



**International Journal of Economics,  
Environmental Development and Society  
(IJEEDS)**

## **PARENTS' PARTICIPATION IN SCHOOL MANAGEMENT FOR EFFECTIVE ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE**

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### **ABSTRACT**

This study investigated parents' participation in school management for effective academic performance of students in public secondary schools in Rivers State. Three research questions and three hypotheses guided the study. A descriptive research design was used for this study. The population of the study was 6,893 teachers in the 302 public secondary schools in the 23 Local Government Areas of Rivers State. The stratified sample technique was used and the sample of this study comprised 1,200 teachers (respondents) in 60 public senior secondary schools in Rivers State. The stratified random sampling technique was used for the study. The questionnaire instrument titled: "Parents' Participation in School Management for Effective Academic Performance of Students in Secondary Schools Questionnaire (PPSMEAPSSSQ) was used for the study. The questionnaire was divided into two sections: section A was for collection of demographic data while section B contained 18 items addressing the research question. Furthermore, the coefficients index value obtained was .870 and therefore the reliability of the instrument was established. Data gathered from this study were collated and statistically analyzed. The statistical tool used for answering the research questions were Mean, Standard Deviation statistics, while t-test inferential tool was used to test the formulated null hypotheses at 0.05 Alpha level of significance. The study was able to find out that parents involvement in school management ensure, help to maintain, acquire and maintain school infrastructures for students' academic performances. The study concluded that parent's involvement in school management is indispensable for effective school administration. The study therefore among others, recommended that principals should always involve parents in decision-making processes to enable them to contribute to goal-setting and general wellbeing of the school. Also, principals of secondary schools should always involve the parents in the maintenance of school infrastructure such as classrooms, libraries, and laboratories for effective students' academic performance.

**Keywords:** School Management, Parents Involvement, Decision-Making, Infrastructures, Financing.

Reference to this paper should be made as follows:

Haastrup, T. A. (2024). Parents' participation in school management for effective academic performance of students in public senior secondary schools in Rivers State. *International Journal of Economics, Environmental Development and Society*, 5(1), 90-110.

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## INTRODUCTION

Parental participation in children's academic affairs is a key aspect for the academic development of secondary schools. This study defines parental role in education as that of helping children with their homework, purchasing school uniforms, buying learning resources for the children, communicating with the school, attending school activities that are relevant to the children performance and having high expectations for the children's progress. Parents are expected to be concerned about their children's academic performance and showing dedication in their children's learning through availing themselves during parents' meetings in order to gain a better understanding of the performance of their children.

Ololube et al. (2013) submitted that society and school needs to increase parents' involvement in order to realise higher achievements of educational standards through participation in school works, understanding of the interactions between parenting skills and student success in schooling and a commitment to consistent communication with teachers about students' progress. Based on research findings it has been shown that, Parent participation in education has included home-based activities such as helping with home-work, encouraging children to read, and promoting school attendance and school-based activities such as attending Parent Teachers and Association (PTA) meetings, parent-teacher conferences, concerts, and other school events; contribution of finance, materials and volunteering at school during the day. Nigeria, despite the fact that provision has been made for Parental participation in education policy, its actualisation remains minimal (Alyssia et al., 2020 as cited by Amin, 2020).

The Nigerian government launched the Universal Basic Education (UBE) program in 1999 (Ololube et al., 2010). In the Nigerian educational context, Parent Teachers Associations (PTA) facilitated Parental participation and ensured that civil society supports the government to give all Nigerian children access to quality education. Furthermore, the education sector was struggling with severe quality deficiencies. Community participation in education also increased during this time than before, which means the government noticed how Parental participation in education can be the way forward to improve academic performance of students.

Ololube et al. (2016a) argued that it is true, educators cannot do it alone and therefore there is a need for Parental participation toward children's academic performance. Parents have a very important role to play in the education of their children because they act as the mediators between students and the school. Parents participation would consequently elevate not just children's cultural identity but would also facilitate their socialisation, improve their attitudes and behaviour towards those around them within and outside their communities. Parents are the ones who can shape the behavior of their children and make them to behave according to moral standards of the society. Therefore, the government and policy makers should recognise that parents are the first and important teacher; hence they need to participate actively in their children's academic performance.

Parents can also make follow-ups with their children's subject teachers in order to identify areas where the children are facing challenges. This means that parents can go to the extent of contacting their teachers, thus building and strengthening the relationship between the learner and the teacher which indicates their commitment towards their children's learning. When it comes to children's education, there are some factors which must be considered such as parenting, communicating, supervision of learning at home, decision-making and collaborating with the schools and community. These factors contribute to the academic performance of the learners (Ololube et al., 2010). Parental participation guarantees a good and conducive climate

for social, intellectual and emotional development of a child as well as love, security, guidance and care that may contribute to good academic performance. Parent participation in school management is one factor that has been consistently related to a child's increased academic performance (Businge, 2014; Chaudhry et al., 2020). While this relation between Parent participation and a child's academic performance is well established, studies have yet to examine how parent participation increases a child's academic performance. The role of parents in school management today is rooted in the Education Policy and their responsibility revolves around financial mobilisation, discipline and monitoring the performance of the school. Parents are said to be partners, clients, consumers and educational assistants in as far as management of schools is concerned.

