

## Parental Engagement in Schooling: A Survey of Secondary Schools in Kwara State, Nigeria

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### Abstract

This study inquired about parental engagement (PE) in schooling focusing on secondary school students in Kwara State, Nigeria. The study also examined the existing differentials in parental engagements based on school type, geographical location and students' academic level. To accomplish the objectives, descriptive research of a survey type of design was adopted. Multi-stage sampling procedure was utilized in selecting 1,296 students from 72 secondary schools. Questionnaire titled: "Parental Engagement Assessment Questionnaire" (PIAQ) was utilized as data collection instrument. Mean scores, standard deviation, t-test and analysis of variance (ANOVA) were statistical tools appropriately used in analysing the collected data. The key finding make known that, the general level of parental engagement in schooling among secondary school students in Kwara State was moderate (GM = 2.78), while level of PE differs based on school type (t-value = 4.121, p = .000), geographical distribution (F = 3.402, p = 0.001) and students' academic level (F = 3.463, p = .001). The study concluded that, despite the moderate level of PE in secondary school students schooling, significant disparity exists based on school ownership, geographic/senatorial distribution and students academic level.

**Keywords:** Academic Level, Geographical Location, Parental Engagement, Schooling, School Ownership.

### 1. Introduction

Secondary education is a significant and exclusive level of schooling, which remains the educational accomplishment children acquire after basic education but prior to higher education. In other word, secondary education takes up a key position in any educational system by serving as the linkage between the basic and higher level of education (Federal Republic of Nigeria, 2013). In Nigeria, and specifically Kwara State, secondary schools are discussed and classified based on ownership and geographical spread. In terms of ownership, public and private owned secondary schools are the two foremost

types. Private schools are those in possession of, and established by private individuals/entities/proprietors or groups, missionary/religious bodies/groups or corporate organizations, whereas public schools are possessed, financed and administered by the government (State or Federal). Geographical dispensation is based on locality of schools within a statutorized geopolitical zone or senatorial districts (e.g kwara-central, Kwara-north and Kwara-south) in a State. All Nigerian secondary schools, irrespective of their proprietorship and geographic base, are anticipated to function in conformity with prescribed educational goals, and accordingly seek to turn out brilliant performing students across every academic levels (i.e grades 10, 11 and 12), as this decides the excellence of their

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products/outputs. But what is being observed nowadays leaves a great deal to be desired, considering the poor trends of scholastic performance of senior secondary students in both in-school and nationalized examinations (Johnson, Atunde & Olaniyi, 2020; Ajagbe, 2018) administered by prominent bodies such as West African Examinations Council (WAEC), National Examinations Council (NECO), and even Joint Admissions and Matriculations Board (JAMB).

Of greater apprehension are the heinous consequences poor scholastic performances can have on the students, parents, educational system and the wider society, bearing in mind the significance of secondary education and its indispensable access to higher education. This is occasioned by the fact that, students that would have secured admission into various institutions of higher learning (university, polytechnics and colleges of education) and be profitably engaged and functional to themselves, their parents and homeland may turn out to be dropouts, criminals or end up in paltry trade or diminutive scale businesses. Their opportunities concerning brighter careers or white-collar jobs are lessened, thus wearing down the country's resources and enormous economic loss. Causation studies (Onyeukwu, 2022; Bakar, Ayub, Ahmad & Abdullah, 2021; Yieng, Katenga & Kijai, 2019; Sasmoko, Lasmy, Indrianti & Khan, 2017) carried out in this direction over the years traced the performance of students to their immediate home environment excluding other factors. The claim of these studies is catalyzed by the cue that, educational base of a child is initiated precisely from the home in a casual way (informal education) before he/she is sent to school to undergo prescribed form of education (formal education).

This postulation transcribed that, the parent otherwise known as the primary educator an infant get in touch with (Ayeni,

2021; Wegayehu, Gebremedhin & Digvijay, 2020; Busari & Hope, 2019; Fernández-Alonso, Álvarez-Díaz, Woitschach, Suárez-Álvarez & Javier, 2017), is the earliest and powerful socializing advocate of transformation, and are in charge of building the child's character (Amuda, Alibe, & Mangari, 2019; Berger, 2012) and making him/her what he/she grows to be in life. In fact, parents from the initiation of a child's growth play engaging and essential tasks in his/her survival as well as fulfillment of social and academic needs and successes. In reality, this parenting mission over the years have become an uphill tasks for most parents, caregivers and guardians in the face of economic challenges/hardship, work-life imbalances, poor awareness of parenting roles in a child's educational development, cultural restrictions especially in rural areas, as well as low socio-economic profile of some parents (Darko-Asumadu & Sika-Bright, 2021; Mante, Maosen, Aboagye & Darko, 2021). Supporting this claim, observatory trends from surveys showed the predominance of derisory parenting behaviours like poor parental educational acculturation given to children (Chowa, Masa & Tucker, 2013), low level of parental stewardship (Ekiugbo, 2020; Maiya, Carlo, Gu'lseven & Crockett, 2020; Muza, Aliero, Jega & Aliero, 2020), ambiguous parental cognitions/expectation, poor parental abetment, bad parenting styles/patterns/practices and lackasidical parental internal attachment patterns (Ayeni, 2021) currently spreading across societies. The outcome of these parenting issues can be witnessed in the geometric rise of indiscipline and unruly behaviours like niggling out of school, truancy and absenteeism, academic dishonesty or exam misconduct, stealing, rudeness, student-student or student-teacher bullying (Akomolafe & Adesua, 2016), viewing of pornography films in the school

