/2019 session of the 263 public secondary schools in Anambra state. The sample of the study was made up of 240 Senior Secondary two students (SS2). 10 (ten) coeducational schools were selected using simple random sampling. In each of the 10 schools, 24 students were selected by simple random sampling technique totally 240 SS2 students. The instrument used were two Questionnaires titled Health Needs Questionnaire (HNQ) and Physiological Needs Questionnaire (PNQ) respectively. Two Null hypotheses and two research questions guided the study. Data collected were analyzed in relation to the research questions and hypotheses in the study using Mean, Standard Deviation and Paired Sample t-test statistics. The Mean was used to answer the research questions while the Paired sample t-test statistics was used to test the null hypothesis at .05 level of significance. The findings parental provision of health needs influenced students' academic achievement in Mathematics and English language to a high extent. The findings also showed that parental provision of health needs has a significant influence on students' academic achievement in Mathematics and English language¹⁷¹.

A research work studied the importance of parenting styles and personality. A Big Five personality type and parenting style scale were used. There were several studies that investigated the interaction between parenting style and personality, but there has been a shortage of research on this issue in Pakistan. The connection between parenting styles and personality was investigated in this study. This research comprised 105 students between the ages of 18 and 22. A probability sampling method was used to select the samples. This study was quantitative in nature. The Pearson correlation approach was applied to analyze the data. The results indicated that the five factors in the Big Five personality type are strongly correlated with parenting style scale factors. The study also looked into how parenting styles promote the personality development of youth¹⁷².

A study examined the influence of parental levels of education on business students' academic achievement in public junior secondary schools in Adamawa State, Nigeria. The study had two specific purposes from where two research questions were raised and two null hypotheses were formulated and tested. The study adopted a mixed of descriptive survey and ex-post facto design. The population constitutes 69,487 students which were drawn from junior secondary schools in five educational zones across the 21 local government area of Adamawa State. Simple random sampling technique was used to determine the sample of 382 students for the study. Structured questionnaires of 15 items were adopted for the study and the data collected were analysed using means and standard deviation, while the hypotheses were tested using simple linear regression analysis and Z-test at 0.05 level of significance. The major findings of the research include the following: parental level of education has a positive significance influence on the student's academic achievement in Business Studies and there is no significance difference between males and females student's academic achievement in Business Studies among junior secondary schools students in Adamawa State, Nigeria⁴⁶.

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

between parents and school staff. They agreed that the school principal tried to change the school climate according to the new trends¹⁷³.

A study examined the relationship among parenting practices such as parenting style, parents' expectations, parental home and school involvement activities and students' academic performance with the focus on elementary and middle school level. To conduct a comprehensive review on above relationship, researchers have used JSTOR data base and Google Scholar. The reviews of empirical researches indicate that different constructs of parental involvement play an important role in various ways. Several studies however indicate a decline in parental involvement during the middle or above school levels. Furthermore, the review indicates that authoritative parenting style is positively associated academic performance across all school level, although this finding is not consistent across ethnicity, culture and socioeconomic status. Parental home based and school-based involvements have also been positively related to academic performance with some inconsistency. On the other hand parental expectations for their child educational attainment have the strongest impact on academic performance compared with other types of parental involvement constructs such as participation in school events, parent-child communication, and help in homework¹⁷⁴.

Another study examined teacher's attitude as a correlate of students' academic performance in geography. Descriptive survey design was adopted and a sample size of four hundred selected from a population of nine hundred and sixty-eight using the Taro Yamane sample size formula. Two research questions and a research hypothesis were proposed in line with the study objectives. Average Mean Score was used to analyze responses for the research questions while Multiple Regression Analysis was used to test the research hypotheses. The findings show that attitude of teachers correlated positively and significantly with students' academic performance. Poor government attitude to

teachers, lack of job satisfaction, poor remuneration and delayed salary, students' learning interest and absence of teaching materials/instructional aid were found to influence the attitude of teachers¹⁷⁵.

A study also examined the significant influence of the principal's leadership, school supervision, and professional competence toward teachers' performance. We researched high school in the sub rayon 06 of Banyuasin. This research belongs to quantitative partial and simultaneous correlational. The sample was 128 teachers from SMA Negeri 1 Muara Padang, SMA Muhammadiyah Muara Padang, SMA Negeri 1 Air Saleh, SMA Bhakti Bangsa Air Saleh, and SMA Negeri 2 Muara Sugihan and we used questionnaire. Findings reveal that there is significant influence between the principal's leadership and the teachers' performance. It also revealed that there is significant influence between the school supervision and the teachers' performance. Furthermore, it was found that there is significant influence between the professional competence and the teachers' performance and that also there is a significant influence of principal's leadership, school supervision, and professional competence simultaneously to teachers' performance¹⁷⁶.

A study aims to determine the type of principal leadership in improving the quality of teaching and learning process, also supporting factors at State Junior High School 4 in Walenrang, Luwu. This research is field research using a qualitative approach (qualitative research) on the principal's leadership in improving the quality of education. Data in the form of words written, spoken, or behavior can be observed through interviews, observation, and documentation, which the researcher analyzes with qualitative methods. This research is a qualitative study using pedagogical, management, and psychological approaches. Instruments used observation, interviews, and documentation. This study indicates that the type of principal leadership in improving

education quality at State Junior High School 4 Walenrang is a democratic type with personality, managerial, entrepreneurial, supervisory, and social competencies. The results of observations, interviews, and documentation found that the leadership type of the principals of State Junior High School 4 Walenrang, which tends to apply a democratic type, can be seen from how the principal consults with his subordinates' problems and convey his ideas¹⁷⁷.

A study evaluated the effect of socioeconomic status, specifically parents' income and parents-child relationship on student's academic performance in Senior High School in Japan. Three hundred students of Senior High Schools in Osaka and Hyogo prefectures of Japan were randomly selected and used as the sample population. A well-structured questionnaire was used as an instrument for data collection to ascertain the effect of parent's income status and attitude on student's academic performance at school using a four-point Likert scale methodology. Academic grade point of students in an examination was also used as the determinant of students' academic achievement. Results showed that greater academic achievement for a student is attained by those students from financially buoyant families (Mean \pm SD = 2.97 \pm 0.88, $X^2 = 11.991$, $P = 0.007$), however, 29.7% of students strongly disagree. More than half of respondents (>50%) disagree that financial constraint determines the number of children that goes to school in low-income families. Average exam grade (Mean \pm SD) points for students from parents with high, medium and low-income status was 77.29 \pm 13.1, 77.9 \pm 23.3 and 80.79 \pm 10.13, respectively ($P > 0.05$). In conclusion, our finding shows parents involvement in children school activities matter most than the parent's financial status in uplifting the children academic performance in school¹⁷⁸.

A study explored the relationship between parents' education and their children academic achievement focusing on father and mother educational level for their children

academic achievement. Tenth class students of government high schools at District Mardan constituted population of the study. The study employed systematic random sampling techniques to select students as sample of the study. Through a self-developed questionnaire, the data were collected from the respondents of the study. The findings of the study revealed that high education of father and mother positively contributes to their children academic achievement. Large co-relation was found between parents' education and students' academic achievement¹⁷⁹.

The research aimed to explore the relationship between styles of parental involvement at home and academic performance. Method: A random sample of 26,543 Spanish students was used, with a mean age of 14.4 (SD = 0.75). Two thirds (66.2%) attended a publicly funded school; 49.7% were girls; 87.8% had Spanish nationality; and 73.5% were in the school year corresponding to their age. Different three-level hierarchical-linear models were fitted: student, school, and region (autonomous community). Results: Students whose parents exhibited a more distal or indirect profile of family involvement tended to demonstrate better results than those from homes with a more controlling style. Parental involvement styles have an effect on achievement at an individual and school level, even after accounting for the effect of context or background variables. Conclusions: Given the importance of parental involvement in academic performance, schools should consider it in their family information and training policies. Schools which have more communicative family profiles tend to demonstrate lower levels of intra-school differences in students' academic performance¹⁸⁰.

A study examined the long-term impact on student- and school-level achievement of three types of school-based PI: PI to help an individual's own child (private-good PI), PI to improve the school (public-good PI), and PI through peer networking. Hierarchical linear modeling analyses indicated that all three types raised student-level achievement in

mathematics but only private-good PI was associated with reading achievement. Public-good PI and parent networking boosted school-level achievement. Public- and private-good PI were more strongly associated with student-level mathematics achievement for high socioeconomic status (SES) students; aggregated private-good PI was more strongly related to school-level achievement in low-SES schools. These results provide empirical evidence about the effectiveness of school-based PI, but also suggest a need for schools to explore more effective ways to leverage the social capital of low-SES families¹⁸¹.

A study explain performance in mathematics very few have deeply explored the relationship between different variables and how they jointly explain mathematical performance. Method: With a sample of 897 students in 5th and 6th grade in Primary Education and using structural equation modeling (SEM), this study analyzes how the perception of parents' beliefs is related to children's beliefs, their involvement in mathematical tasks and their performance. Results: Perceived parental involvement contributes to the motivation of their children in mathematics. Direct supervision of students' academic work by parents may increase students' concerns about the image and rating of their children, but not their academic performance. In fact, maths achievement depends directly and positively on the parents' expectations and children's maths self-efficacy and negatively on the parents' help in tasks and performance goal orientation. Conclusions: Perceived parental involvement contributes to children's motivation in maths essentially conveying confidence in their abilities and showing interest in their progress and schoolwork¹⁸².

A research work explored the relationship between parental involvement in education and academic performance of senior high school students in the Ashanti Mampong Municipality of Ghana. The descriptive correlational research design was used to conduct the study. Stratified random sampling procedure was employed to select a total

sample of 471 respondents made up of 186 males and 285 females. Questionnaire and test items on Mathematics and English Language were the research instruments used to collect data for the study. Data analysis was conducted by employing descriptive statistical tools (mean and standard deviation scores) to examine students perceived parental academic ambition and involvement in their education while the Zero-order correlation was used to examine the relationships between parental involvement in education and academic performance. The results of the study show a significant positive relationship between parental involvement in education and students' academic performance. It is recommended from the study that parents should play a leading role in supporting their children's education since they are the first to expose children to the social and academic world¹⁸³.

A study assesses factors affecting female students' academic achievement in mathematics in Jarso Secondary School. In order to address the objective of the study, data was collected from primary and secondary sources. Depending on the nature of respondents, questionnaire was administered to students, interview to principals, and document analysis were employed. The data was manually coded and descriptive statistical methods: percentage, mean, Standard Deviation, Pearson product correlation, and multiple regression analysis beside interactive effect of predictors used to analyze the data by SPSS version 20 for windows. The result of analysis revealed that availability of mathematics textbooks, fathers' educational level, conduciveness of home environment, the need of parents to help house work than studying mathematics, daily commitment of students in doing class works and home works, providing enough mathematical materials, doing homework without anybody's pressure and bring mathematics textbook to class were found to be the eight major factors affecting (important predictors of) academic achievement of female students in mathematics. The study concluded that parental

involvement (providing enough mathematical materials for students, conduciveness of home environment, fathers' educational level, and the need of parents to help house work than studying mathematics), institutional support (availability of mathematics textbooks) and students' commitment (doing class works and home works without anybody's pressure and bringing mathematics textbook to class) are the major significant factors that determine academic achievement of female students in mathematics¹⁸⁴.

A study also indicated that, if family size grows, the younger children will get less parental involvement than the older children. These differences in parental involvement through birth order may impact academic achievement if, and only if, parental involvement is an important determinant of children's educational attainment. The oldest child then benefits the most in terms of educational outcomes. Estimates for the Netherlands show a robust negative relationship between birth order and parental involvement, and significant positive medium to large effects of parental involvement through birth order on various measures of academic achievement. Furthermore, the findings indicate that academic achievement is rooted in a school-supportive home climate, and often created by the mother. However, when it comes to math performance and grade retention, it is better that both parents unduly interfere with school. Also, parents with low socio-economic status and from immigrant families are as much involved in the education of their children as the average Dutch family, but their involvement is less effective in terms of children's learning outcomes¹⁸⁵.

A study investigates the influence of parental involvement on academic performance of public mixed day secondary school students. The study employed ex-post facto design. The researcher used stratified random sampling technique. The study involved 6 secondary schools. A sample of 180 form four students was selected to participate in the study. The research instrument used to collect data was a questionnaire.

A pilot study was carried out and a split-half method was used to determine the reliability of the research instrument. Expert judgment was employed to determine the validity of the research instrument. The research was based on ecological systems theory which was advanced by Bronfenbrenner and the theory of overlapping spheres of influence proposed by Epstein. The researcher carried out analytical review of relevant literature. The data collected in the field was analyzed using descriptive and inferential statistics, and null hypotheses tested at $\alpha = 0.05$. The finding of this study revealed that parental involvement in education did not significantly influence students' academic performance in Kuresoi district⁴⁹.

A study ascertain how parental involvement in South African schools affects the academic performance of students in mathematics. Literature often claim that involvement of parents results in better academic performance than if parents are not involved. The aim of the research was to see if this relationship exists in South African high schools. The study used a quantitative research approach. Data was gathered using a questionnaire administered to 114 students' parents. The main findings are that all the parents who responded are highly involved with their children's education. They have high expectations towards their children's education and performance. Three parental involvement constructs, that is, parenting, parent –teacher communication and home and family support were found to be positively related to performance. Results further indicate that home and family support is the most significant factor that determines a learner's performance. Most of the parents consider themselves to have a good communication with their child's teachers and the school. Children's homework is considered to be important by each parent and they all assist their children with homework. Thus, it may be concluded that by staying involved with their children's education, parents do impact positively on the academic achievement of the students¹⁸⁶.

Another related study ascertained the relationship between family-related factors and students' academic performance in Mathematics for secondary-level classes. This study was conducted in two districts in the plantation areas of Sri Lanka. A total of 702 students who were selected randomly responded to a questionnaire. Three hypotheses which were tested using correlational analyses revealed that there was a statistically significant relationship between family-related factors and academic performance of students. The finding leads to important implications to promote education of children in the plantation sector¹⁸⁷.

A research work established the influence of parental occupation on student academic performance in public secondary schools in Homa Bay Sub County, Kenya. A conceptual framework based on Urie Bronfenbrenner's Ecological Systems Theory showing the relationship between independent and dependent variable (Academic performance) was used to guide the study. The study established that parental occupation highly influenced students' academic performance with a mean rating of 3.55. It is therefore, their respective occupations so as positively influence students' academic performance. Schools should also strengthen surrogate parenting in schools to help students find their teachers. The findings of this study are significant to the Ministry of Education, Teachers Service Commission, teachers and parents in formulation of guidelines involving parental occupation in enhancement of student academic performance in secondary schools¹⁸⁸.

A study measured the effect of parental qualification, occupation, and economic status and mathematical achievement of children in Sindhuli District, Nepal. The design of the study was survey and method of study was quantitative. The population of this research was of 9th grade students of Sindhuli District. The sample consists of 90 students of 9th grade in Kamalamai Municipality, Sindhuli. Both primary and secondary data was used to draw the conclusion of this research. Questionnaire was tool for primary

data collection and school records were used as secondary data of this study. To test the significance Chi-square statistical tool was used at 5% level of significance. Conclusion based on the finding of this study was that there is significance relationship between parental qualification, profession, economic status and mathematical achievement of their children¹⁸⁹.