Academic performance has been defined by Checa et al. (2019) and Baquedano-Lopez (2021) as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors and philosophy that students achieve. This achievement is evaluated by the mark or grade that students attain in tests or examinations done at the end of the topic, term or year or education cycle. Therefore, the quality of the grades and the number of students that pass in various grades, determine the level of academic performance. In schools, academic performance is a concern of people who have vested interest in schools. These may include parents, students, the staff, proprietors and the entire society that forms the school as a system or community.

Management has been defined by Ssekamwa (2017) and Ololube (2024) as a set of activities directed towards efficient and effective utilization of resources in order to achieve organizational goals. Secondary school management in particular refers to the application of management theory and practice to educational institutions (Okumbe, 2018). Managerial functions include planning, organising directing, controlling resources, staffing, coordinating reporting and budgeting. In this study parents participation in school management was evaluated in relation to financing or organising resources, disciplining, budgeting, and implementation of school policies as the major managerial functions in which parents mainly involve themselves and which aspects may directly affect students' academic performance. It is widely recognised that if students are to maximise their potential from schooling they will need the full support of their parents. Attempts to enhance Parent participation in education occupy governments, administrators, educators and parents' organisations across countries.

According to Ololube et al. (2010), one of the challenges that hamper effective Parent participation is low income. This leads them to engage in more jobs and spend less time at home helping their children with their school work. Consequently, the schools sometimes fail to create strong links between homes and schools. Also some parents are not able to read and write which makes it difficult for them to assist their children with their homework. Upon this background, this study investigated parents' participation in school management for effective academic performance of students in public secondary schools in Rivers State.

### **Statement of the Problem**

Poor academic performance of students has been of great concern to educationists, parents and counselors in particular. Despite all parent's participation in management of public secondary schools to improve the students' academic performance, poor performance are still recorded yearly in most secondary schools in Rivers State. Research conducted by scholars on academic performance has consistently shown that parents participatory in motivating learners, offering financial support, making some decisions in the management and assisting in infrastructure is

crucial and important in predicting learners' educational achievement. This therefore creates a gap to find out how parent's participation in school management improve students' academic performance in the case of public secondary schools. It is therefore based on this background that this study intends to investigate parents' participation in school management on students' academic performance in public secondary schools in Rivers State

Although many school administrators in the area are already complaining that their efforts to improve the quality of education are being frustrated by lack of infrastructure, scholastic materials, poor staff remuneration and they feel that the burden of improving students' academic performance is being left to them. Therefore, the researcher in this study was motivated to investigate the parents' participation in school management for improved students' academic performance in public secondary schools in Rivers State.

### **Aim and Objectives of the Study**

The aim of this study is to examine parents' participation in school management for effective academic performance of students in public secondary schools in Rivers State. Specifically, the objectives include:

- To determine the extent of parents' participation in decision making enhance effective academic performance of students in public secondary schools in Rivers State.
- To determine the extent of parents' participation in maintenance of school infrastructure enhance effective academic performance of students in public secondary schools in Rivers State.
- To determine the extent of parents' participation in school financing enhance effective academic performance of students in public secondary schools in Rivers State

### **Research Questions**

The following research questions guided the study:

- To what extent do parents' participation in decision making enhance effective academic performance of students in public secondary schools in Rivers State?
- To what extent do parents participation in maintenance of school infrastructure enhance effective academic performance of students in public secondary schools in Rivers State?
- To what extent do parents' participation in school financing enhance effective academic performance of students in public secondary schools in Rivers State?

### **Research Hypotheses**

The following-hypotheses guided the study:

- **H<sub>01</sub>:** There is no significant difference between the mean ratings of male and female teachers on the extent parents' participation in decision making enhance effective academic performance of students in public secondary schools in Rivers State.
- **H<sub>02</sub>:** There is no significant difference between the mean ratings of male and female teachers on the extent parents' participation in maintenance of school infrastructure

enhance effective academic performance of students in public secondary schools in Rivers State

- **H0<sub>3</sub>:** There is no significant difference between the mean ratings of male and female teachers on the extent parents' participation in school financing enhance effective academic performance of students in public secondary schools in Rivers State

## **Theoretical Framework**

### **Joyce Epstein's theory**

The study was guided by Joyce Epstein's theory (1995). Epstein's model placed the onus on school-initiated behaviours rather than parent-initiated behaviours. However, Epstein's work is highly regarded and cited throughout the sea of literature on parental involvement. Epstein's theory of overlapping sphere of influence recognised three major contexts in which children grow: the family, the school, and the community. In this model of school, family and community, the focus is primarily on the student. Students are the main actors in their education, development, and success at school (Epstein et al., 2019).

Epstein argued that school, family, and community cannot alone produce successful students. Rather partnership activities may be designed to engage, guide, energise, and motivate students to produce their own success. Epstein believed that families and schools share the responsibility for the children in their care, and the efforts of school, family and community partnerships must be conducted collaboratively. Epstein et al. (2019) argued that if students feel cared for and encouraged to work hard, they are more likely to do their best to learn to read, write, calculate, develop other skills and talents, and remain in school. This theory is related to this study as it saw the key role of the child as student in interactions between families and schools, parents and teachers, or the community (Epstein et al., 2019). If children feel cared for and encouraged to work hard in the role of student, they are more likely to do their best academically, and to remain in school.