environment, bringing of deadly weapons to school (Atunde & Aliyu, 2019), disobedience to parents/teachers/school authorities, gaming, drug abuse, engagement in cultist activities, violence perpetuation (Adeniyi & Jinadu, 2021) and sexual decadence (raping and gang raping), which now constitute student's social life and norms. And these maladies could have damaging impact on students study attitude/habits, interest in schooling, intellectual development, teaching-learning process, and learning outcomes. To offer way outs to these anomalies, social researchers like Fernández-Alonso, Álvarez-Díaz, García-Crespo, Woitschach and Muñiz (2022), Lindberg and Güven (2021), Grijalva-Quinonez, Valdes-Cuervo, Parra-Perez and Garcia Vazquez (2020), Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn et al. (2019), Trentalange (2019), and Amponsah, Milledzi, Ampofo and Gyambrah (2018) however called for adequate parental engagements in their children schooling or didactic developmental process. At this point in time, it is relevant to momentarily talk about the contextual parameter of parental engagements in education practice.

Parental engagement, which is shortened as PE and used interchangeably in literature with lingoes like parental involvement, parental collaboration and parental influence, is an intricate and multidimensional expression when scrutinized in detail. Conventionally, when PE is exploited, the broad-spectrum opinions of various writers and scholars is the partaking of parents in school-based activities such as continuous presence at parent-teacher association (PTA) events (Chowa, Masa & Tucker, 2013; Hafiz, Tehsin, Malik, Muhammad & Muhammad, 2013), and volunteering at other school events related to their child's education (Govindaraj & Anusudha, 2014). Jurado (2014) stated that PE

may include anything related to encouraging students to do well in class, encouraging them to have good grades and participate in extramural activities, and being helpful of advancing their child's education. Similarly, Amponsah, Milledzi, Ampofo and Gyambrah (2018) described PE as the extent to which a parent is dedicated to his or her responsibility as a parent, and to the nurturing of best possible child growth. That is, it normally concerns the quantity of endeavor put into child-leaning education in addition to other activities. Explaining from an educational perspective, Wegayehu, Gebremedhin and Digvijay (2020) and Lara and Saracostti (2019) observed that PE primarily focused on explicit activities such as partaking in school events, helping out with homework and the amount of time families make contact with schools. Saa'da (2021) posited that PE illustrates parents devotion to their children's schooling, including the consideration, views, mind-set, attitudes, and character modeling of parents. Ayeni (2021) added that PE is a vigorous support a mother/father or both contribute to the child's physical, scholarly, and psychosomatic development. In view of these varied descriptions of parental engagement, scholars like Antoine (2015), Dumoulin, Thériault and Duval (2014), as well as Shute, Hansen, Underwood, and Razzouk (2011), put forward well-known PE variables to include parent-child conversations in relation to school routines, parental desires and anticipations, parenting approach, studying at home, ensuring homework are done, school engagement, and home rules. In Higgins and Katsipataki (2015), Kim and Hill (2015) and Zhou (2015) meta-analysis, parental engagement was scaled into three non-overlying elements according to the location where parental practices occur: home-based engagement, school-based engagement and community-based engagement. Home-based

engagement includes educational ambition, parent-child dialogue, and home supervision (Zhou, 2015). School-based engagement includes parent-school dialogue, and voluntary membership in school committees (Higgins & Katsipataki, 2015; Zhou, 2015), while community-based engagement is primarily in relation to using public resources to augment their child's academic progress (Kim & Hill, 2015; Zhou, 2015). Darko-Asumadu and Sika-Bright (2021), Mante, Maosen, Aboagye and Darko (2021), Wegayehu, Gebremedhin and Digvijay (2020) and Serna and Martínez (2019) affirmed that PE contains both structural (family composition, socioeconomic and level of parents enlightenment, and cultural resources) and dynamic (parent-child relationship, affective climate, disciplinary style, parental level of cognition) constructs. Other PE measuring scales used in literature include parent-student monitoring (Johnson, 2016), parent-school contact, parent-school support (Lindberg & Güven, 2021; Danişman, 2017), parental hope, parental support, and family learning culture (Fernández-Alonso et al., 2022; Fernández-Alonso, Álvarez-Díaz, Woitschach, Suárez-Álvarez & Javier, 2017).

Based on survey of literature, as well as the opinions of Onyeukwu (2022) and Liu, Sulaimani and Henning (2020) that, PE is the participatory altitude of parents in the didactic process and experiences of their children which encompasses more parenting styles, patterns and practices, four conceptual sub-scales of PE were put forward for the study, namely; parental educational acculturation (PEA), parental backing and aid (PBA), parental home scholastic relations (PHSR) and parental stewardship (PS). PEA refers to the prospects and worth parents bestow on their children's education and it is closely related to scholarly socialization activities such as turnout at parent-teacher and other school meetings, assisting with school development,

availing their children with recreational and cultural activities and involvement in school administration. PHSR covers home educational tasks like giving learning assistance and opportunities, and conversation with reference to school affairs. PBA are the undeviating deeds parents provide in the learning process of the student, such as availing them for in-school and after-school tutoring, transporting them to school or picking them up after school hours, and providing them with needed educational materials (Azua, 2016). Parental stewardship is the practice of engaging in the student's daily life which engrosses knowing where they are at certain times, whether they have completed homework (Danişman, 2017; Johnson, 2016), rewarding good behaviors, consequences for negative behaviors, limiting certain activities, and doing all of these consistently. Apparent of the above, it is essential to note that, parental engagement could make enormous impact in promoting healthier collaboration between parents and schools (Dumoulin, Thériault & Duval, 2014), as well as modifying student's behavioural intention(s) (Berger, 2012), studious attitude (Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn et al., 2019), learning adjustment (Serna & Martínez, 2019), self-efficacy (Grijalva-Quinonez, Valdes-Cuervo, Parra-Perez & Garcia Vazquez, 2020), intellectual development (Saa`da, 2021), academic success (Ateş, 2021; Cook, 2021; Fatimaningrum, 2021; Lindberg & Güven, 2021; Naite, 2021; Trentalange, 2019; Antoine, 2015) and life endeavours. Regardless of the importance of parental engagements to children education, the level at which parents are engage in their children's schooling heedless of type of school (public or private) been attended, geographical confine of the such schools, and academic level in Kwara State remains unknown and requires research inquiry. The main objective of this research was to assess the parental

