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A Study of Effect of Parental Participation on Academic Attainment of Secondary School Students

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Abstract

The study investigates the relationship between parental participation and academic performance or attainment of secondary school children of four districts Rampur, Moradabad, Jyotibaghule Nagar, Bijpur. Parental participation in this study focuses on the involvement strategies implemented by the parents' in their children's education at home and at school. Findings of the study suggest that there are significant positive relationship between parents' involvement and children's academic attainment. Positive relationship was also found in parental participation and academic performance in some core subjects of children.

Keywords: Parental participation, Academic attainment, Academic performance, Secondary school students

Introduction

Education takes place within a world context of interactions and between several social groups, such as family, community, nation, culture and the education system in each country. Family as the initial and basic human group in which the child is born has been traditionally thought to be the most influential and most important factor for children's upbringing and education mostly during infancy and childhood. Parents play a crucial role in nurturing their children's educational aspirations.

Parents' involvement and interest in the child's education is considered by educators, school management as well as politicians to be a key factor to success in school, and perhaps no topic about school is more professed to be important for students' improvement as parental participation. Recently parental involvement in education has become increasingly a central issue for discussion. Schools are no longer believed to be the only factor that can provide the whole of children's education or can compensate for disadvantaged backgrounds on their own and unaided by the families. Parents are thought to be an integral part of the education process and a school could only realistically seek educational objectives in partnership with them. When schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. Such participation of parents and families is critical not only in the very beginning of the educational process, but throughout a child's entire academic career. Parent involvement is defined as having an awareness of and

Drug Abuse and Academic Performance of Secondary School Students in Ekwoma Local Government Area of Rivers State

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Influence of Parenting Styles on the Academic Performance of Secondary School Students in Ethiopia East Local Government Area Delta State

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Abstract

This study investigated the influence of parenting styles on academic performance of students in Ethiopia East Local Government Area of Delta State, Nigeria. Three research hypotheses were formulated to guide the study. Several Literatures that are related to this study were reviewed. One hundred and twenty (120) copies of questionnaire were administered to one hundred and twenty (120) sampled students from four (4) secondary schools to generate data. Their responses were tallied and put in frequency tables and the Pearson Product Moment Correlation Co-efficient (*r*) was used for the analysis. The findings indicated the following: that there is no significant relationship between authoritarian parenting style and academic performance of secondary school students. Secondly, that there is no significant relationship between permissive parenting style and academic performance of secondary school students. Finally, that there is a significant relationship between authoritative parenting style and academic performance of secondary school students. Based on the findings, it was concluded that parenting styles have some measure of influence on the academic performance of secondary school children. This is because parents set goals and dictate the pace at which such children should go in most cases in the sampled population. For further studies and necessary action, some recommendations were made. Parents should be encouraged to use reinforcers to motivate children towards academic excellence. Secondly, parents should be directly involved in the educational process of their children. Finally, children should be given some measure of freedom to exercise their creative and learning potentials to think for themselves and take some decisions.

Keywords:
 Education,
 Parenting styles
 Academic performance.

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1. Introduction

Education is the bedrock of every nation. That is why different measures are put in place to enhance the standard of education. Though it appears that education seems to be falling in standard, some educationists seem to put the blame on families. The reason advanced for this is that the family is the first social group the child comes in contact with. The family is a group of people who are related by blood or kinship. In Nigeria, there are two major types of family, namely nuclear and extended family. The nuclear family is a simple group, usually made up of father, mother and children. The extended family is made up of father, mother, children, grand-parents, in-laws, siblings and other relations. The dominant family type is the nuclear family.

In Nigeria, families are finding it difficult to stay connected with their children's education, because of life patterns and nature of social commitments. Parents are becoming isolated from their children and finding it difficult to keep a careful watch on what needs to be done to help them succeed in school, which eventually affects their children's academic performance. Some families are not even managed by a parent, but by grand-parent, guardian or some other adult. Parents are not able to monitor their children at home, not to think of the school. Due to these changes in family life, schools are now finding it difficult to keep parents informed of and actively engaged them in the day-to-day progress of their children.

Husain (2006) noted that secondary school students often come from different socio-economic background which also affects their performance in school. Often times, students from poor and average income families