## **CONCEPTUAL FRAMEWORK**

### **Parents Participation in School Management**

Parental participation is believed to be an important strategy in the advancement of the quality of education. Parental participation as such may be defined in different ways. According to Goni and Bello (2022), parent participation refers to the amount of participation a parent has when it comes to schooling and her child's life. Chaudhry et al. (2020) defined parental participation as the activities occurring between a parent and a child or between a parent and teachers at school that may contribute to the child's educational outcomes and development.

Fan and Williams (2022) described parental participation as regular involvement of parents, a two-way process, and meaningful communication involving student academic learning and other school activities including assisting their child's learning, being actively involved in their child's education at schools, serving as full partners in their child's education and being included, as appropriate, in decision-making and on advisory committees to assist in the education of their child, among others.

Maloi (2016) and Marschall (2022) mentioned recent beliefs about parents and families that schools should consider when involving themselves in the education to their children: (1) All families have strengths, (2) parents can learn new techniques, (3) parents have important perspectives about their children, (4) most parents really care about their children, (5) cultural differences are both valid and valuable, and (6) many family forms exist and are legitimate. However, Fan and Williams (2022) stated that there are numerous types of parenting practices associated with positive school-related academic and social competencies.

### **School Management and Parents Participation in School Management**

School management means running the school along the desired educational policies. It takes into account all aspects of the school (policies, material and human resources, programs, activities, equipments, etc.) Parental participation is important at every grade level, it is critical at the secondary school stage because parents of young adolescents have a tendency to become less actively involved in their children's life or school when they reach the upper secondary stage in their education (Simango, 2018).

Ambachew et al. (2018) argued that there is a strong relationship between parental participation and academic performance. Furthermore, it significantly predicts student academic achievement motivation. On the other hand, Deci and Ryan (2022) pointed out that there is limited study on the relationship between Parent participation and academic achievement of secondary school students as majority of the research in this area has been conducted exclusively with elementary school students.

Parents should devote their time, effort, resources on their children's schooling to enhance their academic performance. They should actively participate on their children's schooling. Spend more time with their children, pay attention and follow up with their children to complete assignments, homework, note books and by providing rewards to motivate them, discuss on school activities, expectations of academic achievement, and the importance of achieving good results (Assefa & Sintayehu, 2019).

Moreover, the existing researches have revealed the importance of parental participation towards student performance, but Costa and Faria (2017) argued that three parent participation constructs, that is, parenting, parent –teacher communication and home and family support were also found to be positively related to performance. their study concluded that the home and family support is the most significant factor that determines a learner's performance.

Most parents assumed that their children could not be educated merely on the school environment and that home environment would have a lasting impact on school education. Therefore, many parents recognise the importance of school and home collaboration in educating their children. Findings of research done on the influence of parental participation in the academic performance of the children showed that there is a significant relationship between the Parent participation and the student performance of the children (De Silva et al., 2018). However, parents' active involvement is more influential with students' performance than the other socioeconomic factors. The parents who involve themselves in the children's education at home, their children as a result, show good performance at school. Parent participation is found to significantly contributes toward the outcome of student performance. The study helps us to accept that there is a relationship between parental participation and their children's academic achievement. Furthermore, study carried out by Ambachew, et al.,

(2018) revealed that there is a strong positive and significant relationship between parent participation and academic performance of students.

A study carried out in Ghana by Amponsah et al. (2018) revealed that there is a significant positive relationship between parental participation and students' academic performance. Their findings revealed that parent participation through homework, creating a learning environment for studying at home, motivating and setting realistic and high expectations for children enhances academic performance. Hence, parents as the prime educators and the first agents of socialisation in exposing children to the social and academic world should play a leading role in supporting their children's education. Thus, for their children's educational attainment parents should set high and realistic expectations, to motivate their children to perform well academically.

By establishing and enforcing the rules and regulations regarding school and home activities as well as providing opportunities and environment conducive for learning parents should also ensure home supervision. Schools should encourage Parent-Teacher Association (PTA) sessions to be conducted to educate and assist parents to develop better parenting skills (Amponsah et al., 2018).

Another study has shown that the level of parent participation focused on four main aspects as learning environment at home, social interaction with child, communication with child and support towards child excellence. Thereby, parents who realises the importance should take action in providing an appropriate learning environment for children such as providing study area and reference books, have a conversation with the child, enquire child's activities and discuss their problems. Thus, concluded that there is positive relationship between parent participation and students' performance (Ahmad et al., 2017). Research carried out by Wherry (2020) indicated there are benefits of parent participation that can positively influence student performance.

### **Students' Academic Performance**

Student's performance in school is evaluated in a number of ways. For regular grading, students demonstrate their knowledge by taking written and oral tests, carrying out presentations, completing homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and offer comments to describe how well a student has done or back up the specific grade that was given. Additionally, in a written assignment, the teacher may also offer feedback and guidance on improving the writing. At the state level, students are evaluated by their performance on standardised tests geared toward specific ages and based on a set of achievements students in each age group are expected to meet.