engagement in schooling currently prevalent in Kwara State, Nigeria. Specifically, the study seeks to ascertain the differentials in level of parental engagement in schooling based on type of school ownership, geographical/senatorial locality, students' academic discipline and level in Kwara State.

The debate in the global sphere (America, Asia, Europe and Africa) about the level of parental engagement in their children's education has been reoccurring and continuing for the past two decades, and this has produced surfeit of contemporary empirical researches (qualitative, quantitative, or mixed), qualitative meta-syntheses, indicators specific meta-analyses and general meta-analytic studies with multifarious findings. Remarkably, the metal-analytic study based on country distribution and academic invariance by Fernández-Alonso et al. (2022) found that family help with homework does not guarantee students' academic successes. Adopting the meta-analysis method involving 53 studies, Ateş (2021) however showed that parental engagement have an effect on academic achievement, whereas the effect did not significantly differ according to geographical areas, course areas, and school levels. Findings from another similar research (Cook, 2021) carried out among 50 parents or guardians of fourth grade students at a public middle school in the southeastern United States indicated that parental engagement does not significantly influence student status as gifted and talented (GT) or non-GT. Contrarily, result from the metal-analysis study involving 40 studies by Fatimaningrum (2021) showed link between parental engagement and academic achievement with  $r=0.251$ . The correlational research by Lindberg and Güven (2021) discovered that, parent engagement at home, parent's educational class, family socio-economic class, and parental belief are significantly correlated with children's school

success. In Thailand, Naite (2021) carried out a qualitative study among 12 parents, whose children are registered at Crescent International School in Bangkok. Results revealed that students with highly involved parents had superior grades and test scores compared to students whose parents were less involved in their learning. Saa`da's (2021) survey of 312 Arab adolescent learners studying in Israel revealed that students who are experiencing high parental engagement also engage in self-regulated learning (SRL), while inspirational support and parenting behaviours related to education are predicting factors of SRL. Using the meta-analysis method to screen 55 researches relating to home-based and school-based parental engagement at pre-school, basic and secondary levels, Erdem and Kaya (2020) reported that parental expectations had significant effect on educational achievement, while parental supervision had significant negative effect. The study also reported that parental engagement does not vary significantly based on moderating variables like education level, and measurement area but differs by developmental level of a country.

Grijalva-Quinonez et al. (2020) study of 823 Mexican elementary students discovered that parental self-rule support positively relates with scholastic self-worth and self-synchronized learning and educational achievement but parental control was negatively related. The study by Lara and Saracostti (2019) involving 498 parents or caregivers of children attended 2nd and 3rd grade public schools in three diverse regions in Chile (Maule, Libertador Bernardo O'Higgins, and Araucanía) showed that there are differences in parental engagement profiles, demonstrating that children with low parental engagement have lower scholarly achievement. The cross-sectional survey (Serna & Martínez, 2019) involving 1043 Spanish adolescents

found out that both parental engagement sways adolescents' school satisfaction, school adjustment, school integration and prosocial outlook in spite of scholastic accomplishment, being a protective dynamic in that modification. The quantitative study involving 85 parents from two different western cities by Trentalange (2019) found that parental engagement does intervenes the connection between parents' internal affection patterns, parenting styles and children's scholastic successes based on the Bowlby's theory of attachment and Baumrind's parenting framework. The survey (Yieng, Katenga & Kijai, 2019) carried out among 60 undergraduate students studying in five Asia-Pacific International University (AIU) hostels discovered that, even though positive influence exists on the family bond between parents and students, it does not sufficiently clarify scholastic performance amongst students. Additionally, Yieng, Katenga and Kijai's (2019) study reported that Thai students were availed with higher level of parental support than international students. Danişman (2017) meta-analysis study of 1640 research studies showed that parent engagement has a low-level affirmative effect on student achievement. Fernández-Alonso, Álvarez-Díaz, Woitschach, Suárez-Álvarez and Javier's (2017) appraisal of 26,543 Spanish students revealed that participants whose parents demonstrated additional distal profile of family unit engagement are likely to exhibit improved outcomes than persons from households with a more controlling style. The experimental research (Antoine, 2015) using 103 Madison Preparatory Academy and CSAL Middle School students as participants discovered that assistance participants received from their parents had correlation with their level of self-assurance, while parents who are highly engaged in the educational lives of their brood have learners who have a higher likelihood of

being flourishing academically, because of additional assistance received.