A study explores the issue of parental socio-economic status on students' academic achievement in secondary schools, the relationship between home-based environment factors and the academic performance of students in selected secondary schools within a local government area in Enugu State is investigated. Samples were obtained with one hundred and eighty (180) students randomly selected from three secondary schools. The four factors that were examined and statistically analyzed were: parental socio-economic background, parental educational background, parental educational qualification and students' health statuses. Diverse statistical tests were performed on the various data collected to establish statistical significance of the effects on students' academic performance. Parental socio-economic status and parental educational background did not have significant effect on the academic performance of the students. However, the parental educational qualification and health status of the students were identified to have statistical significant effect on the academic performance of the students. The two variables that indicated significant influence do reflect nature of the student home environment and played notable role in the academic achievement of the respondents. Government could intervene to raise level of academic achievement among students in rural area¹⁹⁰.

A study examines whether parental involvement at home and school are meaningfully different constructs in a population of Ghanaian youth and their parents, and whether parental involvement predicts academic performance. This study used

baseline data from the Ghana Youth Save Experiment. Results suggest a multidimensional construct consists of home and school involvement. The effect of parental involvement on youth academic performance appears to be a function of the type of parental involvement. Home-based parental involvement is positively associated with academic performance, while school-based parental involvement is negatively associated with academic performance. Parental involvement in youth's education has important implications for academic performance. Parental involvement in education has the potential to model positive attitudes toward school as well as adaptive academic practices, thus sending the message to youth that school is important¹⁹¹.

A study investigated the extent to which parental background factors predict reading habits among secondary school students in Ogun State, Nigeria. The survey research design method of the correlational type was adopted for this study. The multi-stage sampling technique was used to select a sample size of 595 senior secondary school two students to form the respondents for the study. The main instrument of data collection was the questionnaire designed by the researcher for the study. Five hundred and ninety-five copies of questionnaire were distributed to the students out of which only 384 were returned with useful responses giving a response rate of 64.5%. The descriptive technique using frequency counts, percentages, mean scores and ranking as well as inferential technique of pearson product moment correlation were adopted for data analysis. The results of the study revealed that the secondary school students demonstrate high interest in reading as revealed by their keenness in reading and that the students read mainly for the purposes of passing examination, getting information, personal development, and knowledge acquisition. The results of the study also revealed that family income and father's occupation are the only background factors that positively affect or influence reading habits of secondary school students. On the other hand, findings from the study

revealed that background factors when taken together do not significantly jointly affect reading habits of students¹⁹².

A study also investigated parental background on student's academic performance in secondary schools in Abak local government, Akwa Ibom State, Nigeria. A survey design was adopted for the study. One thousand four hundred and forty (1440) senior secondary three (SS3) Physics students were drawn by simple random sampling from 12 Schools, six (6) each from both Day and Boarding Schools within Abak local government area of Akwa Ibom State. Also, whether their performance is influenced by the examination body or examiners, gender, teachers or parents. Three hypotheses and three research questions were stated to guide the study. Pearson correlation coefficient (r), t-test (independent and dependent), analysis of variance (ANOVA) and Chi-square (χ^2) test were used to analyze the data obtained. The study revealed that the performance of students in Physics examination does not depend on examination body or examiners, gender or parents. The result also revealed that family structure, parent occupation and educational level of parent did not have significant influence on student's performances in physics examination. Based on the findings, which indicate that the teachers have much influence on student performance in science (Physics) as against what most previous studies portrayed¹⁹³.

A survey was conducted on 19,487 Chinese junior school students to elucidate the moderating role of socioeconomic status (SES) in the relationship between parental involvement (i.e., home-based involvement and academic socialization) and junior school students' performance in school (i.e., academic achievement and school behavior). The data includes 10,042 males and 9,445 females (mean age = 14.52, SD = 1.24). It was taken from the 2013–2014 Chinese Educational Panel Survey (CEPS), that was administered by the National Survey Research Center at Renmin University of China.

The results demonstrate that SES negatively moderates both the relationship between academic socialization and academic achievement, and the relationship between home-based involvement and school behavior. Findings imply that parental involvement activities are highly beneficial for junior school students in families with low SES. Academic socialization is generally associated with academic success, whereas home-based involvement closely relates to school behavior. Future home-based interventions can be developed to promote parental involvement activities in low-SES families. The results also showed important implications for the development of family education in China¹⁹⁴.

Another study identifies and analyzed the impact of parental factors on students' academic performance in secondary schools in Rivers state. The study adopted the correlation survey design with a population of 268 public secondary schools in Rivers state. The sample size for this study was 134 principals which formed 50% of the entire population, made up of male and female principals selected using the simple random technique. The instrument for the study was a structured questionnaire titled parental factors and students, academic performance questionnaire (PFASAPQ) consisting of fifteen (15) items to elicit information from the respondents. The reliability of instrument was determined using test-re-test method, and the Pearson product moment co-relation coefficient was used to measure the reliability of the instrument which yielded a reliability co-efficient of 0.82. Data collected were analysed using mean ratings and standard deviation to answer the research questions, while z-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings revealed that parental occupation determine the type of schools children attend, higher parental occupational status predicts higher academic performance for children in schools, parents income level negatively or positively influenced children's academic performance, children from high

income level achieved more academically in schools, parent monitoring of children out of school activities enhanced academic performance and children whose parents provided all their educational needs performed well in schools¹⁹⁵.

Another study examined the ways in which student's academic achievements are affected by parental education and their socio-economic status. Participants were 250 students taken from randomly selected departments and research findings are to be generalized to the University of Sargodha students. Students were selected from M.A 3rd level with the demographic information of gender, roll no and department. Data is collected from participants through questionnaire which contains three basic variables. Parental education and Socio-economic status are independent variables and student's achievement is dependent variable. Analysis of data indicates that students belonging to strong financial status perform better than those who face problems in finance. Similarly, parental education boosts up their children's performance¹⁹⁶.

A study also examines how parental education influence students' academic performance. The main objective of the study is to analyze how parental education and parental educational qualification significantly affect secondary school students' academic performance in Kuala Terengganu, Malaysia. Descriptive Survey Research design was used in which data from 200 respondents was collected using self-administered questionnaire from 4 selected secondary schools within Kuala Terengganu. A stratified random sampling technique was used to sample the respondents. The data was analyzed using regression analysis. The result is explained in three forms; demographic information, descriptive analysis and inferential analysis. The result of the analysis indicated that students from parents with high educational qualification perform well than those from parents with lower educational qualification¹⁹⁷.

A study investigates the relationship between parenting styles, academic achievement and career path of students at Shiraz University of Medical Sciences. This is a correlation study carried out at Shiraz University of Medical Sciences. Among 1600 students, 310 students were selected randomly as the sample. Baumrind's Parenting Style and Moqimi's Career Path questionnaires were used and the obtained scores were correlated with the students' transcripts. To study the relation between variables Pearson correlation coefficient was used. The result shows there was a significant relationship between authoritarian parenting style and educational success ($p=0.03$). Also, findings showed a significant relationship between firm parenting style and Career Path of the students, authoritarian parenting style and Career Path of the students, educational success and Career Path of the students ($p=0.001$). Parents have an important role in identifying children's talent and guiding them¹⁹⁸.

A study examine how family background affects children's academic achievement at an early stage. Through analysis of data from the Chinese Family Panel Study in 2010(CFPS2010), the study proposes two pathways through which family influences children's academic performance. Firstly, parents compete for high-quality educational opportunities for their children and better educational opportunities lead to better academic performance. Secondly, parenting behavior and educational support for their children could cultivate children's learning habits and affect academic performance. We also find urban students' academic performance are more heavily affected by their families' socioeconomic status compared with rural students. These findings bear important implications for how to reduce the class difference in students' academic performance and promote educational equity in contemporary China¹⁹⁹.

A relevant work established the influence of parenting styles on adolescent academic achievement in day secondary schools in North Rachuonyo Sub-County, Kenya. Baumrind's theory of parenting style informed the study. The Concurrent Triangulation Design was used. The target population comprised 2409 days secondary students registered for KCSE in 2015 in 47 schools in Rachuonyo North Sub-County. The sample size comprised 263 secondary school students drawn from Sub-County day secondary schools. Ten Principals were randomly selected for interviews. Baumrind's parenting styles questionnaire and interview schedule were used to collect the data from the students and principals respectively. Validity of the questionnaire was ensured by expertise judgement from university lecturers while reliability was determined by internal consistency and reliability coefficient of 0.718 was reported. Quantitative data was analyzed using Regression analysis while qualitative data was analyzed using Thematic Analysis. The study found that parenting styles statistically significantly predict academic performance of the adolescents, $F(4, 242) = 43.529, p < .05, R^2 = .630$. The findings also suggest that independent variables (Authoritative, authoritarian, permissive, neglectful parenting style) explain (63.0%) of the variability of the dependent variable, (adolescents' academic performance)²⁰⁰.

Another similar study explores parental and related factors that predict academic achievement through the review of relevant literatures but also, investigates the influence of parental background on the academic achievement of senior secondary school students in Ibadan North Local Government Area of Oyo State, Nigeria. As one of the criteria of the quality of education, students' academic achievement was investigated because it is most often cited as an indicator of school effectiveness by school authorities and educationists. The data collection was done through interviews and use of well-structured questionnaires administered to one hundred students (100) within the target local

government. This was statistically analyzed and the result showed that parents' attitudes towards their children's education had significant effect(s) on students' self-reporting of academic achievement. However, such factors as parental education and socio economic background had no significant relationship with the students' self-reporting of academic achievement²⁰¹.

Another study believe that education plays an essential role in the acquisition of knowledge and skills. School is the place where children's attitudes, interests, and habits are developed. More involved and supportive a parent is towards their adolescent the higher self-esteem they will gain allowing the adolescent to feel confident and focused during school. Parents therefore enroll their children in schools that can give them expected quality of lives. The main core objective for this study was to determine the parental influence on students' academic performance - A case study of Debre Berhan General Secondary School. A total of 118 students were included in the present study using simple random sampling technique from the total students (2367). Cross-sectional design was appropriate for this study. Primary source of data was employed collected from students. Descriptive and inferential statistics were applied. For statistical analysis SPSS 20 was used at 5% level of significance. Descriptive statistics results indicate that the average mark of students was with minimum and maximum value of 47 and 94 respectively. Multiple regression models showed that Income level, Rate of money given to satisfy basic and educational materials, Parent's occupation, Family size, Parent's educational level, and Parent's way of giving motivation were found to be a significant effect on academic performance of students at 5% level of significance at study area. However, sex of students, age of students and grade level of students were not found to be significant effect to academic performance at study area. Overall model is statistically significance for the data. All the assumption of regression analysis was satisfied.

Normality, Constant variance, absence of multi collinearity, linearity and absence of autocorrelation were satisfied due to formal tests and diagnostic plots²⁰².

A study examines the relationship between home-based environment factors and the academic performance of students in selected secondary schools within a local government area in Kwara State is investigated. Samples were obtained with one hundred and eighty (180) students randomly selected from three secondary schools. The four factors that were examined and statistically analysed were: parental socio-economic background, parental educational background, parental educational qualification and students' health statuses. Diverse statistical tests were performed on the various data collected to establish statistical significance of the effects on student academic performance. Parental socio-economic statuses and parental educational background did not have significance effect on the academic performance of the students. However, the parental educational qualification and health statuses of the students were identified to have statistical significant effect on the academic performance of the students. The two variables that indicated significant influence do reflect nature of the student home environment and played notable role in the academic achievement of the respondents. Government could intervene to raise level of academic achievement among students in rural area²⁰³.

A study x-rays the influence the socio-economic status of parents and Guardians on the academic performance of their wards or students in Nasarawa state university Keffi. Samples were obtained with one hundred and twenty (120) students randomly selected from Five (5) faculties in the school. The three factors that were examined and statistically analyzed were: parental or guardian Socio-economic Status, parental or Guardian Educational background, Family status of the students, and student's health

statuses. Diverse statistical tests were performed on the various data collected (simple percentage method and chi-square of relationship) to establish statistical significance of the effects on students' academic performance in Nasarawa State university Keffi. Parental socio-economic statuses had a significant influence on the academic performance of students, similarly, the educational background of the Parents and guardians and the health status of the students were identified to have statistically significant influence on the academic performance of the students²⁰⁴.

A study examined the relationship between school supervision and students' academic performance in Secondary Schools in Ekiti State. The work adopted the descriptive survey design and ex-post facto, The population consisted of all the principals and teachers in Secondary Schools in Ekiti State. Multi-stage sampling technique was used to select the schools and teachers. A total number of 1,620 participants were sampled from 60 secondary schools. For the purpose of the study, Ekiti State was divided into three Senatorial District (Ekiti North, Ekiti Central and Ekiti South), in which stratified random sampling techniques was used to select two Local Government Areas in each district to get a total of six Local Governments in the State. Simple random sampling technique was used to select ten (10) secondary schools from each Local Government, simple random sampling technique was used to select 27 teachers from each secondary schools. Two (2) instruments: School supervision Questionnaire (ASQ) and profoma of WASSCE results for a period of three years. (2011-2013) were used to collect data from the sampled schools. And data analyzed using descriptive statistics and Pearson Product Moment Correlation (PPMC) And hypothesis were tested at 0.05 level of significance. The findings revealed that there is a significant relationship between school supervision and students' academic performance ($r= 0.544$)²⁰⁵.

Another study investigated the role of classroom supervision on teachers' effectiveness in secondary schools in Enugu State. The population of the study comprised all 3,700 teachers in the 85 public secondary schools of Enugu and Awgu education zones. The sample was made up of 198 teachers from six secondary schools drawn through stratified random sampling technique. The study adopted a descriptive survey design. The instrument for data collection was Role of Classroom Supervision on Teachers' Effectiveness Questionnaire (RCSTE). Two research questions and two null hypotheses were formulated. The research questions were answered using mean and standard deviation while t-test was used to test the hypotheses at 0.05 level of significance. The major findings showed that classroom observation by supervisors' influences to a great extent teachers' effectiveness and that checking of teachers' professional documents by classroom supervisors also influences to a great extent teachers' effectiveness. The opinions of male and female teachers did not differ significantly with regard to the role of classroom supervision on their effectiveness. The opinions of experienced teachers and inexperienced teachers did not differ significantly with regard to the role of classroom supervision on their effectiveness²⁰⁶.

A study describes how instructional supervision activities influenced curriculum implementation in selected North Rift counties public secondary schools in Kenya. Key educational stakeholders in the region are concerned with deteriorating quality education and that is why the study determined how internal quality assurance and standards of instructional supervision was carried out in the schools. This study was conducted in three counties in Kenya; Elgeyo-Marakwet, West Pokot and Baringo Counties. The paper adopted a descriptive survey research design targeting teachers, principals and sub counties quality assurance and standards officers. The study used questionnaire and interview schedule as instruments of data collection. Data analysis was done using

descriptive and inferential statistics. Qualitative data analysis was done using thematic method. Research findings showed that instructional supervision had a significant influence ($\beta=0.203$ and $p=0.05$) on curriculum implementation in schools²⁰⁷.

2.3.3 School Supervision and Parental Factors on Students' Academic Achievement

A study investigated the longitudinal growth trajectories of English academic achievement (EAA) of Korean middle school students and how academic, parent-related, and teacher-related factors influence each trajectory. Growth mixture model (GMM) was employed to demonstrate the growth trajectories by analyzing most recent available data collected in 2015-2017 from the Korean Education Longitudinal Study. The Chi-square test and One-way ANOVA were conducted accordingly to identify differences in demographic characteristics and main variables depending on the growth trajectories. The result showed that the four-class GMM had the best model fit and the most precise class enumeration. The four classes were (1) high-achieving and declining, (2) moderate-achieving and increasing, (3) high-achieving and increasing and, (4) low-achieving and slightly increasing. Parental academic support, individualized instruction, and teacher-student interaction were the notable variables that students in high-achieving and increasing class reported positively than those in high-ac²⁰⁸.