It is very important for all stakeholders in the educational system to identify the factors affecting student's academic success. A study conducted by Damayanthi (2018), revealed that parental factors and student self-studying as the most influential factors at student level for their academic performance. Various attempts have been made by researchers to investigate the determinants of student performance, but consensus has yet to be achieved concerning factors impacting student academic performance, and the findings of these various studies are in mixed nature (Bhat et al., 2022).

Many students cannot learn effectively as a result of not been encouraged. The finding of the studies shows that the parent participation (parenting, communicating, learning at home, decision making) has a positive impact towards student performance (Bates et al., 2022). Since

motivation deals with the human behaviour and cognitive development, parents should be involved in the educational development of their children that will eventually enable them to be more productive in the society (Brown, 2022). Furthermore, parent participation has a significant relationship towards their children's performance at the school. Academic achievements include the number of teachers on post, teacher student ratio, teacher qualifications and the personal characteristics of the individual teacher. The personal characteristics include academic qualifications, pedagogical training, content training, aptitude, and years of service/experience. A teacher brings these characteristics to class to facilitate the learning process. The extent to which other inputs can improve the quality of education is directly related to the extent to which teachers effectively use the inputs to improve the teaching and learning process.

### **Parents Participation in School Management for Students Academic Performance**

It is generally believed that the parents do play an important role in the education of their children and there is now an extensive research literature indicating that parent participation is advantageous for children of all ages (Cherry 2022). The most promising ways to increase students' achievement is to involve their families. Family participation in education was twice as predictive of academic learning as family socioeconomic status. Establishing partnerships with families has many benefits for schools and families, but Epstein et al. (2019) said, the main reason to create such partnerships is to help all youngsters succeed in school and in later life.

When parents participate in their children's schooling, students may experience more academic and social success. Epstein (1995) suggested that parents who are informed and involved in their children's school can positively impact their child's attitude and performance. Drawing a causal link between parent participation and student achievement is challenging; much of the research on parent participation and student performance is therefore correlational. Although the impact of parent participation is dependent on a number of contextual variables, there are many advantages attributed to parental involvement.

### **Parents' Participation in Decision Making for Students Academic Performance**

Parental participation in decision making involves parents in governance, decision-making, and advocacy roles is yet another strategy for fortifying links between schools and parents. As parental participation in decision-making, when it is comprehensive program involving parents in learning support activities as well, is associated with improved student outcomes. Parent and community involvement in decision-making may also help make schools more accountable to the community. Vahedi (2010) posited that parental participation in school decision-making may be strengthened by including parents in school site councils, parent-teacher associations, and other committees. Outcomes from activities include the benefits of policies that are enacted on behalf of students, students are also likely to become aware of family representation in school decisions, parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families and teachers will likely become increasingly aware of the role of parents' perspectives in policy development (Epstein et al., 2019).

Ololube (2024) showed that there is need to offer opportunities to parents in order to participate in decision making processes that focus on the achievement of school objectives. Parents need to participate in matters pertaining to strategic planning, policies, budgeting and



cyclical evaluation programs. Fan and Williams (2022) observed that no administrator can effectively perform all administrative functions alone. School administrators have always called upon parents to motivate students' academic endeavors. Parents should also offer career guidance especially the choice of subject combinations and directing students in their home works. However, parents' confidence in their own intellectual abilities is the most salient predictor of their participation in children's schooling. Parents need to be guided on the knowledge and skills of secondary school management.

### **Parents' Participation in Maintenance of School Infrastructure for Students Academic Performance**

In Nigeria, a lot of studies have been conducted by various researchers on the relationship between educational resources and students' academic performance. Ololube et al. (2016b) concluded that teacher's qualification and adequate facilities were determinants of assessing academic performance of students in secondary schools. Hence the availability or non-availability of facilities in schools affects the academic performance of students. Ololube et al. (2016b) believed that teaching materials facilitate teaching and learning activities, which result in effective teaching and improved academic performance. Facilities below approved standard could also lead to reduction in quality of teaching and learning in schools resulting to poor students' academic performance.

### **Parents' Participation in School Financing for Students Academic Performance**

Parents' participation in financing not only focuses on school fees but may also include students' personal requirements that enable them acquire education easily. These may include clothing, sanitary pads for girls, note books and proper medication when they fall sick both at home and at school. Even if teachers are very good, such requirements have to be in place in order to help the student study well, yet they all require money. Babirye (2022) observed that there are parents who don't value educating their children and have been heard saying "... we did not go to school yet we are serving better than those who say they are educated". It is likely that parents with negative attitudes toward education or those who don't have clear perceptions of their roles will let their children miss classes if they don't provide student' requirements hence lagging behind in academic performance. Alternatively such parents may be of low economic status hence affecting their children in the same way.

Parents have for long been noted for their key role in financing schools right from the colonial era especially after the first world war had affected donations for missionaries to run schools (Ssekamwa, 2017). Thus, impoverished families are less likely to be involved in schooling than wealthier families, and schools in impoverished communities are less likely to promote parental participation in school management. This conforms to Mugenda and Mugenda's (2021) argument that there are families who have the right intentions but are powerless especially those from rural backgrounds or those with little in the way of education. However, being wealthy may be one thing and financing schools or providing scholastic materials to students may be another.