Castro, Expósito-Casas, López-Martín, Lizasoain, Navarro-Asencio and Gaviria, (2015) conducted a quantitative synthesis of 37 studies in pre-basic, basic and post-basic schools. Results show that the parental models most linked to high achievement are those focusing on general supervision of their brood's scholarship activities, as well as having high scholastic expectations, developing and maintaining cordial rapport about school activities, and helping to improve upon their children's reading habits. Higgins and Katsipataki (2015) looked into the different ways that parents and schools develop and maintain working partnerships to improve outcomes for children by focusing on quantitative evidence about parental engagement (PI). Findings from Higgins and Katsipataki (2015) review of 13 meta-analyses showed high extent of domicile/family literacy programs and targeted interventions on scholastic need among parents. In another meta-analysis study, Kim and Hill (2015) discovered that school-based engagement and intellectual enrichment at home were robustly related to achievement of kindergarten to 12th grade learners, with mothers having higher engagements than fathers. The research by Martinez (2015) reported that students of highly engaged family associates appreciably surpassed those with family associates who were not engaged based on cumulative end-of-year district benchmark scores ( $p=.001$ ). Thornton's (2015) study involving 474 parents and teachers of primary level students in a Chicago urban elementary school revealed that majority of participants affirmed that parents: offer assistance to their children by checking homework constantly, making sure assignments are correctly done. Similarly, Thornton's (2015) found out that there was no difficulty among parents being enthusiastically

engaged in their ward's education. Result from a meta-analysis, based on 13 empirical Asian-American studies, conducted by Zhou (2015) showed that: parental engagement subtypes of educational aspiration and community-based engagement were constantly exhibited; home supervision and home-based engagement often exhibited; and parent-child discussion and school-based engagement were not often exhibited. Dumoulin, Thériault and Duval's (2014) study dealt with the opinions of 352 parents of pupils in four schools in Quebec. The study concluded that even though parents are commonly contented with the school and home partnership, loads of modifications are silently required including: budding rapport practices to encourage dialogue between parents and teachers; organizing gatherings that take into account parents' occupation; disseminating information to parents regarding their child's progresses, intricacies and learning; and notifying parents from underprivileged areas concerning the importance of their position in their children's education. Jurado (2014) examined the impact PE among 7th grade students in Northern Colorado based on the Epstein (1997) framework of parenting. Results indicated that particular types of engagement (communicating, parenting, learning at home and volunteering) showed correlations between increased engagement and increased student success. Hafiz, Tehsin, Malik, Muhammad and Muhammad (2013) conducted a survey in Allama Iqbal Town, Lahore city consisting of 150 students of 9th class of secondary schools (public and private). The study found that parental engagement has significance outcome in better scholastic performance.

In Africa, the study conducted by Darko-Asumadu and Sika-Bright (2021) among 120 selected pupils from Kwaprow Basic School in the Cape Coast Metropolis in Ghana found that parents did not help out their

children in their scholastic activities together with failure to be present at PTA meetings and not supporting them when doing homework. Darko-Asumadu and Sika-Bright (2021) mainly credited this finding to low parental educational level. In another study cross-sectional study conducted among 363 students in the Kwabre East Municipal in Ghana, Mante, Maosen, Aboagye and Darko (2021) concluded that financial adversity was a momentous challenge for the effectual engagement of parents in the scholastic feat of students. Also, in Ghana, Amponsah, Milledzi, Ampofo and Gyambrab (2018) survey involving 471 high school students within the Ashanti Municipality of Ghana showed that parental engagement in education is positively related with educational achievement. In Ethiopia, Wegayehu, Gebremedhin and Digvijay's (2020) cross-sectional of 118 students at Debre Berhan General Secondary School found that rate of cash given to gratify basic and didactic materials, earnings level, parent's livelihood, family size, schooling level of parent, and parent's style of incentive significantly influence academic output of students. In Uganda, Sekiwu and Kaggwa (2019) comparative research of 360 students from eight denominational schools in Tororo district discovered mild parent engagement in child education, while the mild level differs among denominational schools with Moslem schools having low parent engagement, and Catholic schools having higher parent engagement level. The study concluded that parent engagement in children education is superior at home than in the school. In Kwara State-Nigeria, Ayeni (2021) carried out an ex-post facto study among 280 students (9th graders) and found that though social capital is a determinant of parental engagement, with both been forecasters of math achievement, it can also be an obstruction to equitable entrée to learning supports for math achievement. In

Cross River State, Ebuta and Ekpo's (2014) study of 376 tier two high school students discovered that when parents lend a hand regarding their children's school work at home, the scholarly achievement of such child is probable to be high.

Regardless of the copious existing researches on parental engagement and its impact on students learning outcomes at the basic, post-basic and post-secondary educational institutions, still, there are unsolved research dilemmas over the years. From the reviewed works, it was discovered that much studies did not highlight on the existing differential in PE on the conceptualized study sub-scales based on type of schools students attended, geographical dispersion of the attended schools, as well as students' academic level and discipline especially in the study area (Kwara State). Also, findings from majority of existing studies on PE look inclusive but considering the fact that specific types of parental engagement vary across diverse family settings, study context, countries, students characteristics (type of school attended or educational level), together with the diversity of research designs, instruments, analytical tools and inconclusive results, signifies a research lacuna which needs to be filled.

Theory is a scientifically well thought-out knowledge with a series of postulations devised to aid, analyse, predict or otherwise explain the specific intricacies of a research problem. This study was however anchored on the six-clustered parental engagement framework also called the "School-Family-Community Partnership Model" promoted by Joyce Epstein in 1995. This theoretical model/framework is among the most functional theory developed in education practice for the amplification of PE practices and its links to definite types of outcomes. This widely accepted framework, which guides

educators to develop comprehensive family school partnerships, is based on six diverse contexts of parental engagement, namely: parenting, communicating, volunteering, learning at home, decision making, and community collaboration (Epstein, 1995). These six contexts espoused by Epstein (1995), which indicate that PI is practiced within the home, school, and immediate community, are processes and practices closely related with children's scholastic and social needs/goals assumed by parents in taking self-motivated responsibilities in producing a congenial schooling environment for their children (Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn et al., 2019). Relating this theory to the research, it was from this six parental engagement practices postulated by Epstein (1995) that the researchers of the present study extracted and streamlined PE into four main indices of parental educational acculturation (volunteering and communication), parental backing/aids (parenting), parental home scholastic relations (learning at home) and parental stewardship (decision-making and collaborating with the community). Each and every one of the PE sub-scales are what parents must possess and exhibit to aid their children's social, physiological, psychological and educational development. The relevance of this theory to this research is that, it would improve awareness and enhance the parental engagement practices of parents for attainment of their children's short and long-term educational goals. In most cases, this will require positive attitude, behaviours as well as self-awareness, objectivity and adaptability of parents in spite of school type, geographical location and students' academic level. In sight of this, the conceptual model was designed for the study (see Figure 1).