Another study focuses on the role of key factors such as family, peers, teachers, self-perceptions, language, and extracurriculars. The study involved interviewing six college students in the Pacific Northwest. All were a mix of first and second-generation children of immigrants. The study conducted a qualitative analysis of the interview transcript and discusses the results of four of those interviews. The findings reveal that the role of the family and parents is most impactful, the other roles still being important but to a lesser extent. The literature review and the current study suggest that children of immigrants have unique circumstances that demand academic success²⁰⁹.

A closely related study examined and quantify the effect of teacher competency, parental attention, motivation, and learning facilities on the academic achievement of students at SMK Negeri 1 Sragen. This research method is quantitative in nature. The population of this study was comprised of all pupils in class X of SMK N 1 Sragen, a total of 468 students, with a sample size of 117 respondents. Questionnaires were used to collect data. Statistical analysis employs a multiple linear regression test, which is done using the SPSS 24 software. On the basis of the findings of hypothesis testing and debates, it may be inferred that teacher competence and learning motivation are related. Positive and significant influence on the learning accomplishment of students at SMK Negeri 1 Sragen, but parental attention is both influential and inconsequential, while learning facilities have no effect and are negligible on the learning achievement of students at SMK Negeri 1 Sragen²¹⁰.

Another related study investigated the influence mechanism of teacher autonomy support on students' online SRL by examining the structural relationship among teacher autonomy support, parental autonomy support, students' self-efficacy, and students' online SRL. We use structural equation modelling and effect analysis to analyze the collected data from 961 Chinese K-12 students who engaged in full-time online learning in their homes during the coronavirus disease 2019 (COVID-19) outbreak. Results reveals that Parental autonomy support and students' self-efficacy play crucial independent mediating roles in the influence of teacher autonomy support on students' online SRL. Parental autonomy support and students' self-efficacy have a chain mediating effect on the influence of teacher autonomy support on students' online SRL²¹¹.

A study also understand that the determinants of academic achievement (AA) is crucial for virtually every stakeholder interested in personal development and individual

and societal wellbeing. Extensive research in several areas, such as education, economics, or psychology, has addressed this topic, identifying a vast number of determinants that impact high school students' AA. In the work, a meta-analysis was performed, including a weight analysis of 49 quantitative studies that investigate this topic, exploring the best predictors of high school students' academic success. The study also explored moderation effects. Their results show that academic self-efficacy and socioeconomic status are the best predictors of AA, and they are statistically significant. Other statistically significant predictors, albeit less common in the analyses, are mastery avoidance, motivation, sleep habits, and work avoidance. Implications for theory and practice and directions for future research are discussed²¹².

A study examined the contribution of school-related parental monitoring (SR-PM), self-determined motivation, and academic self-efficacy to academic achievement across time. The authors hypothesized that SR-PM would affect academic achievement indirectly via its effects on self-determined motivation and academic self-efficacy beliefs. The participants were 501 adolescents (220 boys; 281 girls) in Grades 6 and 9 as well as their mothers and fathers. We carried out a 2-year, multi-informant study in which the authors assessed SR-PM (maternal and paternal reports), self-determined motivation and academic self-efficacy (self-report), and academic achievement (school records). The authors used structural equation model analysis to test the hypotheses. The analysis shows that SR-PM was positively associated with self-determined motivation and academic self-efficacy and that self-determined motivation and academic self-efficacy affected academic achievement. Furthermore, analyses of indirect effects showed that SR-PM influences academic achievement via its effects on self-determined motivation and academic self-efficacy²¹³.

The aims of another work were to examine primary school students' academic achievement and motivation in terms of parental attitudes, teacher motivation, teacher self-efficacy and leadership perception. Research model of the study is designed as descriptive research model and the data are collected from 60 primary school teachers teaching 4th grade students in 2017-2018 academic year and from 1476 4th grade primary school students. The findings of the study show that fathers' having a high level of education, teachers' having a high level of motivation, a democratic attitude in family are some factors positively affecting student achievement. The findings also indicate that democratic parental attitude and a high level of teacher motivation increase student motivation. It is also concluded that neglectful parental attitude negatively affects student achievement and motivation. Accepted or distributed leadership approach in the school influences teacher motivation. The findings show that teachers with high self-efficacy also have high level of motivation²¹⁴.

A study tried to help us understand the factors that influence the academic performance of the students in secondary schools in India. In secondary schools, there are numerous factors within school and outside school that influence the academic performance of the students. The main areas that have been taken into account include, factors influencing the academic performance of the students, academic performance and large number of students in class, parental and associated factors relating to academic achievement, contribution of school factors towards the academic performance of students, influence of poverty on academic achievement of students and other causes of low academic achievement⁸³.

A closely related study examined the influence of parental occupation and level of education on academic performance of accounting students in Nigeria. It was informed by the fact that the proper functioning of every country's financial system and extent of

viability of her economy is a function of the quality of accountants produced by her tertiary institutions. The specific objectives were to determine the relationship between parental occupation and level of education on academic performance of accounting students in Nigeria. The scope embraced accounting students in the Department of Accountancy, University of Nigeria, Nsukka. Descriptive survey design was adopted for the study. The main instrument for data collection was structured questionnaire. The population of the study comprised 150 final year students of accounting in the University. Purposive sampling technique was employed in selecting 60 as sample size and in the administration. Data analysis were done with the statistical tools of Chi-square (X^2) and t-test statistics. Results obtained indicate that parental occupational level significantly influenced students' academic performance in accounting studies in Nigeria, and that parental educational levels have strong positive relationship with students' academic performance in accounting studies in Nigeria⁵⁹.

2.4 Conceptual Model

Independent Variables:

School Supervision

Classroom Observation: A classroom observation is an act of watching a teacher's performance in their classroom or learning environment classroom

Observation as a quantitative way of recording and measuring teacher behavior and mastery by systematically watching and recording them in action.

Classroom Visitation: Classroom visitation is a procedure by which the educational leader could be of great assistance in aiding the teachers to improve both their instructional strategies/techniques and the learning processes of the student

Team Teaching: Team teaching coordinated teaching by a team of teachers working together. Team teaching is the division of labour between educators to plan, organize,

instruct and make assessments on the same group of students, generally in the common classroom, and often with a strong focus on those teaching as a team complementing one another's particular skills or other strengths.

Teachers Demonstration: Teachers Demonstration involves showing by reason or proof, explaining or making clear by use of examples or experiments. Put more simply, demonstration means to clearly show.

Individual Conversation: Individual Conversation is a single contact view displays the individual conversation history regardless of whether voice, text or e-mail was used.

Parental factors: parental Education Traditionally, family status variables such as parent's level of education have been regarded as predictors of children's academic.

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

Parental occupation: parental occupation is defined as the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, report their main job. If the person is not currently in paid work but has a job in the last 12 months or has retired in the last 12 months.

Dependent Variable:

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

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

Independent Variables

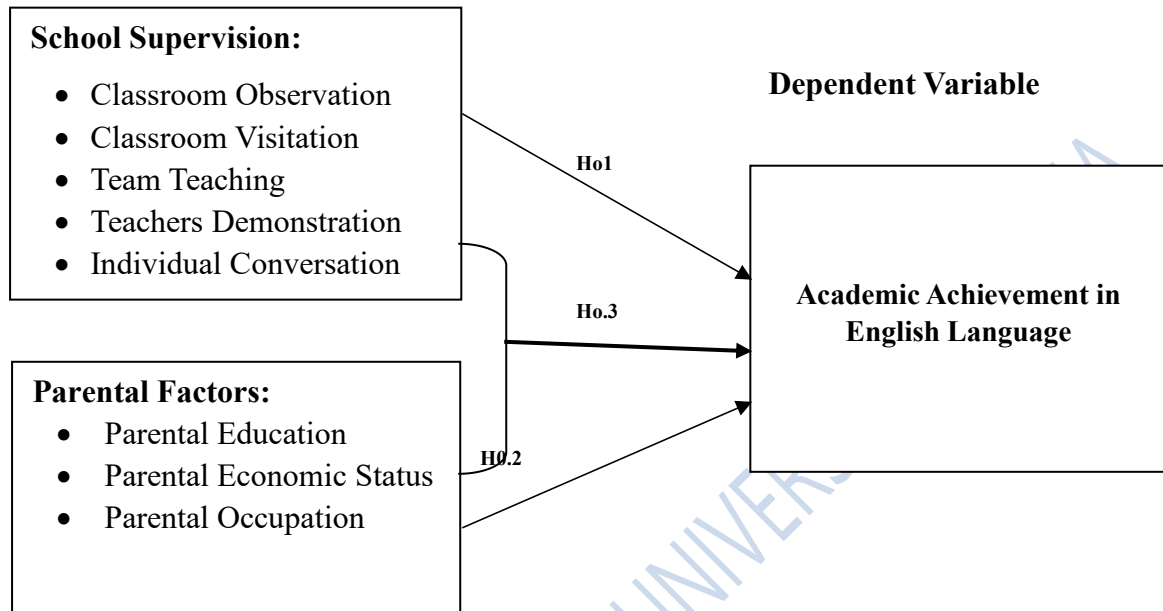


Figure 2.1: Conceptual Model Showing School Supervision and Parental Factors as Determinant of Academic Achievement in English Language among Public Secondary School Students in Oyo State, Nigeria.

Source:F. G. Ogunlowo, 2022

The conceptual model in figure 2.1 reveals the relationship between the two variables for the study. The independent variables for the study are school supervision and parental factors while the dependent variable is students' academic achievement in English language. The first independent variable which is school supervision would be treated by examining five majorelements which are classroom observation, classroom visitation, team teaching, teachers' demonstration and individual conversation. Parental factors which are the second independent variable for the study would be examined in three dimensions which are: parental education, parental economic status and parental

occupation. The dependent variable for the study which is student academic achievement in English language would be assessed in terms of their performance in English language achievement test given to the student. The arrow represents the joint contribution of the two independent variables along with their indices on the dependent variable as revealed in figure 2.1.

2.5 Summary of Literature Reviewed

This chapter was discussed using four major sub-headings, which are: conceptual review, theoretical framework, review of empirical studies, and conceptual model. The conceptual review provided insights into the concepts of the study, such as school supervision, parental factors and academic achievement in English language. It also conceptualized selected indices of the independent and dependent variables of the study. Two theories make up the theoretical framework for the study. One of them is the 'Social cognitive theory' which state that learning results from behaviors, environment and personal factors¹⁰⁹.The other is Ecological Systems Theory',which views child development as a complex system of relationships influenced by various levels of the surrounding environment, from family and school settings to broad cultural values, laws, and customs. Empirical studies related to the present study were also reviewed. The empirical studies were reviewed under two major headings, which are: "school supervision and students' academic achievement", "parental factors and students' academic achievement" and "school supervision and parental factors on students' academic achievement".

However, several gaps were identified in the empirical literature. There was a dearth of literature on the general influence of school supervisor's and parent on student academic achievement in English language. Most studies focused on students' achievement at large and not much has been done on the influence of the two independent

variables on the academic achievement of students in English language at the junior secondary school level. This created a gap in the literature that this study sought to address. Lastly, the conceptual model revealed a diagrammatic relationship between the independent variables and the dependent variable of the study.

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Chapter Three

Methodology

This chapter focused on the methodology of the research work. The chapter is organized under the following sub-headings: research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

3.1 Research Design

The present study employs a descriptive research design since it find out school supervision and parental factors as determinant of academic achievement in English language among public secondary school students in Oyo state, Nigeria without manipulations of the “dependent” and “independent variable”. Descriptive research design is considered necessary for this study because it simply describes the desired characteristics of the sample that is being studied and the variables of study are not influenced in any way¹. A descriptive study may also try to generalise the findings from a representative sample to a larger target population².

3.2 Study Population

The population of this study comprised of all the principals (625) and teachers (14508) proxy for the parents in all the public secondary schools in Oyo State, Nigeria. As at the time of the study, there are a total of six hundred and twenty-five (625) public secondary schools in Oyo State³. These schools are distributed over the three (3) senatorial districts and their local government areas. The three existing senatorial districts are: Oyo central, Oyo North and Oyo South. Oyo central comprises of eleven (11) local government areas with a total number of two hundred and forty-four (244) schools. Oyo north comprises of thirteen (13) local government areas with a total of number of one hundred and seventy-one schools (171). Oyo south comprises of nine (9) local

government areas with a total number of two hundred and ten (210) schools. The distribution of schools by senatorial districts and local government areas is presented in the table 3.1 below:

Table 3.1: Population of the Study (N= 14508 for Teachers and 625 for Principals)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Teachers			Number of Principals		
				Male	Female	Total			
1.	Oyo Central	Afijio	17	194	207	401	17		
		Akinyele	36	269	423	692	36		
		Egbeda	30	285	630	915	30		
		Ogo Oluwa	13	120	54	174	13		
		Surulere	23	182	109	291	23		
		Lagelu	26	277	494	771	26		
		Oluyole	29	178	240	418	29		
		Ona Ara	33	264	248	512	33		
		Oyo East	11	194	282	476	11		
		Oyo West	11	144	209	353	11		
		Atiba	15	218	177	395	15		
		Sub-total	244	2325	3073	5398	244		
		2.	Oyo North	Saki West	22	201	159	360	22
				Saki East	11	74	23	97	11
				Atisbo	12	92	36	128	12
Irepo	6			74	24	98	6		
Olorunsogo	4			52	46	98	4		
Kajola	16			211	121	332	16		
Iwajowa	9			84	46	130	9		
Ogbomoso North	15			236	313	549	15		
Ogbomoso South	16			295	308	603	16		
Iseyin	23			213	144	357	23		
Oorelope	8			76	44	120	8		
Itesiwaju	11			78	20	98	11		
Orire	18			133	53	186	18		
Sub total	171			1819	1337	3156	171		
3.	Oyo South			Ibadan North	42	458	993	1451	42
		Ibadan North West	13	114	445	559	13		
		Ibadan South West	30	318	789	1105	30		
		Ibadan North East	34	439	621	1060	34		
		Ibadan South East	36	451	582	1033	36		
		Ibarapa East	11	103	84	187	11		
		Ibarapa North	8	90	26	116	8		
		Ibarapa Central	10	113	84	197	10		
		Ido	26	108	138	246	26		
		Sub total	210	2194	3760	5954	210		
Grand Total			625	6338	8167	14508	625		

Source³

3.3 Sample and Sampling Technique

"Multistage sampling technique" involving several sampling methods was used to select the sample size for the study. The first type of sampling method that was used is the "systematic sampling technique". Systematic sampling (also known as interval sampling) relies on arranging the study population according to some ordering scheme (in this case based on senatorial districts and local government areas as shown in table 3.1 above) and then selecting elements at regular intervals through that ordered list. Systematic sampling involves a random start and then proceeds with the selection of every k^{th} element from then onwards. In this case,

$$k = \frac{\text{Population size (N)}}{\text{Sample size(n)}}$$

To find an appropriate interval suppose population contains N number of elements and one needs a sample of n size. Then the researcher was divided N by n. The number obtained through this division, say k, is an appropriate interval size to produce a representative sample. For instance, if a population consists of 300 elements and one needs a sample of 30 participants, then interval size will be 10, so he/she needs to select every tenth element starting from a random number⁴. In this study, from the list of the thirty-three (33) local government areas (N), the researcher chose a sample size of sixteen (16) local government areas. Therefore, the interval (k) was calculated as

$$k = \frac{33}{16} = 2$$

So, the researcher systematically chose a sample number of sixteen (16) local government areas on the list (table 3.1) on the interval (k) of every two (2) local government areas starting from a random number of two (2) i.e., the second local government area on the list. The selected number of local government areas (with their number of public schools) based on the systematic random sampling method is shown in table 3.2.