## METHODOLOGY

Descriptive survey research design was adopted for this study. The population of this study comprised all the teachers in the 302 public senior secondary schools in the 23 Local government areas of Rivers state, totaling 6,557 teachers, while the sample for this study was 1,200 teachers which represented 18% of the total population of teachers. This was obtained by using a simple random sampling technique to select 15 Local Governments Areas from where 4 schools were selected from each of the local government area to give us a total of 60 schools.

The 15 local government areas that were selected represents 65% of the total population of Local Governments Areas in Rivers State. The instrument for data collection was a self-constructed questionnaire titled: Parents' Participation in School Management for Effective Academic Performance of Students in Secondary Schools Questionnaire (PPSMEAPSSSQ).

The instrument was a 30 item Likert scale questionnaire of 4-point rating: Very High Extent (4), High Extent (3), Low Extent (2), Very Low Extent (1). The questionnaire was divided into sections of A and B. Section 'A' required the respondents' personal data, while section 'B' contained 30 items associated to performance management strategies for goal attainment. The items were divided into three parts; A, B, and C research questions. Validation of the instrument was carried out by experts in Measurement and Evaluation, Ignatius Ajuru University of Education. Pearson product moment correlation was used to arrive at coefficient reliability index value of .870.

One thousand and two hundred (1,200) copies of the questionnaire were distributed and only one thousand, one hundred and forty three (1143) was retrieved, which culminated into 95% maximum return rate. The data collected from the respondents were analysed using SPSS statistical tool.

Mean and standard deviation with rank order statistics were used to answer the research questions while, t-test inferential statistical tool was used to test the formulated null hypotheses at 0.05 level of significance.

In scoring the questionnaire responses, the weighted point were added as  $4+3+2+1=10/4=2.5$ . Thus, 2.5 is the Criterion Mean. Therefore, the remark for any item below 2.5 showed low extent (LE) and high extent (HE) for any item up to 2.5 and above.

## RESULTS AND DISCUSSION

**Research Question One:** To what extent does parents' participation in decision making enhances effective academic performance of students in public secondary schools in Rivers State?

Table 1: Mean ratings and standard deviation on the extent parents' participation in decision making enhances effective academic performance of students in public secondary schools in Rivers State

S/N		Male Mean	Teachers SD.	Female Mean	Teachers SD.	Weighted Mean	Remark
1	Parents involvement in decision-making ensures they become committed in ensuring the progress of the school	2.96	1.12	2.99	1.07	2.98	High Extent
2	Parents who actively participate in decision-making tend to create a supportive and conducive learning environment at home.	2.96	1.03	3.02	1.02	2.99	High Extent
3	Involvement in decision-making between parents and teachers allows for a better understanding of a child's strengths and weaknesses.	3.06	1.03	2.98	0.95	3.02	High Extent
4	Involving parents in decision-making processes allows them to contribute to goal-setting and motivation strategies for their children.	2.96	1.03	3.04	1.04	3.00	High Extent
5	When parents are actively involved in decision-making, students are more likely to feel supported and engaged in their education.	2.91	1.09	2.66	1.08	2.78	High Extent
6	Parents who are involved in decision-making are often more likely to assist their children with homework and academic tasks.	2.98	1.11	2.95	1	2.96	High Extent
<b>Grand Mean</b>		<b>2.97</b>	<b>1.07</b>	<b>2.94</b>	<b>1.03</b>	<b>2.96</b>	<b>High Extent</b>

Table 1 shows the mean ratings and standard deviation on the extent parents' participation in decision making enhances effective academic performance of students in public secondary schools in Rivers State. The table indicates that both the male and female teachers agree that parents involvement in decision-making ensures they become committed in ensuring the progress of the school, create a supportive and conducive learning environment at home, allows for a better understanding of a child's strengths and weaknesses, allows them to contribute to goal-setting and motivation strategies for their children, when parents are actively involved in decision-making, students are more likely to feel supported and engaged in their education and parents who are involved in decision-making are often more likely to assist their children with homework and academic tasks as noted on 1, 2, 3, 4, 5 and 6 with the weighted mean scores of 2.98, 2.99, 3.02, 3, 2.78, and 2.96 respectively. Generally, the grand weighted mean value of 2.96 indicates that to a high extent parents' participation in decision making enhances effective academic performance of students in public secondary schools in Rivers State.

**Research Question Two:** To what extent does parents' participation in maintenance of school infrastructure enhances effective academic performance of students in public secondary schools in Rivers State?

Table 2: Mean ratings and Standard deviation on the extent parents' participation in maintenance of school infrastructure enhances effective academic performance of students in public secondary schools in Rivers State

