



Parental Involvement and its Impact on Basic Five Pupil's Academic Achievement in Aba-North Local Government Area, Abia, State, Nigeria

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Abstract

The main objective of this study is to examine parental involvement and its impact on basic five pupil academic achievement in Aba-north L.G.A, Abia State. The study adopted a descriptive survey research method. Three research questions were raised and three research hypotheses were formulated and tested at a 0.05 significant level. The population of the study consists of some selected public schools in Aba-north. Based on the data analyzed, the finding revealed the result of mean and standard deviation on the level of parental involvement in social studies education among basic five pupils. However, the agreed parents/guardians help pupils of basic five with social studies projects and assignments with a mean of 3.30 and a standard deviation of .60. Also, the respondents strongly agreed that they provide resources to support social studies learning with a mean of 3.56 and standard deviation of .50. It was also observed that the parents/guardians social studies teacher work together to set academic goals with the mean of 3.40 and the standard deviation of .50. Parents strongly agreed that School resources (e.g. libraries, technology) support social studies academic achievement with mean of 3.63 and standard deviation of .60. Respondents agreed that online platforms enhance parental involvement in their children early childhood education. Finally, the grand mean of 3.53 showed that parents agreed on the factors that influence parental involvement in social studies education among the basic five pupils.

Keywords: Parental, Involvement, Pupils, Achievement, and Academic

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Introduction

Academic achievement refers to a student's performance and success in their academic pursuits, typically measured by grades and test scores. It measures their performance and progress in various subjects. Academic achievement of basic five pupils in social studies refers to their performance and progress in understanding and applying social studies concepts, skills, and values. (National Council for the Social Studies, 2018) which includes knowledge, critical thinking, problem-solving, values and attitudes, skills (Dickson et al., 2024). There are indicators of academic achievement in social studies that involve: test scores, project work, class participation, assignments, and standardized test results (Brew et al., 2021). Parental involvement refers to the participation and engagement of parents in their children's education and educational activities which include communication, volunteering, learning at home, decision-making, and emotional supporting (Oranga et al., 2023), outlined some of the indicators of parental involvement of basic five pupils in social studies including attending parent-teacher associations, volunteering in social studies activities, helping with social studies homework, discussing current events and social issues, encouraging critical thinking and problem-solving, providing resources and materials for social studies learning, participating in school decision-making, communicating with teachers about social studies progress, supporting social studies projects and presentations and lastly showing interest in social studies learning (Mhlongo et al., 2023); (Tong et al., 2022).

There are lot of significant parental involvement in the academic achievement of basic five pupils in social studies such as helping to improve academic performance increasing motivation and interest in social studies, a better understanding of social concepts and values, enhancing critical thinking and problem-solving skills, increased parental-teacher communication and collaboration, improved attendance and reduced absenteeism and enhanced social skills and emotional intelligence (Darling-Hammond et al., 2020); (Pilarz et al., 2024). Talking to long-term benefits (Gaitán-Aguilar et al., 2024); (Maulana & Milanti, 2023), suggest better preparation for future academic success, increased civic engagement and community involvement, development of informed and responsible citizenship, and improved career opportunities and socioeconomic mobility. This has some implications for parents, teachers, and policymakers. That it encourages parental involvement in social studies education, provides resources and support for parental engagement, fosters collaborative relationships between parents and teachers develops policies promoting parental involvement in education (Paccaud et al., 2021).

Despite the importance of social studies education in fostering informed and responsible citizenship, basic five pupils in Aba-north L.G.A. of Abia State continue to exhibit poor academic achievement in the subject, with many pupils lacking a clear understanding of social concepts and values. Furthermore, parental involvement in social studies education is reportedly low, with many parents showing limited interest in supporting their children's learning in the subject this lack of parental involvement may be contributing to the poor academic achievement of basic five pupils in social studies, highlighting the need for a study to investigate the relationship between parental involvement in social studies among basic five pupils in Aba-north L.G.A. of Abia State. The main objective of this study is to examine the parental involvement and its impact on basic five pupil's academic achievement in Aba-north L.G.A. of Abia State. Specific objectives are too sought to:

1. Examine the level of parental involvement in social studies education among basic five pupils in Aba-north L.G.A. of Abia State.
2. Investigate the relationship between parental involvement and academic achievement in social studies among basic five pupils in Aba-north L.G.A. Abia State.
3. To identify the factor that influences parental involvement in social studies education among basic five pupils in Aba-north L.G.A. Abia State.