Table 3.2: Sampled Local Government Areas for the Study (n = 16)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Teachers	Number of Principals
1.	Oyo Central	Akinyele	36	692	36
		Ogo Oluwa	13	174	13
		Lagelu	26	771	26
		Ona Ara	33	512	33
		Oyo West	11	353	11
		Sub-total	119	2502	119
		Saki West	22	360	22
2.	Oyo North	Atisbo	12	128	12
		Olorunsogo	4	98	4
		Iwajowa	9	130	9
		Ogbomosho South	16	603	16
		Oorelope	8	120	8
		Orire	18	186	18
		Sub total	89	1625	89
3.	Oyo South	Ibadan North West	13	559	13
		Ibadan North East	34	1060	34
		Ibarapa East	11	187	11
		Ibarapa Central	10	197	10
		Sub total	68	2003	68
		Grand Total		276	6130

Source: Field work

The table 3.2 shows a selected number of sixteen (16) local government areas from a total number of thirty-three (33) local government areas by "systematic random sampling technique". The number of public secondary schools, teachers and principals are 276, 6130 and 276 respectively.

The second type of sampling technique that was used is the "total enumeration technique". This sampling technique is a type where all the population is used as sample for research. In this case, all the two hundred and seventy-six (276) public secondary schools would be used as sampled number of schools. The third type of sampling method that was used is the "Yamane or Slovin formula" sampling technique⁵. This sampling formula would be used to derive a sample size of male and female public secondary school teachers for the present study. The formula is as follows:

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

Where n is the sample size, N is the population size, and e is the level of precision. The level of precision is also the level of significance which is 0.05. According to the Yamane formula, the number of teachers in the selected number of schools in the sixteen chosen local government areas is shown in table 3.3:

Table 3.3: Sampled Number of Teachers for the Study using Yamane's Formula (n = 3653)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Teachers
1.	Oyo Central	Akinyele	36	366
		Ogo Oluwa	13	140
		Lagelu	26	384
		Ona Ara	33	312
		Oyo West	11	242
		Sub-total	119	1444
		Saki West	22	248
2.	Oyo North	Atisbo	12	108
		Olorunsogo	4	87
		Iwajowa	9	111
		Ogbomoso South	16	344
		Oorelope	8	104
		Orire	18	147
		Sub total	89	1149
3.	Oyo South	Ibadan North West	13	300
		Ibadan North East	34	452
		Ibarapa East	11	151
		Ibarapa Central	10	157
		Sub total	68	1060
Grand Total			276	3653

Source: Field work

The table 3.3 shows the sampled number of teachers (using the Yamane's formula) in the sampled local government areas and sampled public secondary schools to be 3653.

Lastly, the "total enumeration technique" was used to select all the principals in the selected public secondary schools in the chosen local government areas as sample for

the study. This sampling technique type is chosen because the number of principals is acceptable fraction for the population of the study. The sample number of principals for the study is therefore two hundred and seventy-six(276) as shown in table 3.4:

Table 3.4: Sampled Number of Principals for the Study using Total enumeration technique (n = 276)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Principals
1.	Oyo Central	Akinyele	36	36
		Ogo Oluwa	13	13
		Lagelu	26	26
		Ona Ara	33	33
		Oyo West	11	11
		Sub-total	119	119
		Saki West	22	22
		Atisbo	12	12
2.	Oyo North	Olorunsogo	4	4
		Iwajowa	9	9
		Ogbomoso South	16	16
		Oorelope	8	8
		Orire	18	18
		Sub total	89	89
		Ibadan North West	13	13
3.	Oyo South	Ibadan North East	34	34
		Ibarapa East	11	11
		Ibarapa Central	10	10
		Sub total	68	68
Grand Total			276	276

Source: Field work

The summary of the samples and sample size for the study is presented in table 3.5

Table 3.5: Summary of the Sample and Sample size for the study

S/N	Sampled local government areas (systematic sampling technique)	Sampled public secondary schools (Total enumeration technique)	Sampled public secondary school teachers (Yamane's Formula)	Sampled public secondary school principals (Total enumeration technique)
	16	276	3653	276

Source: Fieldwork

3.4 Research Instrument

The instruments used for data collection for the research are self-constructed questionnaires titled “School Supervision Indices Questionnaire (SSIQ) and Parental Factors Indices Questionnaire (PFIQ). A self-constructed test known as “Academic Achievement in English Language Test (AAELT)”

3.4.1 School Supervision Indices Questionnaire (CFIQ)

This questionnaire is divided into two (2) sections and is to be answer by the respondent (Teachers)

Section A is designed to obtain demographic information of the respondents. This deals with the gender, age, marital status, year of teaching experience and highest qualification of the respondent.

Section B deals with the school supervision indices. It consists of twenty (20) structured items. Four (4) items each for all the school supervision indices. The rating technique is based on the five-point likert type as follows: Always (A) – 5 points, Mostly (M) – 4 points, Often (O) – 3 points, Occasionally (OC) – 2 points and Never (N) – 1 point.

3.4.2 Parental Factors Indices Questionnaire (PFIQ)

This questionnaire is divided into two (2) sections, which was answered by the respondents (Students).

Section A consists of demographic information of the parents such as; gender, age, marital status, occupation, economic status and highest educational qualifications.

Section B deals with the parental factors' indices. It consists of fifteen (15) structured items. Five (5) items each for all the parental factors indices. The rating technique is based on the four-point likert type as follows: SA=Strongly Agree (5), A=Agree (4), U=Undecided (3), D=Disagree (2), SD=Strongly Disagree (1).

3.4.3 Academic Achievement in English Language Test (AAELT)

This is a test prepared for the student in order to determine the influence of school supervision and parental factors on their academic achievement in English language. The question used for the test was deduced from the 2022 WAEC English language question. Since the question is set by the various experts in the field. The test was conducted for two (2) selected SSS 2 students in each of the two hundred and seventy-six (276) schools selected for the study in Oyo State, which is equivalent to five hundred and fifty-two (552) students in total.

3.5 Validity of the Research Instrument

The research instruments were validated on the basis of face and content validity in order to evaluate the extent to which operationalization of a construct actually measure what it tends to measure⁶. In order to determine the face and content validity of the instrument, the questionnaires were shown to the supervisor and other experts in educational management. The experts determined the appropriateness of the instruments in measuring what it is supposed to measure and also ensured that the instruments contain the appropriate items that could actually elicit the intended responses on school supervision and parental factors as determinant of academic achievement in English language among secondary school students in Oyo state.

3.6 Reliability of the Research Instrument

Cronbach's Alpha was used to ascertain the reliability of the instruments. Cronbach alpha is used to measure the internal consistency between several items, measurements or ratings. It is used to check on the stability of the instruments which measure the research variables. It ranges from zero to one exclusively, and it measures the proportion of variability that is shared among factors⁶. A pilot study would be conducted on the several copies of the questionnaires, which would be administered to ten (10) principals and twenty (20) SSS2 students in ten (10) schools already selected for the study. These respondents would be excluded from the final study. After retrieving the instruments, they would be subjected to Cronbach's Alpha analysis using SPSS. The Cronbach's Alpha reliability coefficient value obtained would be subjected to psychometric test for interpretation.

3.7 Administration of Instrument

The instruments were personally administered by the researcher through the help of three trained Research Assistants. This will help to reduce difficulty in retrieving the questionnaires. The researcher and trained research assistants will have personal contact with the respondents in the selected public secondary schools which will enhance their understanding of the items in the instruments. The copies of the questionnaires were collected back by the researcher with the help of the trained research assistants after completed from the respondents.

3.8 Method of Data Analysis

The data collected were analyzed using descriptive statistical techniques like frequencies and counting for the demographic data. Mean and Standard Deviation for the research questions and inferential statistics such as Multiple Regression Analysis for

the hypotheses at 5% ($P < 0.05$) level of significance. Statistical Package for Social Science (SPSS) software package was used for data analysis.

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Chapter Four

Results and Discussion of Findings

This chapter contains the results and discussion of findings based on data collection and analysis in relation to the study's objectives (research questions and hypotheses). The response rate of the instruments is shown first, followed by the presentation and analysis of data (respondent demographics, research questions and hypotheses), and finally the discussion of findings.

4.1. Instrument Response Rate

Table 4.1: Instrument Response Rate

S/N	Research Instruments	Amount administered	Amount retrieved	Amount Validated	Rate of Response
1	School Supervision Indices Questionnaire (SSIQ)	3, 653	3, 640	3, 600	98.55%
2	Parental Factors Indices Questionnaire (PFIQ)	2760	2760	2700	97.8%
3	Academic Achievement in English Language Test (AAELT)	552	552	276	100%

Source: Fieldwork, 2022

Table 4.1 shows the number of research instruments that were administered, retrieved and validated and the rate of responses in order to collect data for the study. Three instruments named-School Supervision Indices Questionnaire (SSIQ), Parental Factors Indices Questionnaire (PFIQ) and Academic Achievement in English Language Test (AAELT) were administered. School Supervision Indices Questionnaire (SSIQ) was administered to public secondary school teachers. Three thousand six hundred and fifty three (3, 653) copies of School Supervision Indices Questionnaire (SSIQ) were produced and distributed to the sampled respondents in the sampled schools. Three thousand six hundred and forty (3, 640) were retrieved and Three thousand six hundred (3,600) copies were valid and useful for analysis. This gave a good response rate of 98.55%.

Also, two thousand seven hundred and sixty (2,760) of Parental Factors Indices Questionnaire (PFIQ) were produced. Ten (10) students from the two hundred and seventy-six (276) sampled schools in Oyo State were chosen at random as respondents for this instrument making a total of 2,760 students. Two thousand seven hundred and sixty (2,760) were retrieved, two thousand seven hundred (2,700) copies were valid and useful for analysis. This gave a response rate of 97.8%. However, Academic Achievement in English Language Test (AAELT). The test was conducted for two (2) selected SSS 2 students in each of the two hundred and seventy-six (276) schools selected for the study in Oyo State, which is equivalent to five hundred and fifty-two (552) students in total. All the instruments were retrieved of which all were rendered valid and useful for analysis. This gave a complete response rate of 100%.

4.1.1 Demographic Data of Respondents

Table 4.2.1: Frequency Distribution of Teachers' Demography (n =3576)

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	1404	39.0
	Female	2196	61.0
	Total	3600	100
Age	18-38 years	1082	30.1
	39-59 years	2401	66.7
	60 years and above	117	3.3
	Total	3600	100
Marital Status	Single	297	8.3
	Married	3164	87.9
	Divorced	70	1.9
	Separated	69	1.9
	Total	3600	100
Highest Educational Qualifications	Bachelor's degree	3079	85.5
	PGDE	515	14.3
	M.Sc.	6	0.2
	Total	3600	100
Years of Teaching Experience	0-5 years	214	5.9
	6-10 years	213	5.9
	11-15 years	681	18.9
	16 years and above	2492	69.2
	Total	3600	100

Source: Fieldwork, 2022

Table 4.2.1 shows the frequency distribution of teachers' demography in public secondary schools in Oyo State. From the table, majority of the teachers 61% (2196) are female, while male teachers are 39% (1404). This suggests the dominance of female to male teachers in Oyo State. It implies females are more interested in teaching profession compared to the males. Majority of the teachers, 66.7% (2401) are within 39-59 years of age, 30.1% (1082) are within 18-38 years of age while 3.3% (117) of the teachers are 60 years and above. This could mean that a major portion of the teachers are young and in their mid-age. Only very few are well advanced in age.

Further, majority of the teachers 87.9% (3164) are married, 8.3% (297) are single, 1.9% (70) of the teachers are divorced, while 1.9% (69) are separated. This suggests that a major of the teachers in Oyo State are married. Also, a major fraction of the teachers 85.5% (3079) have the basic and required Bachelor's degree as their highest form of degree which implies that Oyo State public secondary schools have teachers who are university graduates. However, 14.3 (515%) of the teachers have PGDE and 0.2% (6) have M.Sc. Lastly, majority of the teachers, 69.2 (2492) have 16 years of experience, 18.9% (681) of the teachers who have 11-15 years of teaching experience. Some of the teachers, 5.9% (214) have 0-5 years of experience while, 5.9% (213) have within 6-10 years of teaching experience. This result implies that Oyo state public secondary schools still have many teachers who are well experienced in the teaching profession.

Table 4.2.1: Frequency Distribution of Parents' Demography (n =2700)

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	707	26.2
	Female	1993	73.8
	Total	2700	100
Age	18-38 years	233	8.6
	39-59 years	2350	87
	60 years and above	117	4.3
	Total	2700	100
Marital Status	Single	151	5.6
	Married	2278	84.4
	Divorced	202	7.5
	Separated	69	2.6
	Total	2700	100
Economic Status	Lower Class	16	6.2
	Middle Class	2533	93.8
	Upper Class	0	0
	Total	2700	100
Highest Educational Qualifications	SSCE	612	22.7
	OND/NCE	377	14
	B.Sc./HND	1451	53.7
	Master's degree	260	9.6
	Total	2700	100
Occupation	Civil Servant	2016	74.7
	Trader	539	20
	Others	145	5.4
	Total	2700	100

Source: Fieldwork, 2022

Table 4.2.1 shows the demographic distribution of parents which was answered by the selected SS2 students of public secondary schools in Oyo State. From the table, majority of the students 73.8% (1993) that answered the questionnaire were female students while 26.2% (707) students are male. This suggests that major fraction of SS2 students in Oyo State are female. According to the respondents (students), majority 87% (2350) of their parents age fell within 39-59 years, 8.6% (233) of their parents are within 18-38 years, while very few 4.3% (117) of the parents age are within 60 years and above. This implies that most the students' parents within 39-59 years of age. Its term of parent's marital

status, majority 84.4% (2278) are married, 7.5% (202) are divorced, 5.6% (151) are still single, while 2.6% (69) of the parents are separated. This shows that the majority of the parents are married. Further, the economic status of almost all 93.8% (2533) of the parents are at the middle-class level, few 6.2% (16) are at the low-class level while none of the parent area at the upper-class economic status. This suggest that the majority of the parents are average income earner that can afford the basic needs of their children such as school fees, text books etc. In terms of the parent highest academic qualifications, majority 53.7% (1451) have first degree (B.Sc./HND), 22.7% (612) of the parents have only secondary school certificate (S.S.C.E), 14% (377) have OND/NCE as their highest qualification while 9.6% (260) of the parents have a post graduate certificate (M.Sc.). This implies that a major fraction of the parents are graduates.

Finally, in terms of parent occupation, majority 74.7% (2016) are civil servants, 20% (589) are traders while 5.4% (145) of the parents have “other” occupations such as private company employees, bankers, mechanics, fashion designers, bricklayers, contractors and nurses. This implies that a good number of the parents are civil servants which establishes their class of income “middle class”.

4.2 Presentation of Data

4.2.1 Analysis of Research Questions.

Research Question 1: What are the forms of supervision adopted by the public secondary schools in Oyo state, Nigeria?