S/N		Male Mean	Teachers SD.	Female Mean	Teachers SD.	Weighted Mean	Remark
7	Parent's involvement in maintenance of infrastructure ensures the provision of a clean, safe, and comfortable environment for students to learn.	3.03	0.96	3.27	0.75	3.15	High Extent
8	Parent's involvement in maintenance of infrastructure contribute to ensuring that necessary educational resources, such as textbooks, equipment, and technology, are in good condition and readily available for students use.	2.83	1.04	3	1.01	2.91	High Extent
9	Active parental involvement in maintaining classrooms, libraries, and laboratories can result in improved learning spaces.	2.94	1.01	3.23	0.78	3.08	High Extent
10	When parents actively participate in maintaining school infrastructure, it fosters a sense of pride and ownership within the school community.	2.93	1.05	3.15	0.88	3.04	High Extent
11	It ensures the maintenance of infrastructure for the utilization of spaces beyond traditional classrooms.	2.06	1.05	1.83	0.93	1.95	Low Extent
12	It creates a shared sense of responsibility for the school's well-being, fostering a positive and supportive environment for students.	3.03	0.95	2.94	0.94	2.98	High Extent
<b>Grand Mean</b>		<b>2.8</b>	<b>1.01</b>	<b>2.9</b>	<b>0.88</b>	<b>2.85</b>	<b>High Extent</b>

Table 2 shows the Mean ratings and Standard deviation on the extent parents' participation in maintenance of school infrastructure enhances effective academic performance of students in public secondary schools in Rivers State. The table reveals that the majority of the respondents agreed that, parents involvement in maintenance of infrastructure ensures the provision of a clean, safe, and comfortable environment for students to learn, parents involvement in maintenance of infrastructure contribute to ensuring that necessary educational resources, such as textbooks, equipment, and technology, are in good condition and readily available for students use, parental involvement in maintaining classrooms, libraries, and laboratories can result in improved learning spaces, fosters a sense of pride and ownership within the school community, creates a shared sense of responsibility for the school's well-being, fostering a positive and supportive environment for students. as seen on item on item 7, 8, 9, 10 and 12 with the weighted mean ratings of 3.15, 2.91, 3.08, 3.04 and 2.98. But to a low extent on item 11 with the mean value of 1.95.

From the foregoing, the grand weighted mean value of 2.85 shows that the answer to research two is that to a high extent parents' participation in maintenance of school infrastructure enhances effective academic performance of students in public secondary schools in Rivers State.

**Research Question Three:** To what extent does parents' participation in school financing enhances effective academic performance of students in public secondary schools in Rivers State?

Table 3: Mean ratings and standard deviation on extent parents' participation in school financing enhances effective academic performance of students in public secondary schools in Rivers State

S/N		Male Mean	Teachers SD.	Female Mean	Teachers SD.	Weighted Mean	Remark
13	Financial contributions from parents help schools acquire and maintain necessary resources such as textbooks, educational materials, technology, and laboratory equipment.	3.22	0.84	2.88	1.01	3.05	High Extent
14	Parental participation in school financing contributes to the maintenance and improvement of school infrastructure.	2.97	1.04	2.89	0.98	2.93	High Extent
15	Parents' financial contributions support extracurricular activities such as sports, arts, music, and clubs improves academic performance by fostering teamwork, discipline, and a sense of belonging.	3.16	1.02	2.86	0.98	3.01	High Extent
16	This ensures the provision of fund for professional development opportunities of teachers.	3.24	0.85	2.97	1.03	3.11	High Extent
17	It enhances the provision of libraries for students with a wider range of books and resources.	2.02	1.04	2.02	0.96	2.02	Low Extent
18	It ensures the integration of technology into the classroom, providing students with access to educational software, and online resources.	2.93	1	2.94	1.01	2.93	High Extent
<b>Grand Mean</b>		2.92	0.96	2.76	1.00	2.84	High Extent

Data on Table 3 shows the mean ratings and standard deviation on extent parents' participation in school financing enhances effective academic performance of students in public secondary schools in Rivers State. The table show that the respondents jointly agreed to items 13, 14, 15, 16, and 18 with the mean score above the criterion mean of 2.50. This means that to a high extent parents' participation in school financing enhances help schools acquire and maintain necessary resources such as textbooks, educational materials, technology, and laboratory equipment, contribute to the maintenance and improvement of school infrastructure, support extracurricular activities such as sports, arts, music, and clubs improves academic performance by fostering teamwork, discipline, and a sense of belonging, ensures the provision of fund for professional development opportunities of teachers and ensuring the integration of technology into the classroom, providing students with access to educational software, and online resources. While the respondents responded to a low extent on item 17 with the mean score of 2.02. Generally, the weighted grand mean value of 2.84 shows that the answer to research question three is that to a high extent parents' participation in school financing enhances effective academic performance of students in public secondary schools in Rivers State.

### Test of Hypotheses

**Hypothesis One:** There is no significant difference between the mean ratings of male and female teachers on the extent parents' participation in decision making enhances effective academic performance of students in public secondary schools in Rivers State.

Table 4: Summary of t-test analysis of mean ratings of male and female teachers on the extent parents' participation in decision making enhances effective academic performance of students in public secondary schools in Rivers State

Groups	N	S.D	Df	t-cal.	t-crit.	Decision
Male Teachers	619	2.97	1,141	0.5	$\pm 1.96$	Accepted
Female Teachers	524	2.94	1,03			Not significance
N=	1,143					

Level of significance = 0.05

Data on Table 4 above reveals the summary of mean, standard deviation and t-test of difference between the opinions of male and female teachers on the extent mean ratings of male and female teachers on the extent parents' participation in decision making enhances effective academic performance of students in public secondary schools in Rivers State.