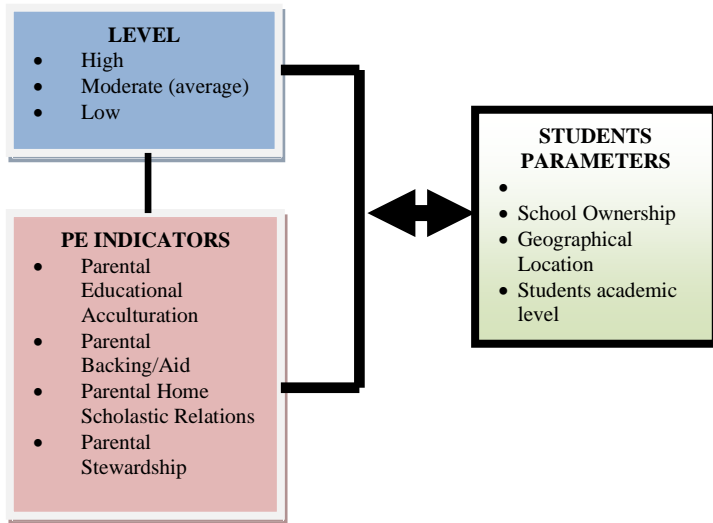


Figure 1 Conceptualized Model

The conceptual model in Figure 1 initiates the different sub-scales of parental engagements, which can be high, moderate or low. The model also conceptualized that different level of parental engagements sub-scales might be associated/dependent with selected students characteristics such as ownership of school attended, locality the school is geographically situated and academic level. Based on the foregoing conceptual assumptions, the following research questions guided the study:

1. What is the level of parental engagement in students schooling in Kwara State?
2. Does the level of parental engagement in schooling differ based on type of school ownership, geographic location and students' academic level in Kwara State?

## 2. Method

In lieu of the research objective, designed conceptual model and research questions raised, the descriptive research of a survey type of design was adopted. The design of preference was informed by the methodological opportunities it gave the researchers in meticulously selecting

representative samples, plus describing, finding out, analyzing and interpreting the collected quantitative data without any outer exploitation.

The study was carried out among public secondary schools in Kwara State in North-Central geopolitical region of Nigeria. The state has its capital in Ilorin and comprised of 16 local government areas, which are rural, sub-urban and urban in nature. These LGAs spread across three senatorial districts of Kwara Central, Kwara North and Kwara South respectively. Evidences made known that, Kwara State have a total of 504 secondary schools, with 333 of these schools being owned by the government, whilst 171 are privately owned (Kwara State Ministry of Education and Human Capital Development - KW-MEHCD, 2015). The study was therefore, targeted at 97,187 grades 10 – 12 students schooling in all the 504 secondary schools in Kwara State, Nigeria (see Table 1).

**Table 1.** Distribution of Targeted Study Population

LGAs	No. of Schools		Total No. of Students
	Public	Private	
Asa	21	10	5766
Ilorin East	26	15	11455
Ilorin South	22	37	8883
Ilorin West	26	19	17763
Moro	20	12	4434
Baruteen	17	8	4,952
Edu	19	15	6,600
Kaiama	9	3	2451
Patigi	15	4	3118
Ekiti	15	3	1712
Ifelodun	42	15	6792
Irepodun	39	12	6450
Isin	16	1	1510
Offa	13	13	5441
Oke-Ero	14	1	2109
Oyun	19	3	3564
<b>Total</b>	<b>333</b>	<b>171</b>	<b>97,187</b>

**Source:** KW-MEHCD (2015). Kwara State Census Report 2013-2014, p. 13 – 14.

For the selection of study sample, the multi-phase sampling of purposive, systematic, stratified and random sampling procedures was utilized. This chosen sampling technique, as claimed by renowned methodologist like Johnson and Christensen (2014), Kothari (2014) and Mishra and Alok (2011) allows researchers to easily select study samples from a geographic disperse population. In the first stage, the LGAs were stratified according to geographical/senatorial district, while nine LGAs were purposively selected based on representativeness, in addition to population of schools and students. Specially, three LGAs were selected in Kwara Central (Ilorin East, South and West), two LGAs in Kwara North (Baruteen and Edu) and four LGAs (Ifelodun, Irepodun, Offa and Oyun) in Kwara South respectively. In the second stage, schools were further stratified based on types (public and private), and were randomly selected. By this, eight schools (i.e four public and four private) were selected in each of the LGAs, totaling 72 schools. Afterward, systematic and stratified random sampling was used to select 18 students from each sampled school based on students' educational level (grade 10, 11 and 12 respectively). By this sampling process, every third student that attend classes from the selected schools in line with their academic level have a fair chance of been selected. Thus, 1,296 students were sampled, and they represent the research participants for the study.