Table 4.3.1: Forms of Supervision Adopted by the Public Secondary Schools in Oyo State, Nigeria (N=3600)

S/N	Items	N	Always	Mostly	Often	Occas.	Never	\bar{x}	SD	Remark
Classroom Observation										
1.	My principal observes me when I am teaching English language	3600	0 0.0%	189 5.3%	2978 82.7%	433 12%	0 0.0%	2.93	0.41	Often
2.	Anytime my principal comes to class, he corrects my method of teaching English language after the lesson	3600	0 0.0%	197 5.5%	2849 79.1%	554 15.4%	0 0.0%	2.90	0.45	Often
3.	The moment I start teaching English language, my principal stands at the back of the classroom to observe my teaching skills	3600	0 0.0%	0 0.0%	477 13.3%	3036 84.3%	87 2.4%	2.11	0.38	Occas.
4.	It is only when students perform below average that my principal comes to my class to observe	3600	0 0.0%	0 0.0%	273 7.6%	3081 85.6%	246 6.8%	2.01	0.38	Occas.
Classroom Visitation										
5.	My principal visits me in class during English language lessons	3600	0 0.0%	201 5.6%	2299 63.9%	941 26.1%	159 4.4%	2.71	0.64	Often
6.	It is only female English language teachers that my principal visit in class	3600	0 0.0%	0 0.0%	0 0.0%	472 13.1%	3128 86.9%	1.13	0.38	Not at all.
7.	It is only when students speak English language the principal visits my class	3600	0 0.0%	0 0.0%	7 0.2%	3220 89.4%	373 10.4%	1.90	0.31	Not at all
8.	It is only when students make noise in English language class that my principal visits the class	3600	0 0.0%	0 0.0%	26 0.7%	1014 28.2%	2560 71.1%	1.30	0.47	Not at all
Team Teaching										
9.	My principal ensures that at least two teachers repeatedly teach one topic in English language per week	3600	0 0.0%	81 2.3%	3162 87.8%	350 9.7%	7 0.2%	2.92	0.35	Often
10.	It is only when students perform below average that my principal allows different teachers to teach English language	3600	0 0.0%	0 0.0%	3082 85.6%	518 14.4%	0 0.0%	2.86	0.35	Often

11.	My principal assigned English language to more than one teacher	3600	0	785	2317	498	0	3.08	0.59	Often
			0.0%	21.8%	64.4%	13.8%	0.0%			
12.	My principal ensures that all teachers in the school teaches English language.	3600	0	0	0	1215	2385	1.34	0.47	Not at all
			0.0%	0.0%	0.0%	33.8%	66.3%			
Teachers Demonstration										
13.	My principal corrects my teaching method while I am teaching English language in the class	3600	0	0	0	407	3193	1.11	0.32	Not at all
			0.0%	0.0%	0.0%	11.3%	88.7%			
14.	My principal dislikes when I only stand in a position to teach to teach English language	3600	0	0	2665	778	157	2.70	0.55	Often
			0.0%	0.0%	74%	21.6%	4.4%			
15.	My principal encourages me to gesticulate while teaching English language	3600	0	1251	1633	357	359	3.05	0.92	Often
			0.0%	34.8%	45.4%	9.9%	10%			
16.	My principal wants me to use play away method to teach English language	3600	0	0	0	1558	2042	1.43	0.50	Not at all
			0.0%	0.0%	0.0%	43.3	56.7%			
Individual Conversation										
17.	My principal encourages me to ask question from specific students while teaching English language	3600	0	1849	1742	9	0	3.51	0.50	Mostly
			0.0%	51.4%	48.4%	0.3%	0.0%			
18.	My principal wants me to disallow chorus answers while teaching English language	3600	0	2064	1350	186	0	3.52	0.59	Mostly
			0.0%	57.3%	37.5%	5.2%	0.0%			
19.	My principal tells me to encourage students to individually ask questions from me when I am teaching English language	3600	0	1772	1730	91	7	3.46	0.56	Often
			0.0%	49.2%	48.1%	2.5%	0.2%			
20	My principal gives gifts to students who ask questions after each English language lesson	3600	0	0	36	1313	2251	1.38	0.51	Not at all
			0.0%	0.0%	1%	36.5%	62.5%			

Weighted Mean Score (\bar{x})= 2.38 (0.46); General Decision = Occasionally (Fair)

Source: Fieldwork, 2022

KEY: Occas. = Occasionally; SD = Standard Deviation

Threshold: If the mean is 0.000-1.999 = Not at all; 2.000-2.499 = Occasionally; 2.500-3.499 = Often; 3.500 to 4.499 = Mostly and 4.500-5.000 = Always

Table 4.4.1 shows forms of supervision adopted by the public secondary schools in Oyo state, Nigeria. The rating scale of 'not at all (1)' to 'always (5)' was used with a criterion of 3.00 set for the study. Twenty (20) items were used to forms of supervision adopted by the public secondary schools. Among the items, nine (9) are remarked "often", seven (7) are remarked "never", two (2) are remarked "occasionally" and two (2) are remarked

“mostly”. The nine items remarked 'often' indicate that majority of the teachers opined that their principal often; observes them when they are teaching English language, he corrects their method of teaching English language after the lesson, visits them in class during English language lessons, principal ensures that at least two teachers repeatedly teach one topic in English language per week, It is only when students perform below average that my principal allows different teachers to teach English language. Majority of the teachers also perceived that principal often; assign English language to more than one teacher, dislikes when they only stand in a position to teach to teach English language, encourages them to gesticulate while teaching English language and he tells them to encourage students to individually ask questions from them when they are teaching English language. The seven (7) are remarked “never” implies that a major portion of the teachers opined to oppose the statements that their principals; visit in class only when the English language teachers is a female, visit in class only when students speak English language, visit in class only when students make noise in English language class, ensures that all teachers in the school teaches English language, corrects teachers teaching method while they are teaching English language, wants the teacher to use play away method to teach English language and gives gifts to students who ask questions after each English language lesson. The two (2) are remarked “occasionally” and “mostly” implies that the majority of the teachers perceived that occasionally the principal: stands at the back of the classroom to observe the teaching skills any moment they start teaching English language and comes to class to observe only when students perform below average. Similarly, the majority of the teachers opined that most times the principal: encourages them to ask question from specific students while teaching English language and wants them to disallow chorus answers while teaching English language. The table generally reveals that

forms of supervision is 'occasionally' adopted by principals in public secondary schools in Oyo State, Nigeria ($\bar{x}=2.38$) which is fair.

Research Question 2: What are the various parental factors that can affect the students in English language in public secondary school in Oyo state, Nigeria?

Table 4.3.2: Parental Factors on the Students

S/N	Items	N	SA	A	U	D	SD	\bar{x}	S.Dev	Remark
Parent Education										
1.	My parents can speak English language fluently	2700	275 10.2%	1813 67.1%	28 1.0%	584 21.6%	0 0.0%	3.66	0.93	Average
2.	My parents are educated and are not literates.	2700	1200 44.4%	888 32.9%	101 3.7%	511 18.9%	0 0.0%	4.03	1.11	High
3.	My parents assist with my English language assignments.	2700	474 17.6%	1053 39%	46 1.7%	866 32.2%	261 9.7%	3.23	1.32	Average
4.	My parents sometimes communicate with each other in English language.	2700	560 20.7%	1944 72%	0 0.0%	196 7.3%	0 0.0%	4.06	0.70	High
5.	My parents understand my syllabus in English language and assist me to read ahead.	2700	0 0.0%	574 21.3%	99 3.7%	1808 67%	219 8.1%	2.38	0.91	Low
Parental Economic Status										
6.	My parents are buoyant enough to pay for the services of an English language instructor,	2700	178 6.6%	1054 39%	168 6.2%	1300 48.1%	0 0.0%	3.04	1.07	Average
7.	My parents can afford to buy me English language textbooks and visual materials.	2700	170 6.3%	1905 70.6%	103 3.8%	522 18.3%	0 0.0%	3.63	0.86	High
8.	My parents reside in a neighborhood with occupants who communicates using English language.	2700	142 5.3%	558 20.7%	58 2.1%	1875 89.4%	67 2.5%	2.57	1.01	Low
9.	My parents communicate to me and others in English language.	2700	0 0.0%	588 21.8%	0 0.0%	1270 47%	842 31.2%	2.12	1.08	Low
10.	My parents' neighbors have children who can study English language with me in a group.	2700	0 0.0%	200 7.4%	0 0.0%	1155 42.5%	1345 49.8%	1.65	0.82	Low
Parental Occupation										

11.	My parents have white collar jobs	2700	211	1313	138	1038	0	3.29	1.07	Avg.
			7.8%	48.6%	8.1%	38.4%	0.0%			
12.	My parents communicate with English language at their workplace.	2700	77	1776	805	42	0	3.70	0.55	Avg.
			2.9%	65.8%	29.8%	1.6%	0.0%			
13.	My parents' jobs give enough time for their aid with my English language homework	2700	28	584	89	838	1161	2.07	1.19	Low
			1.0%	21.6%	3.3%	31%	43%			
14.	My parents make enough from their job to buy me English language textbooks and literature texts	2700	138	1792	0	615	155	3.42	1.07	Avg.
			5.1%	66.4%	0.0%	22.8%	5.7%			
15.	My parents' coworkers can speak English language fluently.	2700	0	68	2442	190	0	2.95	0.31	Low
			0.0%	2.5%	90.4%	7.0	0.0%			
Weighted Mean Score (\bar{x})= 3.05 (0.99); General Decision = Average										

Source: Fieldwork, 2022

KEY: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.Dev = Standard Deviation

Threshold: Mean of 1-3.0 = low; mean of 3.1 - 4.5 = Average and mean of 4.6 and above = high

Table 4.3.2 shows parental factors that can affect the students in English language in public secondary school in Oyo state, Nigeria. The rating scale of 'strongly disagree (1)' to 'strongly agree (5)' was used with a criterion of 3.50 set for the study. Fifteen (15) items were used to measure parental factors that can affect the students in English language. Among the items, six (6) are remarked "average", six (6) are remarked "low" and three (3) are remarked "high". The six items remarked 'average' implies majority of the students opined that on the average level, their parents: can speak English language fluently, assist with English language assignments, are buoyant enough to pay for the services of an English language instructor, have white collar job and communicate with English language at their workplace. The other six (6) items remarked "low" implies majority of the student disagreed or strongly disagreed that their parents: understand their syllabus in English language and assist to read ahead., reside in a neighborhood with occupants who communicates using English language, communicate to me and others in English language, parents neighbors have children who can study English language. Three (3) items remarked "high:" clearly indicates that most of the students opined their parents are

educated and are not literates and that their parents sometimes communicate with each other in English language. However, some of the students opined undecided about some statements listed as majority are undecided on the statement “parent coworkers can speak English language fluently”. Therefore, the table generally reveals that the parental factors that can affect the students in English language in public secondary as perceived by the student is on an average ($\bar{x}=3.05$, $SD = 0.99$) which could be regarded as fair.

Research Question 3: What is the influence of school supervision and parental factors on student academic achievement in English language?

To access the influence of school supervision and parental factors on student academic achievement in English language. Fifty (50) English language questions (see Appendix 1) was answered by the senior secondary school (SSS 2) students to assist in this study. The score of the student was only used for this study. The question used for the test was deduced from the 2022 WAEC English language question. The test was conducted for two (2) selected SSS 2 students in each of the two hundred and seventy-six (276) schools selected for the study in Oyo State, making a total of five hundred and fifty-two (552) students.

WAEC uses figures 1 to 9 to represent grades. 1 represents A1 (Excellent) which means a candidate will have to score at least 75 out of 100 to fall in this grade. A score of 70 to 74 is B2, which is interpreted as, “very good” while a score that falls between 65 to 69 is B3 (Good). A score between 50 to 64 falls under credit represented by 6, 5, and 4¹.

Table 4.3.3: Grades in WAEC and their Meaning¹.

WAEC Score by Percentage	Grade	Interpretation
75-100	A1	Excellent
70-74	B2	Very Good
65-69	B3	Good
60-64	C4	Credit
55-59	C5	Credit
50-54	C6	Credit
45-49	D7	Pass
40-44	E8	Pass
0-39	F9	Fail

Experienced English teachers that graded were randomly selected from the selected two hundred and seventy-six (276) schools to avoid sentiment. From the student scores, 40% (221) of the students scored between 55 and 59 grade, 25% (138) of the students scored between 60 and 64 grade, 10% (55) scored between 65 and 69 grade, 5% (28) of the students scored between 45 and 49 grade, 5% (28) of the students scored between 40 and 44 grade, 3% (16) scored between 70-74 grade, while 12% (66) of the students failed (scored between 0 and 39). This implies that majority 40% (221) of the students scored between 55 and 59 grade which shows that most of them have credit in English.

4.3 Presentation of Hypotheses

H₀₁: There will be no significant joint influence of school supervision (classroom observation, classroom visitation, team teaching, teachers' demonstration and individual conversation) and parental factors (parental education, parental economic status and

parental occupation) on academic achievement in English language among public secondary school students in Oyo state, Nigeria

Table 4.4.1: ANOVA Table for Joint Influence of School Supervision (Classroom Observation, Classroom Visitation, Team Teaching, Teachers' Demonstration and Individual Conversation) and Parental Factors (Parental Education, Parental Economic Status and Parental Occupation) on Academic Achievement In English Language Among Public Secondary School Students in Oyo State, Nigeria

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79.376	2	39.688	10.738	.001 ^b
	Residual	3170.75	550	5.765		
	Total	3213.736	552			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), School Supervision, Parental Factors

Source: SPSS Computation 23.0
*F-value is significant at 0.05**

4.4.2 Model Summary of Joint Influence of School Supervision (Classroom Observation, Classroom Visitation, Team Teaching, Teachers' Demonstration And Individual Conversation) and Parental Factors (Parental Education, Parental Economic Status And Parental Occupation) on Academic Achievement In English Language Among Public Secondary School Students in Oyo State, Nigeria

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.347 ^a	.72	.63	1.92451

a. Predictors: (Constant), School Supervision, Parental Factors

Source: SPSS Computation 23.0

Table 4.4.1 and 4.4.2 shows the model summary and ANOVA of multiple regression analysis for the joint influence of school supervision (classroom observation, classroom visitation, team teaching, teachers' demonstration and individual conversation) and

parental factors (parental education, parental economic status and parental occupation) on academic achievement in English language among public secondary school students in Oyo State, Nigeria. From the Table 4.4.1, that the F- value is significant at the p-value = 0.001 ($F= 10.738, P<0.05$) which is less than 0.05 and highly significant since p-value ($0.001 < 0.05$) at 95% confidence level. The F-test therefore rejects the null hypothesis and it can be concluded that there exists variation in academic achievement in English language due to school supervision and parental factor. Which implies that school supervision (classroom observation, classroom visitation, team teaching, teachers' demonstration and individual conversation) and parental factors (parental education, parental economic status and parental occupation) significantly influence students' academic achievement. Also, the level of significance of the F-statistics means that the regression model is a good fit of the data. The model summary on Table 4.4.2 shows the R^2 value of 0.72 which implies that 72% variation in academic achievement (dependent variable) could be explained by the independent variables (school supervision and parental factors). The remaining 28% is explained by other factors outside the model and the error term. The adjusted R^2 value shows that 63% of the variance in teachers' performance is explained only by the independent variables which are to be kept in the model. This therefore means that the remaining 37% could be a result of other predictors included or added to the model that do not have a significant prediction on academic achievement.

H₀₂: There will be no significant relative influence of school supervision (classroom observation, classroom visitation, team teaching, teachers' demonstration and individual conversation) and parental factors (parental education, parental economic status and parental occupation) on academic achievement in English language among public secondary school students in Oyo state, Nigeria.