The calculated t-value used in testing the hypothesis stood at 0.5. The t-critical value stood at  $\pm 1.96$  using 1,141 degrees of freedom. At 0.05 level of significance, the calculated t-test of 0.5 is less than t-critical value of  $\pm 1.96$ , hence there is no significant difference between the mean ratings of male and female teachers on the extent parents' participation in decision making enhances effective academic performance of students in public secondary schools in Rivers State.

With respect to that, it can therefore be concluded, that the stated null hypothesis was accepted, thus there is no significant difference between the mean ratings of male and female teachers on the extent parents' participation in decision making enhances effective academic performance of students in public secondary schools in Rivers State.

**Hypothesis Two:** There is no significant difference between the mean ratings of male and female teachers on the extent parents' participation in maintenance of school infrastructure enhances effective academic performance of students in public secondary schools in Rivers State.

Table 5: Summary of t-test analysis of mean ratings of male and female teachers on the extent parents' participation in maintenance of school infrastructure enhances effective academic performance of students in public secondary schools in Rivers State

Groups	N	S.D	Df	t-cal.	t-crit.	Decision
Male Teachers	619	2.8	1,141	-1.9	$\pm 1.96$	Accepted
Female Teachers	524	2.9	0.88			Not Significance
N=	1,143					

Level of significance = 0.05

Data on Table 5 above reveals the summary of mean, standard deviation and t-test of difference between the mean ratings of male and female teachers on the extent parents' participation in maintenance of school infrastructure enhances effective academic performance of students in public secondary schools in Rivers State.

The calculated t-value used in testing the hypothesis stood at -1.9. The t-critical value stood at  $\pm 1.96$  using 1,141 degrees of freedom. At 0.05 level of significance, the calculated z-

test of -1.9 is less than t-critical value of  $\pm 1.96$ , hence there is no significant difference between the mean ratings of male and female teachers on the extent parents' participation in maintenance of school infrastructure enhances effective academic performance of students in public secondary schools in Rivers State. Based on the foregoing, the stated null hypothesis was accepted, thus there is no significant difference between the mean ratings of male and female teachers on the extent parents' participation in maintenance of school infrastructure enhances effective academic performance of students in public secondary schools in Rivers State.

**Hypothesis Three:** There is no significant difference between the mean ratings of male and female teachers on the extent parents' participation in school financing enhances effective academic performance of students in public secondary schools in Rivers State.

Table 6: Summary of t-test analysis of mean ratings of the mean ratings of male and female teachers on the extent parents' participation in school financing enhances effective academic performance of students in public secondary schools in Rivers State

Groups	N	S.D	Df	t-cal.	t-crit.	Decision
Male Teachers	619	2.92	0.96	1,141	2.88	$\pm 1.96$ Rejected
Female Teachers	524	2.76	1.00			Significance
N=	1,143					

Level of significance = 0.05

From Table 6 above, the data reveals the summary of mean, standard deviation and t-test of difference between the mean ratings of male and female teachers on the extent staff appraisal as principals' performance management strategy enhances goal attainment in public senior secondary schools in Rivers State.

The calculated t-value used in testing the hypothesis stood at 2.88. The t-critical value stood at  $\pm 1.96$  using 1,141 degrees of freedom. At 0.05 level of significance, the calculated t-test of 2.88 is more than t-critical value of  $\pm 1.96$ , hence there is a significant difference between the mean ratings of male and female teachers on the extent parents' participation in school financing enhances effective academic performance of students in public secondary schools in Rivers State.

With respect to that, it can therefore be concluded, that the stated null hypothesis was rejected, thus there is a significant difference between the mean ratings of male and female teachers on the extent parents' participation in school financing enhances effective academic performance of students in public secondary schools in Rivers State.

## DISCUSSION OF FINDINGS

### **Extent Parents' Participation in Decision Making Enhance Effective Academic Performance of Students in Secondary Schools**

The findings of the study showed that parents involvement in decision-making ensures they become committed in ensuring the progress of the school, create a supportive and conducive learning environment at home, allows for a better understanding of a child's strengths and weaknesses, allows them to contribute to goal-setting and motivation strategies for their children, when parents are actively involved in decision-making, students are more likely to feel supported and engaged in their education and parents who are involved in decision-making are often more likely to assist their children with homework and academic tasks.

The findings of the study is in line with Sahin (2019), having opined that parental involvement is widely recognized as a key factor in shaping a child's educational journey. In secondary schools, where students are navigating the complex terrain of adolescence and academic challenges, the role of parents becomes even more critical. This article explores the extent to which parents' participation in decision-making processes enhances the effective academic performance of students in secondary schools. Parents play a crucial role in creating a supportive learning environment for their children. When parents actively participate in decision-making related to their child's education, they contribute to the creation of a positive atmosphere that fosters academic success. Decisions about study routines, extracurricular activities, and the overall approach to learning can be optimized when parents and educators collaborate.

The finding of the study is also in agreement with Stelmach (2016), having opined that parental involvement in decision-making allows for the alignment of academic goals between parents, students, and teachers. When parents actively participate in setting academic expectations and goals, students are more likely to feel motivated and focused. The shared understanding of expectations helps in building a sense of responsibility and commitment towards academic achievements. Regular communication between parents and teachers is essential for tracking a student's progress. Consequently, Eleftheriadou and Vlachou (2023) is of the assertion that parents who are actively engaged in decision-making processes are more likely to receive timely updates on their child's academic performance. This open line of communication enables parents to provide support where needed, address challenges promptly, and celebrate successes together.