The four (4) point 24-item Likert scale instruments (questionnaire) tagged: "Parental Engagement Assessment Questionnaire" (PEAQ) was used for data collection. The researchers though utilized the instruments of other researchers (Onyeukwu, 2022; Amponsah et al., 2018; Jurado, 2014) as a

guide; it was self-designed in view of surveyed literature. The research instrument (PEAQ) after been design was further validated by three specialists in the fields of Educational Management, Sociology of Education and Test and Measurement. Remarks and modifications made autonomously by these specialists were adhered to in the production of the final instruments. To establish the dependability of PEAQ, pre-study of 40 students from six secondary schools (public and private) in Ilorin metropolis-the capital of Kwara state was conducted, and their responses was analysed with Cronbach Alpha Reliability method. The alpha values obtained for parental educational acculturation, parental backing/aids, parental home scholastic relations and parental stewardship sub-scales of PE were .82, .85, .90 and .87 respectively. The overall reliability estimate of 0.86 was obtained, demonstrating that PEAQ was suitable for use. Furthermore, the researchers administered a total of 1,296 copies of questionnaire on the respondents with the help of three trained research assistants recruited based on residency status. The instrument was repossessed back immediately after administration, and this generated a response rate of 98.1% (that is, 1,272 questionnaires were retrieved and filled appropriately).

Descriptive and inferential statistical tools were used for data analysis (see Table 2) using Statistical Package for Social Science (SPSS) 20.0 version.

**Table 2.** Statistical Tools for Analysis

S/N	Statistical Tool
1	Research Question 1 Mean scores and standard deviation
2	Research Question 2 t-test statistics and analysis of variance (ANOVA)

### 3. Result and Discussion

The results of this study were presented in Tables 3, 4, 5, 6, and 7 accordingly.

**Table 3.** Level of Parental Engagement in Schooling in Kwara State

S/N	Statements	Mean	Dec
<b>Parental Educational Acculturation</b>			
1	My parents expend a sufficient amount time with me at home	2.93	ME
2	My parents frequently have a discussion about my future goals/ambitions and the benefits of education to me	3.10	ME
3	My parents oftentimes talk about setbacks I might be encountering at school with peers, teachers, or my school work.	2.82	ME
4	My parent through mobile calls/WhatsApp chats/open day visits frequently inquires for information on my scholastic improvement from teachers and concerned school authorities.	2.70	ME
5	My parents vigorously take part in didactic activities e.g. PTA meetings, committees, sports day.	3.00	ME
6	My parents from time to time take me to public libraries, community events or educational activities outside of the school.	2.48	LE
<b>Cluster Mean (CM)</b>		<b>2.84</b>	<b>ME</b>
<b>Parental Backing/Aid</b>			
7	My parents assist and encourage me to study hard, so as to acquire good grades	3.17	ME
8	My parents supply me with required learning materials (textbooks, notebooks, biros, mathset etc.) each academic terms/sessions.	2.83	ME
9	My parents register me for personal lessons/tuition to improve my performance at school	2.98	ME

10	My parents help me work through and handle stressful circumstances or school difficulty.	2.43	LE
11	My parents at all times avail me with moral and scholarly guidance when required	3.15	ME
12	My parents furnish me with flattering remarks or gifts for my intellectual successes.	2.57	ME
<b>Cluster Mean (CM)</b>		<b>2.86</b>	<b>ME</b>
<b>Parental Home Scholastic Relations</b>			
13	My parents always designate leisure time to make sure I finish my school tasks before doing other things at home	2.47	LE
14	My parents at times assist me with the homework/assignments I cannot comprehend.	2.38	LE
15	My parents revise and appraise me in variety of subjects before I do my tests/exams in school	2.56	ME
16	When I bring home my test papers, my parents review them with me.	2.44	LE
17	My parents repeatedly chat with me about school activities or events of particular interest to me	2.72	ME
18	My parents always talk about my educational progress with me	3.01	ME
<b>Cluster Mean (CM)</b>		<b>2.60</b>	<b>ME</b>
<b>Parental Stewardship</b>			
19	My parents set study rules at home for me and my siblings	2.52	ME
20	My parents frequently supervise my assignments	2.78	ME
21	My parents instruct and guide me on the form of TV program I watch	2.89	ME
22	My parents pay attention to the kind of fiends I move out with, and minimize the period I spend out with them.	3.01	ME
23	My parents always stopover to check my school attendance.	2.57	ME
24	My parents	3.15	ME

discipline/reprimand me for improper conduct/behaviours.		
<b>Cluster Mean (CM)</b>	<b>2.82</b>	<b>ME</b>
<b>OVERALL GRAND MEAN SCORE</b>	<b>2.78</b>	<b>ME</b>

**Key:** 3.25 – 4.00 = High Engagement (HI)  
 2.50 – 3.24 = Moderate Engagement (MI)  
 < 2.50 = Low Engagement (LI)

With an overall grand mean score of 2.78, Table 3 displays that the level of parental engagement to their children’s schooling in Kwara State was moderate. A glance at Table 3 disclosed that the level of parental backing/aid (CM = 2.86), parental educational acculturation (CM = 2.84), parental stewardship (CM = 2.82) and parental home scholastic relations (CM = 2.60) were moderate, respectively. Distinctively, the level of parental backing/aid was highly ranked based on the cluster mean score.