Table 4.4.3: Coefficients of Multiple Regression Analysis Relative Influence of School Supervision (Classroom Observation, Classroom Visitation, Team Teaching, Teachers' Demonstration and Individual Conversation) and Parental Factors (Parental Education, Parental Economic Status and Parental Occupation) on Academic Achievement in English Language Among Public Secondary School Students in Oyo State, Nigeria

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.250	15.916		.135	.000
School Supervision	.714	.130	.271	3.628	.000
Parental Factors	.112	.024	.110	1.125	.001

a. Dependent Variable: Academic Achievement

Table 4.4.4 shows the coefficients of multiple regression analysis for the relative influence of school supervision (classroom observation, classroom visitation, team teaching, teachers' demonstration and individual conversation) and parental factors (parental education, parental economic status and parental occupation) on academic achievement in English language among public secondary school students in Oyo state, Nigeria. The table shows that the beta coefficient (β) and t-values for parental factors (Beta =.110; t = 1.125; Significance =.001) and school supervision (Beta =.271; t = 3.628; Significance =.001) are significant at $P > 0.05$. Because of this, the results show that the differences in academic performance in English Language can be explained by school supervision and parental factors, which means they are needed in the model.

Also, the low standard error values for parental factor (.024) and school supervision (0.130) show that these predictors are very accurate in predicting English language academic achievement in public secondary schools in Oyo State. The positive B values of.714 and.112 for the predictors show that they have a positive relationship with

academic achievement in English language. It means that parental factors and school supervision had a positive effect on how well students did in English in this study.

The empirical value of the F-test, which was calculated, is 10.738, which is significant at $p=0.001$. So, we can say that the F-test is statistically significant. The independent variables (school supervision and parental factors) statistically and significantly predict the dependent variable (academic achievement in English language). This means that the aim of the study, which was "To investigate school supervision and parental factors as determinant of academic achievement in English language among public secondary school students in Oyo state, Nigeria" was met. Since the test is statistically significant, the null hypothesis should be rejected. So, the whole regression is statistically significant.

4.4 Discussion of Findings

This research investigated the influence of school supervision and parental factors as determinant of academic achievement in English language among public secondary school students in Oyo state, Nigeria. In this study, respondents' demographic information (teachers and parents) was analyzed, three research questions were answered, and two hypotheses were tested.

Results of the demographic data analysis of teachers revealed majority of the teachers 61% (2196) are female, while 39% (1404) are male. This implies there are more female teachers than male ones in Oyo State. Majority of the teachers, 66.7% (2401) are within 39-59 years of age, 30.1% (1082) who are within 18-38 years of age, while 3.3% (117) are 60 years and above. This shows that majority of the teachers are young and probably, only very few are well advanced in age. Result also indicated that majority of the teachers, 87.9% (3164) are married, 8.3% (297) are single, 1.9% (70) are divorced,

while 1.9% (69) of the teachers are separated. This shows that most of the teachers are married.

Results of the study further showed that most of the teachers, 85.5% (3079) have the Bachelor's degree as their highest form of degree, few of the teachers seems to have advanced their education to the post graduate level as 14.3% (515) have PGDE while 0.2% (d) have master's degree. This shows that the majority of teachers in Oyo state have the basic and required qualification. A major fraction of the teachers, 69.2% (2492) have within 16 years and above of teaching experience, 18.9% (681) has 11-15 years of experience, 5.9% (214) has 6-10 years have experience, while 5.9% (213) has 0-5 years of experience. This result implies that Oyo State public secondary schools still have many teachers who are well experienced in the teaching profession. The above results is duly supported by a study on "The effectiveness of teachers in Nigerian secondary schools: The role of instructional leadership of principals"². which reported that most teachers were females, 231 (59.38%) compared to their male counterpart, 158 (40.62%). The study also reported that majority of the teachers 67.87% of teachers have a Bachelor's degree (B.A/B.A (Ed.)/B.Ed./B.Sc (Ed.)/B. Sc.), while 6.68% have the National Certificate Examination (NCE). About 10.80% are master's degree holders. Only a small group (1%) of teachers in secondary schools have a doctorate degree (Ph.D.)². However, In terms of years of experience of teachers, larger percentage (31.88%) of teachers has between 6 and 10 years of teaching experience as opposed 16 years and above in this study.

Result of demographic data analysis of parents showed that majority 87% (2350) of their parents age fell within 39-59 years, 8.6% (233) of their parents are within 18-38 years, while very few 4.3% (117) of the parents age are within 60 years and above. Also, majority of the parents 84.4% (2278) are married, 7.5% (202) are divorced, 5.6% (151) are still single, while 2.6% (69) of the parents are separated. The economic status of

almost all 93.8% (2533) of the parents are at the middle-class level, few 6.2% (16) are at the low-class level. Most the parents 53.7% (1451) have first degree (B.Sc./HND), 22.7% (612) of the parents have only secondary school certificate (S.S.C.E), 14% (377) have OND/NCE as their highest qualification while 9.6% (260) of the parents have a post graduate certificate (M.Sc.). Majority of the parents 74.7% (2016) are civil servants, 20% (589) are traders while 5.4% (145) of the parents have “other” occupations such as private company employees, bankers, mechanics, fashion designers, bricklayers, contractors and nurses. This corroborates a study on “Impact of parental involvement on children’s academic performance at Crescent International School, Bangkok, Thailand” which gave the report that majority of the parents 57% are below 50 years old, 80% had a Bachelor's degree, 90% had full time jobs⁵.

Findings from research question one showed that forms of supervision is 'occasionally' adopted by principals in public secondary schools in Oyo State, Nigeria. Having a mean ($\bar{x}=2.38$) which is fair. This corroborates a study on “Relationships between supervision and teachers’ performance and attitude in secondary schools in Malaysia” Which shows that most of the supervisory practices are at moderate level which should be improved³. Also, the findings of this study oppose a work on “Principals’ Review of Teachers’ Records and its Influence on Teachers’ Pedagogical Practices in Public Secondary Schools in Bauchi State, Nigeria”⁴. The study reported that supervisory activities of reviewing teachers' professional records were inconsistent by the majority of principals in public secondary schools in Bauchi state, Nigeria.

Research question two showed parental factors that can affect the students English language performance in public secondary as perceived by the student is on a average level ($\bar{x}=3.05$) which could be regarded as fair. However, some of the students opined

“undecided” about some statements listed as majority are undecided on the statement “parents coworkers can speak English language fluently”

Findings from research question three shows that 40% (221) of the students scored between 55 and 59 grade, 25% (138) of the students scored between 60 and 64 grade, 10% (55) scored between 65 and 69 grade, 5% (28) of the students scored between 45 and 49 grade, 5% (28) of the students scored between 40 and 44 grade, 3% (16) scored between 70-74 grade, while 12% (66) of the students failed (scored between 0 and 39). This implies that majority 40% (221) of the students scored between 55 and 59 grade which shows that most of them have credit in English.

Findings from hypothesis one (Ho1) revealed a significant influence of school supervision (classroom observation, classroom visitation, team teaching, teachers’ demonstration and individual conversation) and parental factors (parental education, parental economic status and parental occupation) on academic achievement in English language among public secondary school students in Oyo State, Nigeria ($F= 10.738$, $P<0.05$). This result partly corroborates the findings in a work on Relationship between parental involvement and academic performance of senior high school students. The results of the study showed a significant positive relationship between parental involvement in education and students’ academic performance. The Zero-order correlation coefficients obtained for Mathematics and English Language were $r = 0.433^{**}$ and $r = 0.477^{**}$ respectively. Both are positive with significance or p -value = 0.001 which is less than $\alpha = 0.01$, which implies that parental involvement was significantly related to academic performance in Mathematics and English Language⁶. Also, this study findings are in line with another study on “The Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria”. The study shows that regular instructional supervision using robust supervision strategies like

checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools⁷.

Findings from hypothesis two (Ho2) revealed that there exists a relative influence of school supervision (classroom observation, classroom visitation, team teaching, teachers' demonstration and individual conversation) and parental factors (parental education, parental economic status and parental occupation) on academic achievement in English language among public secondary school students in Oyo state, Nigeria. beta coefficient (β) and t-values for parental factors (Beta =.110; t = 1.125; Significance =.001) and school supervision (Beta =.271; t = 3.628; Significance =.001) are relatively significant at $P < 0.05$. This is partly in line with a findings in a study that revealed that most of the respondents agreed that educational supervision helped to improve quality of education. It was revealed that the role of supervisors was providing assistance to teachers, providing feedback and providing of guidance and counselling services⁸. It also party supports the findings of work on "Perceived influence of instructional supervision on students' academic performance in secondary schools in Makurdi Education Zone of Benue State, Nigeria". The findings indicated that classroom visitation and classroom observation has significant influence on students' academic performance in secondary schools in Makurdi Education Zone of Benue State, Nigeria⁹.

Endnotes

¹ [https://infomediang.com/waec-grading-system-and-meaning/#:~:text=WAEC%20uses%20figures%201%20to,69%20is%20B3%20\(Good\).](https://infomediang.com/waec-grading-system-and-meaning/#:~:text=WAEC%20uses%20figures%201%20to,69%20is%20B3%20(Good).)

² Bada HA, TengkuAriffin TF, Nordin HB. *The effectiveness of teachers in Nigerian secondary schools: The role of instructional leadership of principals. International Journal of Leadership in Education.* 2020 Aug 26:1-28.

³ Hoque KE, BtKenayathulla HB, D/O Subramaniam MV, Islam R. *Relationships between supervision and teachers' performance and attitude in secondary schools in Malaysia.* Sage Open. 2020 May;10(2):2158244020925501.

⁴ Garba S, Waweru S, Kaugi EM. *Principals' Review of Teachers' Records and its Influence on Teachers' Pedagogical Practices in Public Secondary Schools in Bauchi State, Nigeria. International Journal of Research and Innovation in Social Science (IJRISS).* 2019;3(10):553-61.

⁵ Naite I. Impact of parental involvement on children's academic performance at Crescent International School, Bangkok, Thailand. In IOP Conference Series: Earth and Environmental Science 2021 Mar 1 (Vol. 690, No. 1, p. 012064). IOP Publishing.

⁶ Amponsah MO, Milledzi EY, Ampofo ET, Gyambrah M. Relationship between parental involvement and academic performance of senior high school students: The case of Ashanti Mampong Municipality of Ghana.

⁷ Usman YD. The Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria. *Journal of Education and Practice.* 2015;6(10):160-7.

⁸ Agbenyo F, Wisdom N, Akanbang BA. Stakeholder Perspectives on Participatory Monitoring and Evaluation in Educational Projects in Upper West Region, Ghana. *Journal of Planning and Land Management.* 2021 Sep 11;2(1):50-64.

⁹ Ivagher et al., D. .E. . (2021). Perceived influence of instructional supervision on students' academic performance in secondary schools in Makurdi Education Zone of Benue State, Nigeria. *IannaJournal of Interdisciplinary Studies* , 3(2), 46-54. Retrieved from <https://www.iannajournalofinterdisciplinarystudies.com/index.php/1/article/view/68>

Chapter Five

Conclusion

This chapter covers a summary of the study's results, a conclusion, recommendations, contributions to knowledge, and areas where more research needs to be done.

5.1 Summary of Findings

This study investigated school supervision and parental factors as determinant of academic achievement in English language among public secondary school. Findings of the study revealed that majority of the teachers 61% (2196) are female, while 39% (1404) are male, Majority of the teachers, 66.7% (2401) are within 39-59 years of age, 30.1% (1082) who are within 18-38 years of age, while 3.3% (117) are 60 years and above, majority of the teachers, 87.9% (3164) are married, 8.3% (297) are single, 1.9% (70) are divorced, while 1.9% (69) of the teachers are separated. Findings also showed that 85.5% (3079) have the Bachelor's degree as their highest form of degree, 14.3% (515) have PGDE while 0.2% (d) have master's degree. Also, 69.2% (2492) have within 16 years and above of teaching experience, 18.9% (681) has 11-15 years of experience, 5.9% (214) has 6-10 yearshave experience, while 5.9% (213) has 0-5 yearsof experience. The findings also showed that majority 87% (2350) of their parents age fell within 39-59 years, 8.6% (233) of their parents are within 18-38 years, while very few 4.3% (117) of the parents age are within 60 years and above. Also, majority of the parents 84.4% (2278) are married, 7.5% (202) are divorced, 5.6% (151) are still single, while 2.6% (69) of the parents are separated. The economic status of almost all 93.8% (2533) of the parents are at the middle-class level, few 6.2% (16) are at the low-class level. Most the parents 53.7% (1451) have first degree (B.Sc./HND), 22.7% (612) of the parents have only secondary school certificate (S.S.C.E), 14% (377) have OND/NCE as their highest qualification

while 9.6% (260) of the parents have a post graduate certificate (M.Sc.). Majority of the parents 74.7% (2016) are civil servants, 20% (589) are traders while 5.4% (145) of the parents have “other” occupations such as private company employees, bankers, mechanics, fashion designers, bricklayers, contractors and nurses. Findings from research question one showed that forms of supervision are 'occasionally' adopted by principals in public secondary schools in Oyo State, Nigeria. Having a mean ($\bar{x}=2.38$) which is fair. Findings from research question two showed parental factors that can affect the students in English language in public secondary as perceived by the student is on an average ($\bar{x}=3.05$) which could be regarded as fair. Findings from research question three shows that 40% (221) of the students scored between 55 and 59 grade, 25% (138) of the students scored between 60 and 64 grade, 10% (55) scored between 65 and 69 grade, 5% (28) of the students scored between 45 and 49 grade, 5% (28) of the students scored between 40 and 44 grade, 3% (16) scored between 70-74 grade, while 12% (66) of the students failed.

Test of hypotheses revealed a significant influence of school supervision and parental factors on academic achievement in English language among public secondary school students in Oyo State, Nigeria, ($F= 10.738, P<0.05$). Also, there exists a relative influence of school supervision and parental factors on academic achievement in English language among public secondary school students in Oyo state, Nigeria.

5.2 Conclusion

Based on the study finding, it can be concluded that

1. Forms of supervision adopted by the public secondary schools in Oyo state, Nigeria include; classroom observation, classroom visitation, team teaching, teachers' demonstration and individual conversation. Also, forms of supervision are 'occasionally' adopted by principals in public secondary schools in Oyo State, Nigeria which is fair.

2. Parental factors that can affect the students in English language in public secondary school in Oyo state, Nigeria include; parent education, parental economic status and parental occupation. Also, these affect the students in English language in public secondary on an average level (fair)
3. Level of academic achievement of English Language among public secondary school students in Oyo state, Nigeria is at average level.

5.3 Recommendations

The following recommendations are therefore put forth based on the findings and objectives of the study:

1. Findings showed that forms of supervision are occasionally adopted by principals in public secondary schools in Oyo State, Nigeria. This needs to be improved upon. Principals should improve on forms of supervision in order to keep tabs on how teachers conduct themselves in their institutions and provide constructive criticism for the development of procedures and teaching strategies.
2. It was also noted that level of parental factors on academic achievement is average. This can be improved upon too. Parents should be actively involved in their children's educational development, participate in their children's learning process along with the school and teachers, and uphold their parental duties by making sure their children are given the best support possible during the learning process
3. The level of academic achievement of English Language among public secondary school students is average as majority of the student scored credit grade in English language. It is therefore recommended that the government, ministry and the school do all they can within their powers to ensure that teachers are more committed to their job as this could help better the academic performance of the students they teach; and

5.4 Contribution to Knowledge

1. Conceptually, this study gave a deeper and richer insight to the concepts that were used in the study beyond that used in prior studies.
2. This study adds to the pool of empirical literatures by reporting the significant influence of school supervision (classroom observation, classroom visitation, team teaching, teachers' demonstration and individual conversation) and parental factors (parental education, parental economic status and parental occupation) on academic achievement thus bridging the gap in empirical literature.
3. The findings of this study had provided benefit to the government, parents, teachers, and school administrators as it will help them to understand better the academic achievement of students from the perspective of the contribution of the school supervision and parental involvement. The finding also helped o to identify factors and strategies to be used by the school administrators to improve in the supervision of students' activities and academic progress.