### **Extent Parents Participation in Maintenance of School Infrastructure Enhance Effective Academic Performance of Students in Secondary Schools**

The findings of the study showed that that the majority of the respondents agreed that, parents involvement in maintenance of infrastructure ensures the provision of a clean, safe, and comfortable environment for students to learn, parents involvement in maintenance of infrastructure contribute to ensuring that necessary educational resources, such as textbooks, equipment, and technology, are in good condition and readily available for students use, parental involvement in maintaining classrooms, libraries, and laboratories can result in improved learning spaces, fosters a sense of pride and ownership within the school community, creates a shared sense of responsibility for the school's well-being, fostering a positive and supportive environment for students.

The finding of this study is in line with Kibandi (2014) in his position having opined that parents who actively participate in the maintenance of school infrastructure contribute to the



creation of an environment that inspires and motivates students. A clean, organized, and visually appealing school fosters a sense of pride and ownership among students, positively impacting their overall academic experience. A well-maintained and aesthetically pleasing school environment creates a positive and conducive atmosphere for learning.

Also, the findings is in line with Hussein et al. (2018) having opined that when parents actively engage in maintenance projects, they model a strong sense of responsibility for their children. Students learn valuable lessons about the importance of caring for shared spaces and resources. This firsthand experience of parental involvement in infrastructure upkeep instills a sense of pride and accountability in students, motivating them to take better care of their school and, by extension, their academic responsibilities. Active parental participation in the maintenance of school infrastructure strengthens the partnership between schools and families. Collaborative efforts between parents, teachers, and school administrators create a sense of community and shared responsibility. This partnership extends beyond the classroom, fostering open communication channels that benefit students both academically and emotionally. Parents who invest time and effort in maintaining the school facilities actively contribute to building a supportive school community.

### **Extent Parents' Participation in School Financing Enhance Effective Academic Performance of Students in Secondary Schools**

The findings of the study showed that the table show that to a high extent parents' participation in school financing enhances help schools acquire and maintain necessary resources such as textbooks, educational materials, technology, and laboratory equipment, contribute to the maintenance and improvement of school infrastructure, support extracurricular activities such as sports, arts, music, and clubs improves academic performance by fostering teamwork, discipline, and a sense of belonging, ensures the provision of fund for professional development opportunities of teachers and ensuring the integration of technology into the classroom, providing students with access to educational software, and online resources.

The findings is in line with Ngangi (2023), having opined that the parents' active involvement in school financing helps alleviate these challenges, ensuring that all students have equal access to educational opportunities. When financial burdens are minimized, students can focus more on their studies, leading to improved academic outcomes. Parents who contribute to school financing instill a sense of ownership and responsibility in their children regarding their education. Students are more likely to value and take pride in their education when they witness their parents actively investing in it. This sense of ownership translates into a heightened commitment to academic excellence, as students recognise the importance of the resources made available to them.

Again, the findings of the study is in line with Wagaba (2017) who opined that his submissions that Contributions from parents in school financing can be instrumental in improving and expanding educational infrastructure. Whether it's building new classrooms, upgrading facilities, or investing in extracurricular spaces, parental financial support directly impacts the overall learning environment. A well-equipped and modern school infrastructure fosters a positive atmosphere that is conducive to effective academic performance.

## **CONCLUSION**

Education is a collaborative endeavour, and the active involvement of parents in school management plays a pivotal role in shaping the academic success of students. In the context of public secondary schools in Rivers State, Nigeria, parents' participation in school management is a critical factor that can significantly impact the quality of education and foster effective academic performance among students. Secondary school is a period marked by significant socio-emotional development. Parental involvement in decision-making goes beyond academics and extends to addressing the socio-emotional needs of students. Understanding the emotional well-being of students allows parents and educators to implement strategies that create a supportive and nurturing environment for learning.

The extent of parental participation in the maintenance of school infrastructure significantly enhances the effective academic performance of students in secondary schools. Beyond the physical improvements to the school environment, active engagement of parents fosters a sense of pride, responsibility, and community. This collaborative effort contributes to a positive learning atmosphere, strengthens the school-home partnership, promotes a sense of belonging, and ensures efficient resource allocation – all critical elements for academic excellence in secondary education. As we continue to recognise the holistic nature of education, valuing and encouraging parental involvement in infrastructure maintenance emerges as a key strategy for nurturing well-rounded, successful students.

## **Recommendations**

Based on the findings of this study and conclusion, the following recommendations are made:

- Principals should always involving parents in decision-making processes to enable them to contribute to goal-setting and general wellbeing of the school.
- Principals of secondary schools should always involve the parents in the maintenance of school infrastructures such as classrooms, libraries, and laboratories for effective students' academic performance.
- The school management should also solicit for financial contributions from parents that could be used to acquire and maintain necessary resources such as textbooks, educational materials, technology, and laboratory equipment for effective learning to take place.
- It is also recommended that for the principals to maintain a healthy communication system with the parents in order for them to become aware of the issues of the school.
- It is recommended for parent's partnership in maintaining school infrastructure in order to foster a sense of commitment.

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