**Table 4.** Parental Engagement in Schooling Based on School Ownership

S/ N	PE Sub-scales	Private		Public	
		Mean	Dec.	Mean	Dec.
1	Parental Educational Acculturation	2.97	ME	2.71	ME
2	Parental Backing/Aid	3.12	ME	2.60	ME
3	Parental Home Scholastic Relations	2.67	ME	2.53	ME
4	Parental Stewardship	2.68	ME	2.96	ME
	<b>OVERALL PE</b>	<b>2.86</b>	<b>ME</b>	<b>2.70</b>	<b>ME</b>

Breakdown from Table 4 showed that private secondary schools had a higher mean scores in areas of parental backing/aid (CM = 3.12), parental educational acculturation (CM = 2.97) and parental home scholastic relations (CM = 2.67) than their government owned of public counterpart with CM scores of 2.60, 2.71 and 2.53 respectively. Meanwhile, public

secondary schools had a higher mean score (CM = 2.96) with regards to parental stewardship than their private contemporary. Summarily, the grand mean values of 2.86 and 2.70 obtained respectively indicates disparity in the overall level of parental engagement in their child’s schooling on the basis of school ownership (private and public) in Kwara State.

**Table 5.** Parental Engagement in Schooling Based on Geographical/ Senatorial District

S/ N	PE Sub-scales	Kwara-Central		Kwara-North		Kwara-South	
		Mean	Dec.	Mean	Dec.	Mean	Dec.
1	Parental Educational Acculturation	3.09	ME	2.57	ME	2.86	ME
2	Parental Backing/Aid	3.27	HE	2.43	LE	2.89	ME
3	Parental Home Scholastic Relations	2.77	ME	2.35	LE	2.69	ME
4	Parental Stewardship	3.06	ME	2.58	ME	2.83	ME
	<b>OVERALL PE</b>	<b>3.04</b>	<b>ME</b>	<b>2.48</b>	<b>LE</b>	<b>2.82</b>	<b>ME</b>

Analysis from Table 5 showed that secondary schools situated within Kwara-central had superior cluster mean score (3.04) in all the PE indicators, followed by schools suited in Kwara-south and Kwara North respectively. In sum, the PE level of schools located in Kwara Central (CM = 3.04) and Kwara-south (CM = 2.82) were moderate respectively, whereas the PE of schools located within Kwara-north was low (CM = 2.48). Conclusively, the overall level of PE differs based on geographic/senatorial distribution of secondary schools in Kwara State.

**Table 6.** Parental Engagement in Schooling Based on Students' Academic Level

S/ N	PE Sub- scales	Grade 10		Grade 11		Grade 12	
		Me an	Dec. ME	Me an	Dec. ME	Me an	Dec .
1	Parental Educational Acculturation	3.10	ME	2.84	ME	2.58	ME
2	Parental Backing/Aid	3.26	ME	2.75	ME	2.57	ME
3	Parental Home Scholastic Relations	2.83	ME	2.56	ME	2.42	LE
4	Parental Stewardship	3.01	ME	2.97	ME	2.48	LE
<b>OVERALL PE</b>		<b>3.05</b>	<b>ME</b>	<b>2.78</b>	<b>ME</b>	<b>2.51</b>	<b>ME</b>

Overall result from Table 6 showed that, despite the fact that the level of PE in schooling of secondary school students across all academic level were moderate, grade 10 students (CM = 3.05) received higher level of parental engagement compared to grade 11 (CM = 2.78) and grade 12 (CM = 2.51) students respectively. Thus, disparity do exists in the level of PE in schooling in Kwara State.

**Table 7.** Summary of Differentials in PE

t-test results of the difference in PE based on type of school ownership in Kwara State

Ownership	Mean	S.D	t-value	Sig.	Remarks
Public School	10.80	4.600	4.12	.000*	Significant difference exists between the two types of school ( $p < .05$ ).
Private School	11.43	4.786	1		

ANOVA summary showing the differentials in PE based on senatorial districts schools are located in Kwara State

Senatorial District	Mean	S.D	F	Sig.	Remarks
Kwara-Central	12.19	4.883	3.40	.001*	There is significant

Kwara-North	9.932	3.756	2	*	difference in the PE among the three senatorial districts ( $p < .01$ ).
Kwara-South	11.27	4.309			
	0	1			

ANOVA summary showing the differentials in PE based on students academic level in Kwara State

Academic Level	Mean	S.D	F	Sig.	Remarks
Grade 10	12.20	4.524	3.46	.001*	Academic level statistically differs ( $p < .01$ ).
Grade 11	11.12	3.990			
Grade 12	10.05	4.184			

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

\*. Correlation is significant at the 0.01 level (2-tailed).

Statistical upshots from Table 7 illustrate the differences in level of parental engagement in students schooling on the basis of school type/ownership, geographical location of schools and academic level. The test of equality analysis make known that the students from the two type of secondary schools (public and private) were significantly dissimilar from each other as regards to parental engagement (t-value = 4.121,  $p = .000$ ). Analysis of Variance results of parental engagement based on geographical/senatorial location indicate statistically significant differences (F = 3.402,  $p = 0.001$ ). The results in Table 7 also revealed that the parental engagement received by Grade 10 students (M = 12.2001, SD = 4.52450) was higher compared to those in Grade 11 (M= 11.1200, SD = 3.99006) and Grade 12 (M = 10.0520, SD = 4.18413), indicating a significant disparity (F = 3.463,  $p = .001$ ).