5.5 Suggested Area of Further Studies

The following are suggested for future research:

- i. The influence of demographic information on the teachers an the parents was not taken into consideration in this investigation. Influence of variables such as gender, age, educational level, years of teaching experience, marital status, economic status, occupation should be investigated in further research
- ii. In terms of the study population and the sector, public primary and junior secondary schools, technical colleges as well vice-principals, could be utilized for further research,

- iii. This study employed descriptive survey research design and primary data, other types of designs, secondary data can also be employed in other studies to arrive at the findings and conclusion of the study.
- iv. Oyo State was used as the study area of this research. However, the results might vary in other states. It is therefore necessary that the research topic (same variables) be explored in other states of the nation.

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Appendices

Appendix 1 - SPSS Computation Results (Raw Scores)

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	1404	39.0	39.0	39.0
Female	2196	61.0	61.0	100.0
Total	3600	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-38 years	1082	30.1	30.1	30.1
39-59 years	2401	66.7	66.7	96.8
60 years and above	117	3.3	3.3	100.0
Total	3600	100.0	100.0	

Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor's degree	3079	85.5	85.5	85.5
PGDE	515	14.3	14.3	99.8
M.Sc	6	.2	.2	100.0
Total	3600	100.0	100.0	

Teaching_Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-5	214	5.9	5.9	5.9
6-10	213	5.9	5.9	11.9
11-15	681	18.9	18.9	30.8
15 and Above	2492	69.2	69.2	100.0
Total	3600	100.0	100.0	

Marital

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	297	8.3	8.3	8.3
Married	3164	87.9	87.9	96.1
Divorced	70	1.9	1.9	98.1
Separated	69	1.9	1.9	100.0
Total	3600	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My principal observes me when I am teaching English language	3600	2.00	4.00	2.9322	.41016
Anytime my principal comes to class, he corrects my method of teaching English language after the lesson	3600	2.00	4.00	2.9008	.44591

The moment I start teaching English language, my principal stands at the back of the classroom to observe my teaching skills	3600	1.00	3.00	2.1083	.38075
It is only when students perform below average that my principal comes to my class to observe	3600	1.00	3.00	2.0075	.37967
Valid N (listwise)	3600				

My principal observes me when I am teaching English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Occasionally	433	12.0	12.0	12.0
Often	2978	82.7	82.7	94.8
Mostly	189	5.3	5.3	100.0
Total	3600	100.0	100.0	

Anytime my principal comes to class, he corrects my method of teaching English language after the lesson

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Occasionally	554	15.4	15.4	15.4
	Often	2849	79.1	79.1	94.5
	Mostly	197	5.5	5.5	100.0
	Total	3600	100.0	100.0	

The moment I start teaching English language, my principal stands at the back of the classroom to observe my teaching skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	87	2.4	2.4	2.4
	Occasionally	3036	84.3	84.3	86.8
	Often	477	13.3	13.3	100.0
	Total	3600	100.0	100.0	

It is only when students perform below average that my principal comes to my class to observe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	246	6.8	6.8	6.8
	Occasionally	3081	85.6	85.6	92.4

Often	273	7.6	7.6	100.0
Total	3600	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My principal visits me in class during English language lessons	3600	1.00	4.00	2.7061	.63846
It is only female English language teachers that my principal visit in class	3600	1.00	2.00	1.1311	.33757
It is only when students speak English language the principal visits my class	3600	1.00	3.00	1.8983	.30862
It is only when students make noise in English language class that my principal visits the class	3600	1.00	3.00	1.2961	.47216
Valid N (listwise)	3600				

My principal visits me in class during English language lessons

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	159	4.4	4.4	4.4
Occasionally	941	26.1	26.1	30.6
Often	2299	63.9	63.9	94.4
Mostly	201	5.6	5.6	100.0
Total	3600	100.0	100.0	

It is only female English language teachers that my principal visit in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	3128	86.9	86.9	86.9
Occasionally	472	13.1	13.1	100.0
Total	3600	100.0	100.0	

It is only when students speak English language the principal visits my class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	373	10.4	10.4	10.4
Occasionally	3220	89.4	89.4	99.8
Often	7	.2	.2	100.0
Total	3600	100.0	100.0	

It is only when students make noise in English language class that my principal visits the class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	2560	71.1	71.1	71.1
Occasionally	1014	28.2	28.2	99.3
Often	26	.7	.7	100.0
Total	3600	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My principal ensures that at least two teachers repeatedly teach one topic in English language per week	3600	1.00	4.00	2.9214	.34836
It is only when students perform below average that my principal allows different teachers to teach English language	3600	2.00	3.00	2.8561	.35103
My principal assigned English language to more than one teacher	3600	2.00	4.00	3.0797	.59172
My principal ensures that all teachers in the school teaches English language.	3600	1.00	2.00	1.3375	.47292
Valid N (listwise)	3600				

My principal ensures that at least two teachers repeatedly teach one topic in English language per week

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	7	.2	.2	.2
Occasionally	350	9.7	9.7	9.9
Often	3162	87.8	87.8	97.8
Mostly	81	2.3	2.3	100.0
Total	3600	100.0	100.0	

It is only when students perform below average that my principal allows different teachers to teach English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Occasionally	518	14.4	14.4	14.4
Often	3082	85.6	85.6	100.0
Total	3600	100.0	100.0	

My principal assigned English language to more than one teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Occasionally	498	13.8	13.8	13.8
Often	2317	64.4	64.4	78.2
Mostly	785	21.8	21.8	100.0
Total	3600	100.0	100.0	

My principal ensures that all teachers in the school teaches English language.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	2385	66.3	66.3	66.3
Occasionally	1215	33.8	33.8	100.0
Total	3600	100.0	100.0	

My principal corrects my teaching method while I am teaching English language in the class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	3193	88.7	88.7	88.7
Occasionally	407	11.3	11.3	100.0
Total	3600	100.0	100.0	

My principal dislikes when I only stand in a position to teach to teach English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	157	4.4	4.4	4.4
Occasionally	778	21.6	21.6	26.0
Often	2665	74.0	74.0	100.0
Total	3600	100.0	100.0	

My principal encourages me to gesticulate while teaching English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	359	10.0	10.0	10.0
Occasionally	357	9.9	9.9	19.9
Often	1633	45.4	45.4	65.3
Mostly	1251	34.8	34.8	100.0
Total	3600	100.0	100.0	

My principal wants me to use play away method to teach English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	2042	56.7	56.7	56.7
Occasionally	1558	43.3	43.3	100.0
Total	3600	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My principal corrects my teaching method while I am teaching English language in the class	3600	1.00	2.00	1.1131	.31670
My principal dislikes when I only stand in a position to teach to teach English language	3600	1.00	3.00	2.6967	.54647
My principal encourages me to gesticulate while teaching English language	3600	1.00	4.00	3.0489	.91837
My principal wants me to use play away method to teach English language	3600	1.00	2.00	1.4328	.49553
My principal encourages me to ask question from specific students while teaching English language	3600	2.00	4.00	3.5111	.50492
My principal wants me to disallow chorus answers while teaching English language	3600	2.00	4.00	3.5217	.59411
My principal tells me to encourage students to individually ask questions from me when I am teaching English language	3600	1.00	4.00	3.4631	.55762

My principal gives gifts to students who ask questions after each English language lesson	3600	1.00	3.00	1.3847	.50674
Valid N (listwise)	3600				

My principal encourages me to ask question from specific students while teaching English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Occasionally	9	.3	.3	.3
Often	1742	48.4	48.4	48.6
Mostly	1849	51.4	51.4	100.0
Total	3600	100.0	100.0	

My principal wants me to disallow chorus answers while teaching English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Occasionally	186	5.2	5.2	5.2
Often	1350	37.5	37.5	42.7
Mostly	2064	57.3	57.3	100.0
Total	3600	100.0	100.0	

My principal tells me to encourage students to individually ask questions from me when I am teaching English language

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Never	7	.2	.2	.2
	Occasionally	91	2.5	2.5	2.7
	Often	1730	48.1	48.1	50.8
	Mostly	1772	49.2	49.2	100.0
	Total	3600	100.0	100.0	

My principal gives gifts to students who ask questions after each English language lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2251	62.5	62.5	62.5
	Occasionally	1313	36.5	36.5	99.0
	Often	36	1.0	1.0	100.0
	Total	3600	100.0	100.0	

Student_Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	707	26.2	26.2	26.2
	Female	1993	73.8	73.8	100.0
	Total	2700	100.0	100.0	

Parents_Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Civil Servant	2016	74.7	74.7	74.7
	Trader	539	20.0	20.0	94.6

Others	145	5.4	5.4	100.0
Total	2700	100.0	100.0	

Economic_Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Lower Class	167	6.2	6.2	6.2
Middle_Classes	2533	93.8	93.8	100.0
Total	2700	100.0	100.0	

Highest_Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SSCE	612	22.7	22.7	22.7
B.Sc/HND	1451	53.7	53.7	76.4
MSc.	260	9.6	9.6	86.0
OND/NCE	377	14.0	14.0	100.0
Total	2700	100.0	100.0	

Marital_Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	151	5.6	5.6	5.6

Married	2278	84.4	84.4	90.0
Divorced	202	7.5	7.5	97.4
Separated	69	2.6	2.6	100.0
Total	2700	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-38 years	233	8.6	8.6	8.6
39-59 years	2350	87.0	87.0	95.7
60 years and above	117	4.3	4.3	100.0
Total	2700	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
My parents can speak English language fluently	2700	3.6589	.92810

My parents are educated and are literates.	2700	4.0285	1.11289
My parents assist with my English language assignments.	2700	3.2270	1.32240
My parents sometimes communicate with each other in English language.	2700	4.0622	.70291
My parents understand my syllabus in English language and assist me to read ahead.	2700	2.3807	.90746
My parents are buoyant enough to pay for the services of an English language instructor,	2700	3.0407	1.06504
My parents can afford to buy me English language textbooks and visual materials.	2700	3.6381	.86243
My parents reside in a neighborhood with occupants who communicates using English language.	2700	2.5678	1.01208
My parents communicate to me and others in English language.	2700	2.1237	1.08078
My parents' neighbors have children who can study English language with me in a group.	2700	1.6500	.81987
My parents have white collar jobs	2700	3.2581	1.05693

My parents communicate with English language at their workplace.	2700	3.6993	.54640
My parents' jobs give enough time for their aid with my English language homework	2700	2.0667	1.19061
My parents make enough from their job to buy me English language textbooks and literature texts	2700	3.4233	1.07087
My parents' coworkers can speak English language fluently.	2700	2.9548	.30586
Valid N (listwise)	2700		

My parents can speak English language fluently

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	584	21.6	21.6	21.6
Undecided	28	1.0	1.0	22.7
Agree	1813	67.1	67.1	89.8
Strongly Agree	275	10.2	10.2	100.0
Total	2700	100.0	100.0	

My parents are educated and are literates.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	511	18.9	18.9	18.9
Undecided	101	3.7	3.7	22.7
Agree	888	32.9	32.9	55.6
Strongly Agree	1200	44.4	44.4	100.0
Total	2700	100.0	100.0	

My parents assist with my English language assignments.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	261	9.7	9.7	9.7
Disagree	866	32.1	32.1	41.7
Undecided	46	1.7	1.7	43.4
Agree	1053	39.0	39.0	82.4
Strongly Agree	474	17.6	17.6	100.0
Total	2700	100.0	100.0	

My parents sometimes communicate with each other in English language.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	196	7.3	7.3	7.3
Agree	1944	72.0	72.0	79.3
Strongly Agree	560	20.7	20.7	100.0

Total	2700	100.0	100.0
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My parents understand my syllabus in English language and assist me to read ahead.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	219	8.1	8.1	8.1
Disagree	1808	67.0	67.0	75.1
Undecided	99	3.7	3.7	78.7
Agree	574	21.3	21.3	100.0
Total	2700	100.0	100.0	

My parents are buoyant enough to pay for the services of an English language instructor,

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1300	48.1	48.1	48.1
Undecided	168	6.2	6.2	54.4
Agree	1054	39.0	39.0	93.4
Strongly Agree	178	6.6	6.6	100.0
Total	2700	100.0	100.0	

My parents can afford to buy me English language textbooks and visual materials.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	522	19.3	19.3	19.3
Undecided	103	3.8	3.8	23.1
Agree	1905	70.6	70.6	93.7
Strongly Agree	170	6.3	6.3	100.0
Total	2700	100.0	100.0	

My parents reside in a neighborhood with occupants who communicates using English language.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	67	2.5	2.5	2.5
Disagree	1875	69.4	69.4	71.9
Undecided	58	2.1	2.1	74.1
Agree	558	20.7	20.7	94.7
Strongly Agree	142	5.3	5.3	100.0
Total	2700	100.0	100.0	

My parents communicate to me and others in English language.

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly Disagree	842	31.2	31.2	31.2
	Disagree	1270	47.0	47.0	78.2
	Agree	588	21.8	21.8	100.0
	Total	2700	100.0	100.0	

My parents' neighbors have children who can study English language with me in a group.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1345	49.8	49.8
	Disagree	1155	42.8	92.6
	Agree	200	7.4	100.0
	Total	2700	100.0	

My parents have white collar jobs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1038	38.4	38.4
	Undecided	138	5.1	43.6
	Agree	1313	48.6	92.2

Strongly Agree	211	7.8	7.8	100.0
Total	2700	100.0	100.0	

My parents communicate with English language at their workplace.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	42	1.6	1.6	1.6
Undecided	805	29.8	29.8	31.4
Agree	1776	65.8	65.8	97.1
Strongly Agree	77	2.9	2.9	100.0
Total	2700	100.0	100.0	

My parents' jobs give enough time for their aid with my English language homework

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1161	43.0	43.0	43.0
Disagree	838	31.0	31.0	74.0
Undecided	89	3.3	3.3	77.3
Agree	584	21.6	21.6	99.0
Strongly Agree	28	1.0	1.0	100.0
Total	2700	100.0	100.0	

My parents make enough from their job to buy me English language textbooks and literature texts

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	155	5.7	5.7	5.7
Disagree	615	22.8	22.8	28.5
Agree	1792	66.4	66.4	94.9
Strongly Agree	138	5.1	5.1	100.0
Total	2700	100.0	100.0	

My parents' coworkers can speak English language fluently.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	190	7.0	7.0	7.0
Undecided	2442	90.4	90.4	97.5
Agree	68	2.5	2.5	100.0
Total	2700	100.0	100.0	

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	School_Supervision, Parental_Factors ^b		Enter

a. Dependent Variable: Academic_Achievement

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.347 ^a	.72	.63	1.92451

a. Predictors: (Constant), School_Supervision, Parental_Factors

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79.376	2	39.688	10.738	.001 ^b
	Residual	3170.75	550	5.765		
	Total	3213.736	552			

a. Dependent Variable: Academic_Achievement

b. Predictors: (Constant), School_Supervision, Parental_Factors

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.250	15.916		.135	.000
	School_Supervision	.714	.130	.271	3.628	.000
	Parental_Factors	.112	.024	.110	1.125	.001

b. Dependent Variable: Academic_Achievement

Appendix 2- Instruments (Questionnaires) used for the Study

Research Questionnaire I

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

Dear Sir/Ma,

Request to participate in a Research

I am a Master Degree Student in the Department of Educational management and I am carrying out a study on School Supervision and Parental Factors as Determinants of Academic Achievement in English Language among Public Secondary School Students in Oyo State, Nigeria. Your responses and cooperation are highly needed. Confidentiality to your responses will strictly be adhered to. Your cooperation is highly solicited.