The following research questions were posed to guide the study

1. What is the level of parental involvement in social studies education among basic five pupils in Aba-north L.G.A. Abia State?
2. Is there a significant relationship between parental involvement and academic achievement in social studies among basic five pupils in Aba-north L.G.A. Abia State?
3. What factors influence parental involvement in social studies education among basic five pupils in Aba-north L.G.A. Abia State?

Methodology

Design of the Study

The research design adopted for this study was descriptive survey design; this design describes a non-experimental design in which the researcher studies a group of people to bring out findings from the population through questionnaire interviews and observation (Chikezie & Joseph, 2021).

Area of the Study

This study was conducted in Aba-north L.G.A. of Abia State which was one out of the 17 L.G.As in Abia State; Aba-north people are Igbos whose main occupation is farming.

Population of the Study

The population of the study consists of some selected public schools in Aba-north. Teachers and parents were used.

Sample and Sampling Techniques

The sample for the study was done using simple random sampling techniques from public schools in Aba-north L.G.A.

Instrumentation

The researcher adopted a questionnaire which was divided into sections A and B elicited demographic information. Section B comprised 15 items used to elicit information on parental involvement and academic achievement in social studies which was related using a five-point Likert rating scale and scored as follows: SA- strongly agreed (4 points); A- agreed (3 points); D- disagreed (2 points); SD- strongly disagreed (1 point); N- neutral (0 points). Reverse scoring was done for negatively worded.

Reliability of the Instrument

The instrument was administered at 20 neutral schools that were not part of the study sample but were part of the study area. This is to ascertain the internal consistency of the instrument.

Method of Data Collection

The instrument was administered to the respondents with the help of research assistance after obtaining permission from the head teacher of those schools. Respondents were properly guided.

Method of Data Analysis

Data collections were interpreted using and presented in a table.

Results and Discussion

In this section, the results of the analysis of data gathered for the purpose of answering the research questions and the null hypothesis formulated for the study are presented and discussed. It is organized under the following sub-headings: results, findings, and discussion of findings. Research

Question 1: What is the level of parental involvement in social studies education among basic five pupils in Aba-north L.G.A. Abia State?

Table 1. Mean and Standard Deviation of parental involvement in social studies education among basic five pupils

S/n	Items	Mean	SD	Remarks
1	My parents/guardians help me with social studies projects and assignment	3.23	.60	Agree
2	My parents/guardians provide resources to support my social studies learning	3.56	.50	Strongly Agree
3	My parents/guardians' social studies teacher work together to set academic goals	3.40	.50	Agree
4	I enjoy learning social studies because of my parents/guardians' support.	3.32	.51	Agree
5	I am motivated to learn social studies because of my parent's/guardian's involvement.			Agree
	Grand mean	3.39	.57	
		3.67		

The results in research question one show that agreed parents/guardians help pupils of basic five with social studies projects and assignments with a mean of 3.30 and a standard deviation of .60. Also, the respondents strongly agreed that they provide resources to support social studies learning with a mean of 3.56 and standard deviation of .50. It was also observed that the parents/guardians social studies teacher work together to set academic goals with the mean of 3.40 and the standard deviation of .50. They agreed that they I enjoyed learning social studies because of their parents/guardians support them with the mean of 3.32 and standard deviation of .51. The respondents in item five agreed that they motivated to learn social studies because of their parents/guardians are involvement. The grand mean of 3.67 showed that parents agreed that the parental involvement in social studies education among basic five pupils in Aba-north L.G.A. Abia State

Research Question 2: What is the relationship between parental involvement and academic achievement in social studies among basic five pupils in Aba-north L.G.A. Abia State?

Table 2 shows the results of the relationship between parental involvement and academic achievement in social studies among basic five pupils. The respondents strongly disagreed that their parental involvement in social studies homework improves academic achievement with a mean of 1.20 and a standard deviation of .40. Parents also strongly disagreed that their Collaborative with parent-teacher relationship improves social studies grades with a mean of 1.34 and a standard deviation of .61 (Wibowo et al., 2021); (An et al., 2023). On the other hand, respondents strongly agreed that their motivation to participate in their social studies is high with a mean of 3.50 and a standard deviation of .50. High parental expectations for social studies grades improve academic achievement (Li et al., 2024); (Yamamoto & Holloway, 2010); (Nunes et al., 2023); (Xu et al., 2022). Respondents disagreed that their interests affect their children's education. The grand mean of 3.51 showed that parents agreed that Parental involvement in social studies improves academic outcomes.