Result from the analysis showed that the overall level of parental engagement in students schooling in Kwara State secondary schools was moderate. This finding tallies with those of Mante et al. (2021), Darko-Asumadu and Sika-Bright (2021), Sekiwu and Kaggwa (2019), and Chowa, Masa and Tucker (2013) but contradicts that of Lara and Saracostti

(2019) and Thornton (2015) which reported high level of parental engagement in children's education in Chile and United States of America respectively. Relatedly, the findings of the present study confirmed that PE subscales of parental backing/aid, and parental stewardship were moderate with CM scores of 2.86 and 2.82 respectively. This finding tally with those of Muza, Aliero, Jega and Aliero (2020), Wegayehu, Gebremedhin and Digvijay (2020), Akomolafe and Adesua (2016), Azua (2016) and Mohd Din, Mohd Ayub and Tarmizi (2016) who independently found that, students received good psychological, informational, tangible, emotional and scholarly support from their parents. Similarly, Castro, Expósito-Casas, López-Martín, Lizasoain, Navarro-Asencio and Gaviria, (2015) quantitative synthesis confirmed that most parents focused on general stewardship of their children's activities at home. Similarly, the present study finding confirmed that, the level of parental educational acculturation (CM = 2.84) and parental home scholastic relations (CM = 2.60) were also moderate. The moderate level of these two PE indices unveiled in this investigation is somewhat not astonishing bearing in mind the state of financial hardship in the nation and lackadaisical attitude of some parents towards nurturing their children. As rightly observed by Johnson, Atunde and Olaniyi (2020) that, most parents who suppose to avail themselves to their children for consultation and counseling mostly focus on their occupation/business/ career rather than their children's education. These parents never bothered to observe their children's note book on their arrival from school, even stopping over to be familiar with what their children are doing in school seems not their parenting task. Johnson, Atunde and Olaniyi (2020) added that, some parents do not constantly support after-school reading norms of their children or attend school activities; instead they are busy

gracing all form of social functions and gatherings. This finding aligns with that of Darko-Asumadu and Sika-Bright (2021) who reported poor involvement of parents regarding the academic activities of their children at home. Similarly, the studies conducted by Darko-Asumadu and Sika-Bright (2021) and Mante, Maosen, Aboagye and Darko (2021) in Ghana equally reported that parents were not engaging their children educationally, as they fail to: attend PTA summits and support their wards in-home learning. However, findings by Thornton (2015) who discovered that parents of primary grade level students in a Chicago urban elementary school are highly involved in their child's education such as homework execution and school involvement negates that of this study.

Findings from inferential analysis further proved that, the level of parental engagement in secondary school students schooling in Kwara State significantly differs based on type of school ( $p < .05$ ), geographical location of schools ( $p < .05$ ) and academic level of students. The statistical outcome of the differentials in parental engagement based on school ownership ( $p < .05$ ) suggests that, students attending private secondary schools are receiving higher parental engagement in their schooling than those attending public schools. This finding is evident in the high mean scores for PE of students attending private secondary schools than their counterparts in public secondary schools. This might be attributed to fact that most parents who send their children to high-cost/expensive private schools are economically stronger than parent of students in public schools. Thereby, avail them with every good educational experience in their cause of schooling. Regarding the level of parental engagement in students schooling disparity ( $p < .05$ ) based on geographical location, the finding clearly attests that, students schooling within Kwara-

central senatorial district had higher parental engagement in their education than those who are schooling within Kwara-south and Kwara-north correspondingly. This finding supports the observations of Lara and Saracosti (2019) and Sekiwu and Kaggwa (2019) that, engagement of parents in their children's education is highly dependent on school location. This conjectures plus the discovery of the present research may be ascribed to the fact that some schools are located within the geographical dispensations of rural, urban or semi-urban vicinity, whereas each of this vicinity have their own peculiarities. This is observed in this study, as Kwara Central senatorial district is an urban dominated locale, and also houses the State capital (Ilorin) and other government parastatals with majority of inhabitants been civil servants, professionals working in private organizations, artisans, and educated individuals. Meanwhile, majority of communities in Kwara-south are mainly suburban areas with considerable amount of educated elites, while Kwara-north is mainly rural communities. This presumed disparity in educational advantage (Darko-Asumadu & Sika-Bright, 2021), economic empowerment (Mante, Maosen, Aboagye & Darko, 2021) and structural development (Liu, Sulaimani & Henning, 2020; Ebuta and Ekpo, 2014) of senatorial districts might further orchestrate why parents in Kwara-central are highly engaged in their children's schooling than parents living in the other two senatorial districts in Kwara State. Lastly, the divergences in parental engagement in schooling based on students academic level ( $p < .05$ ) found in the present study is reminiscent of Muza, Aliero, Jega and Aliero (2020), Busari and Hope's (2019), Yieng, Katenga and Kijai (2019) and Higgins and Katsipataki (2015) reports, which confirmed that parent are highly engaged during the early adolescent stage (aged 11 – 14 years) of their

child's education, nonetheless, as a child enters the middle (ages 15 – 17) and late (ages 18 – 21 years) adolescent stage, the engagement level of parents begins to dwindle. Concurring to this, Onyeukwu (2022) noted that, immediately students promote to the 11<sup>th</sup> or 12<sup>th</sup> grade of their academic pursuit, they begin to seek for more independence or freedom as well as seeing their parents as monitoring spirit or been uncomfortable with their parental tutelage, while parents also feel that these children are matured enough to look after themselves socially and educational, thereby lessen their engagement level in students schooling.

#### **4. Conclusion**

The findings of this study have empirically corroborated the continuing discourse among researchers and stakeholders in education practice on the need to inclusively look into parental engagement in student's education. The study revealed that though the level of parental engagement in schooling in Kwara State was moderate, it also differs based on type of schools, geographic location of schools and students scholastic level. Therefore, parents regardless of type of school their children are attending, geographical based of school attended and academic level of their children should actively engage and provide suitable academic acculturation, engaging home scholastic relations, vigorous psychological, emotional and financial backing/aid along with tolerable stewardship to their children within and outside the school-home environment. Also, other students' personal characteristics such as gender, age profile, area of residence, type of caregivers, and socio-economic status not researched in this study should be looked into. Additionally, the study was limited to Kwara State out of the 36 state of the Federal Republic of Nigeria; similar studies should cover wider

geographical confines to aid its generalizability.

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