Yours Faithfully,

The Researcher

School Supervision Indices Questionnaire (CFIQ)

Section A: Demographic Data(to be answered by Teachers)

1. **Gender:** Male () Female ()
2. **Age:** 18-38 years () 39-59 years() 60 years and above ()
3. **Marital status:** Single () Married () Divorced () Separated ()
4. **Highest educational qualifications:** Bachelors degree () Masters Degree ()
Mphil/PhD Degree ()
5. **Years of teaching experience:** 1-5 years () 6-10 years() 10-15 years
15 years and above

SECTION B: School Supervision Indices (to be answered by some teachers on behalf of the principals to avoid biasness in responses)

Instruction: For each statement, please tick (✓) the appropriate box in front of the statements that describe your opinion (Tick (✓) - Always (A) = 5, Mostly (M) = 4, Often (O) = 3, Occasionally (OC) = 2, Never (N) = 1.

		5	4	3	2	1
S/N	ITEMS	A	M	O	OC	N
Classroom Observation						
1.	My principal observes me when I am teaching English language					
2.	Anytime my principal comes to class, he corrects my method of teaching English language after the lesson					
3.	The moment I start teaching English language, my principal stands at the back of the classroom to observe my teaching skills					
4.	It is only when students perform below average that my principal comes to my class to observe					
Classroom Visitation						
1.	My principal visits me in class during English language lessons					
2.	It is only female English language teachers that my principal visit in class					
3.	It is only when students speak English language the principal visits my class					
4.	It is only when students make noise in English language class that my principal visits the class					
Team Teaching						
1.	My principal ensures that at least two teachers repeatedly teach one topic in English language per week					
2.	It is only when students perform below average that my principal allows different teachers to teach English language					
3.	My principal assigned English language to more than one teacher					
4.	My principal ensures that all teachers in the school teaches English language.					
Teachers Demonstration						
1.	My principal corrects my teaching method while I am teaching English language in the class					
2.	My principal dislikes when I only stand in a position to teach to teach English language					
3.	My principal encourages me to gesticulate while					

	teaching English language					
4.	My principal wants me to use play away method to teach English language					
Individual Conversation						
1.	My principal encourages me to ask question from specific students while teaching English language					
2.	My principal wants me to disallow chorus answers while teaching English language					
3.	My principal tells me to encourage students to individually ask questions from me when I am teaching English language					
4.	My principal gives gifts to students who ask questions after each English language lesson					

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Research Questionnaire II

Title: Parental Factors Indices Questionnaire (PFIQ)

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

Dear Sir/Ma,

Request to participate in a Research

I am a Master Degree Student in the Department of Educational management and I am carrying out a study on School Supervision and Parental Factors as Determinants of Academic Achievement in English Language among Public Secondary School Students in Oyo State, Nigeria. Your responses and cooperation are highly needed. Confidentiality to your responses will strictly be adhered to. Your cooperation is highly solicited.

Yours Faithfully,

The Researcher

SECTION A: Demographic information of Parents (to be answered by the students for the study)

1. **Gender:** Male () Female ()
2. **Age:** 18-38 years () 39-59 years() 60 years and above ()
3. **Marital status:** Single () Married () Divorced () Separated ()
4. **Occupation:** Civil Servant () Trader () Others ()
5. **Economic Status:** Lower Class () Middle Class () Upper Class ()
6. **Highest educational qualifications:** BachelorsDegree () Masters Degree () Mphil/PhD Degree ()
Others (please specify) _____

Section B: Parental Factors on the Students (to be answered by the students' so as to avoid biasness in responses)

Instruction:For each statement, please tick (√) the appropriate box in front of the statements that describe your opinion (Tick (√) SA=Strongly Agree (5), A=Agree (4), U=Undecided (3), D=Disagree (2), SD=Strongly Disagree (1).

		5	4	3	2	1
S/N	ITEMS	SA	A	U	D	SD
Parent Education						
1.	My parents can speak English language fluently					
2.	My parents are educated and are literates.					
3.	My parents assist with my English language assignments.					
4.	My parents sometimes communicate with each other in English language.					
5.	My parents understand my syllabus in English language and assist me to read ahead.					
Parental Economic Status						
1.	My parents are buoyant enough to pay for the services of an English language instructor,					
2.	My parents can afford to buy me English language textbooks and visual materials.					
3.	My parents reside in a neighborhood with occupants who communicates using English language.					
4.	My parents communicate to me and others in English language.					
5.	My parents' neighbors have children who can study English language with me in a group.					
Parental Occupation						
1.	My parents have white collar jobs					
2.	My parents communicate with English language at their workplace.					
3.	My parents' jobs give enough time for their aid with my English language homework					
4.	My parents make enough from their job to buy me English language textbooks and literature texts					
5.	My parents' coworkers can speak English language fluently.					

Threshold value: Mean of 1-3.0 = low; mean of 3.1 - 4.5 = Average and mean of 4.6 and above = high

Research Questionnaire III

Title: Academic Achievement in English Language Test (AAELT)

This is a fifty (50) English language questions which are to be answer by the senior secondary school (SSS 2) students to assist in this study. The score of the student will only be used for the purpose meant for and will surely be treat with utmost confidentiality.

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

ENGLISH LANGUAGE ACHIEVEMENT TEST

1. Obi' s family is known for their audacity, so one is surprised at his.....
 - A. Cowardice
 - B. Irritability
 - C. Moodiness
 - D. Insolence
2. Bayo is careless in his ways while Tayo is
 - A. Lovable
 - B. Meticulous
 - C. Difficult
 - D. Reserved
3. In this country, the law against armed robbery is stringent whereas that against smoking in public places is
 - A. Accurate
 - B. Complex
 - C. Lax
 - D. Easy
4. The purpose of education is to facilitate progress, not to It.
 - A. Prevent
 - B. Impede
 - C. Stampede
 - D. Restrain
5. These days, many people concentrate on temporal things to the detriment of the
 - A. Tangible
 - B. Durable
 - C. Unchanging
 - D. Spiritual
6. While your parents are, mine are liberal in their views.
 - A. Strict

- B. Intimidating
C. Conservative
D. Discerning
7. The judge expected direct answers but the accused was
A. Illusive
B. Secretive
C. Delusive
D. Evasive
8. Kofi is generous, whereas his wife is
A. Sparing
B. Stingy
C. Unkind
D. Harsh
9. His manners are uncouth, while his wife's are
A. Clever
B. Classic
C. Refined
D. Purified
10. The peak of mount Everest is about six miles from
its
A. Base
B. Depth
C. Source
D. Root
11. The recent flood in some countries have Many lives.
A. Claimed
B. Drowned
C. Buried
D. Injured
12. He does not smoke so the gift of an ashtray will not be
quite
A. Admirable
B. Applicable
C. Appropriate
D. Attractive
13. The reviewer did an excellent job at the book
A. Launch
B. Premier
C. Session

- D. Briefing
14. The governor filed an against the ruling of the tribunal.
- A. Injunction
 - B. Objection
 - C. Application
 - D. Appeal
15. At the terminus all passengers on the train will have to
- A. Alight
 - B. Disembark
 - C. Descend
 - D. Dismount
16. Reading the of the famous king one would see that he had many things to hide.
- A. Memoirs
 - B. Chronicles
 - C. Life
 - D. Monument
17. The smaller boys had always drawn back in fear when the bully raised a fist, but this time they did not
- A. Advance
 - B. Agree
 - C. Retaliate
 - D. Recoil
18. The old man prayed for the of his since before he died.
- A. Omission
 - B. Commission
 - C. Permission
 - D. Remission
19. Inflation has caused the cost of goods to
- A. Escalate
 - B. Ascend
 - C. Intensify
 - D. Progress
20. The economy of the country has remained despite the crisis
- A. Strong
 - B. Realistic
 - C. Tough
 - D. Firm

After each of the following sentences. A list of possible interpretations that is most appropriate for each sentence

21. The principle raised eyebrows at the student's explanation. This means that the principle
- A. Was happy about the explanation
 - B. Rejected the explanation
 - C. Considered the explanation
 - D. Was surprised by the explanation
22. Mary made a clear breast of everything. This means that Mary
- A. Won everyone over
 - B. Told the whole truth
 - C. Did everything efficiently
 - D. Changed the way things were done
23. Had it not rained, I would have visited you. This means that
- A. I visited you even through it rained
 - B. It did not rain and so I visited you
 - C. It rained so I did not visit you
 - D. Because it did not rain I visited you
24. I hadn't finished talking to Halima, when she snapped my head off. This means that she
- A. Gave me a sharp slap
 - B. Rudely interrupted me
 - C. Hissed at me
 - D. Ordered me to stop talking
25. Franca's behavior towards Edward leaves much to be desired. This means that Franca's behavior was
- A. Unsatisfactory
 - B. Appreciated
 - C. Commendable
 - D. Unexpected
26. The teacher truly had his heart in the right place. This means that he was
- A. Kind and considerate
 - B. Sharp and thorough
 - C. Simple and modest
 - D. Focused and direct
27. Only teacher could afford a car. This means that
- A. Teacher could afford a car and nothing else
 - B. Teacher and nobody else could afford a car
 - C. Teacher and order could afford a car
 - D. Few teachers could afford a car
28. The night watchman was given a marching order because of his negligence. This mean that he was

- A. Promoted
 - B. Dismissed
 - C. Counsel
 - D. Suspended
29. My friend is as dull as ditchwater. This means that my friend is
- A. Dark in complexion
 - B. Extremely boring
 - C. Not intelligent
 - D. Not a troublemaker
30. The director sees Tim as the joker in the pack. This means that a director considers Tim to be
- A. Unpredictable
 - B. Humorous
 - C. Nonchalant
 - D. Unimportant

From the words lettered A-D below each of the following sentences, choose the word or group of words that is nearest in meaning to the underlined word as it is used in the sentence.

31. The president of the student union said it was strategic to boycott classes to press home their demand
- A. Acceptable
 - B. Ethical
 - C. Practical
 - D. Tactical
32. The proscriptions of the political parties were one of the steps taken by the military.
- A. Launching
 - B. Expulsion
 - C. Banning
 - D. Removal
33. Farmers sometimes go through the frustrating experience of having to watch their produce rot.
- A. Disheartening
 - B. Dismaying
 - C. Annoying
 - D. Frightening
34. The acrobatic displays left the spectators stunned
- A. Amused

- B. Enticed
C. Astonished
D. Elated
35. Binetou looked quite resplendent in that red dress.
A. Expensive
B. Stunning
C. Respectable
D. Conspicuous
36. It is foolish to depend entirely on mundane thing.
A. Imported
B. Material
C. Attractive
D. Expensive
37. Only a pragmatic approach will solve this problem.
A. Constant
B. Careful
C. Practical
D. Drastic
38. The governor rebutted all the allegation against him.
A. Rejected
B. Removed
C. Revoked
D. Refuted
39. he was jailed for failing to obey the court injunction
A. law
B. order
C. fine
D. proceeding
40. The world bank made funds available to the government for poverty alleviation.
A. Reduction
B. Removal
C. Termination
D. Elimination

From the words or group of words lettered A to D, choose the words or group of words that best completes each of the following sentences.

41. The two players protested against the
- A. Fitness twice-weekly practice
B. Practice fitness twice-weekly
C. Twice-weekly practice fitness

- D. Twice-weekly fitness practice
42. If I what actually happened, I would have punished him.
- A. Had heard
 - B. Have had
 - C. Had had
 - D. Have heard
43. She was certainly going to the cinema,?
- A. Isn' t she
 - B. Isn' t it
 - C. Wasn' t it
 - D. Wasn' t she
44. Their house is by the side of the road.
- A. Father-in-law' s
 - B. Father' s-in-law
 - C. Fathers' -in-law
 - D. Father-in-laws
45. He His ideas very clearly at meetings.
- A. Puts out
 - B. Puts across
 - C. Puts away
 - D. Puts in
46. Remember to return it to Ruth; Hers.
- A. Is
 - B. It' s
 - C. It
 - D. Its
47. I want to know your religious,
- A. Believe
 - B. Believing
 - C. Beliefs
 - D. Believes
48. The student did the assignment, but not the way I had expected.
- A. Just
 - B. Quite
 - C. Hardly
 - D. As
49. Bola invited joe and To the show.
- A. I
 - B. Myself
 - C. Me

D. Himself

50. Highlights the events will be televised today.

- A. Of
- B. For
- C. In
- D. On

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Appendix III

Pictures of Researcher during administration of the Instruments



Sample of Schools that the Researcher Visited for the administration of questionnaire



Pictures showing Principals administering the questionnaire



Pictures showing the researcher with teachers administering the questionnaire



Picture showing the students writing the exam on academic achievement test

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Bio-data

Personal Data:

A. Full Name: Florence Gbemisola Ogunlowo

Sex: FEMALE

Home Address: No 16, Tiwadayo Estate, Ofatedo, Osogbo.

E-mail Address: florenceogunlowo1@gmail.com

Phone Number: 08034988346

B. Date of Birth: 20 September, 1968

Place of Birth: OSOGBO

C. Nationality: Nigerian

State of Origin: Osun

Local Government: Osogbo

D. Name and Address of Next of Kin

Name: Israel Temitope Ogunlowo

Address: No 16, Tiwadayo Estate Ofatedo.

E. Educational Background: Educational Institution Attended with Date

Lead City University 2020 till date

National Open University of Nigeria 2007 – 2015

Oyo State College of Education Ila-Orangun 1984 – 1987

F. Working Experience with Date

National Examination Council (NECO) 2000 till date

G. Membership of Academic Bodies

(a) Teachers Registration Council

H. Publications: -

I. Conferences/ Workshop Attended: -

1. Post Covid 19 Education: Virtual Interaction as a learning tool
2. Functional Qualitative Education in Nigeria Training

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The University Compliance Certificate

This is to certify that the thesis by Florence Gbemisola Ogunlowo in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

Signature

Date

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Abstract

This study investigated school supervision and parental factors as determinants of Academic Achievement in English Language among public secondary school students in Oyo State as literature show paucity of studies on the subject matter. Dearth of study on joint influence of school supervision and parental factors on academic achievement in English language was the gap filled. The studies were guided by social cognitive and ecological system theories. Three research questions and two hypotheses were formulated. Descriptive survey research was adopted. Study population comprised of all principals (625) and teachers (14508). Sample size consisted of 3653 teachers and 276 principals. Two self-constructed questionnaires – school supervision indices Questionnaire (SSIQ) and parental factors indices Questionnaire (PFIQ) were used. A self-constructed test Academic Achievement in English Language Test (AAELT) was used. Data collected were analyzed using descriptive and inferential statistics. Results showed forms of supervision is occasionally adopted by principals in public secondary schools in Oyo state ($x=2.38$) fair. Results showed parental affecting English Language performance of students in public secondary schools is on average level ($x=3.05$) fair. Results showed that 40% (221) of students scored between 55 and 59 grade showed that most of the students have credit in English Language. results revealed significant influence of school supervision and parental factors on Academic Achievement in English Language ($F=10.738$, $P<0.05$). Result revealed a relative influence of school supervision and parental factors on academic achievement in English Language among public secondary school students in Oyo State ($Beta=.110$; $t=1.125$; $significant =.001$). Parental factor and ($Beta =.271$; $t=3.628$; $significance = .001$) of school supervision are relatively significant at $P<0.05$. it was therefore recommended that teacher's supervision should improve upon, parents should be actively involved in their children educational development and Ministry of Education should ensure teachers are more committed to their job.

Keywords: School Supervision, Parental factors, Academic Achievement.

Word count: 295

Student's Name: Florence Gbemisola OGUNLOWO

Matric Number: LCU/PG/001449

Department: Educational Management

Phone Number: 08034988346

Lecturer: Prof. Ileuma Esther Senimetu