Table 2. Mean and Standard Deviation of the relationship between parental involvement and academic achievement in social studies among basic five pupils

S/n	Items	Mean	SD	Remarks
6	Parental involvement in social studies homework improves academic achievement	1.20	.40	Strongly Disagree
7	Collaborative parent-teacher relationships improve social studies grades.	1.34	.61	Strongly Disagree
8	High parental expectations for social studies grades improve academic achievement	3.50	.50	Strongly Agree
9	Parental involvement in social studies increases my motivation to learn.	3.11	.87	Agree
10	Parental involvement in social studies improves academic outcomes	2.39	1.13	Disagree
	Grand mean	3.51		Agree

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Research Question 3: What factors influence parental involvement in social studies education among basic five pupils in Aba-north L.G.A. Abia State?

Table 3 shows the results on the factors that influence parental involvement in social studies education among basic five pupils in Aba-north L.G.A. Abia State. The respondents strongly agreed that Prior knowledge of social studies concept influences academic achievement with the mean of 3.62 and a standard deviation of .59. The respondents agreed that Teacher expertise in social studies influences student academic achievement with the mean of 3.50 and a standard deviation of .67. In the same vain parents agreed that parental involvement in social studies homework predicts academic achievement with the mean of 3.30 and standard deviation of .57. Parents strongly agreed that School resources (e.g. libraries, technology) support social studies academic achievement with mean of 3.63 and standard deviation of .60 (Mahmudah et al., 2022); (Sudrajat et al., 2023); (Fox & Chandrasekar, 2021); (Naite, 2021). Respondents agreed that online platforms enhance parental involvement in their children's early childhood education. Finally, the grand mean of 3.53 showed that parents agreed on the factors that influence parental involvement in social studies education among the basic five pupils.

Table 3. Factors influence parental involvement in social studies education among basic five pupils in Aba-north L.G.A. Abia State

S/n	Items	Mean	SD	Remarks
11	Prior knowledge of social studies concepts influences academic achievement	3.62	.59	Strongly Agree
12	Teacher expertise in social studies influences student academic achievement	3.50	.67	Agree
13	Parental involvement in social studies homework predicts academic achievement	3.30	.57	Agree
14	School resources (e.g. libraries, technology) support social studies academic achievement	3.63	.60	Strongly Agree
15	Socioeconomic status influences social studies academic achievement	3.34	.47	Agree
	Grand mean	3.53		Strongly Agree

Conclusion

It was concluded that there is an impact of parental involvement on academic achievement in social studies education among basic five pupils in Aba-north L.G.A. Abia State. The agreed parents/guardians help pupils of basic five with social studies projects and assignments with a mean of 3.30 and standard deviation of .60. Also, the respondents strongly agreed that they provide resources to support social studies learning with a mean of 3.56 and standard deviation of .50. It was also observed that the parents/guardians social studies teacher work together to set academic goals with the mean of 3.40 and the standard deviation of .50. They agreed that they I enjoyed learning social studies because of their parents/guardians support them with the mean of 3.32 and standard deviation of .51. The respondents in item five agreed that they motivated to learn social studies because of their parents/guardians are involvement. The grand mean of 3.67 showed that parents agreed that parental involvement in social studies education among basic five pupils in Aba-north L.G.A. Abia State. The respondents strongly disagreed that their parental involvement in social studies homework improves academic achievement with a mean of 1.20 and a standard deviation of .40. Parents also strongly disagreed that their Collaborative with parent-teacher relationship improves social studies grades with a mean of 1.34 and a standard deviation of .61. On the other hand, respondents strongly agreed that their motivation to participate in their social studies is high with mean of 3.50 and standard deviation of .50. High parental expectations for social studies grades improve academic achievement. Respondents disagreed that their interests affect their children's education. The grand mean of 3.51 showed that parents agreed that Parental involvement in social studies improves academic outcomes. The results on the factors that influence parental involvement in social studies education among basic five pupils in Aba-north L.G.A. Abia State. The respondents strongly agreed that Prior knowledge of social studies concept influences academic achievement with the mean of 3.62 and standard deviation of .59. The respondents agreed that Teacher expertise in social studies influences student academic achievement with the mean of 3.50 and a standard deviation of .67. In the same vain parents agreed that parental involvement in social studies homework predicts academic achievement with the mean of 3.30 and standard deviation of .57. Parents strongly agreed that School resources (e.g. libraries, technology) support social studies academic achievement with mean of 3.63 and standard deviation of .60. Respondents agreed that online platforms enhance parental involvement in their children early

childhood education. Finally, the grand mean of 3.53 showed that parents agreed on the factors that influence parental involvement in social studies education among the basic five pupils.

Conflicts of Interest

The authors declare no conflict of interest.

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