



Parental Involvement and Academic Achievement of Primary Students: A Case Study of Two Nigerian Parents

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Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

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Case Study

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ABSTRACT

This case study reveals how parents perceive their involvements and expectations of their children's academic achievements. The primary purpose of this study is to explore parental involvement in the academic achievement of primary students in Nigerian schools and to assess parental involvement at the Primary School level and how it enhances academic achievement. The researcher chooses the qualitative research method for this study and makes use of Semi-structured interviews to collect data on the first-hand experiences of two international post-graduate (PG) students at International Islamic University Malaysia (IIUM). The major finding of this study is parental involvement with their children. The Parents went to school to communicate with the class teacher and also they assisted with their children's homework at their residential premises. Parents had high expectations of their children's academic achievement in the class. There were some differences in the way the two parents were involved in the academic work of their children. This is because of some causes such as lack of time, new subject matter and distance to the schools. The findings of this study have implications mostly for teachers, teacher educators and educational decision-makers.

Keywords: Parental involvement; academic achievement; primary students.

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1. INTRODUCTION

There is a vital need to increase parental involvement at the Primary school level. This is because many researches indicate when parents involve in their children's education, academic success is dominant [1]. National Education Commission of Sri Lanka (2006) declares that when schools, parents, and well-wishers work together to care learning, children tend to do better performance in school and study longer hours in school too. The school plays an important role in determining the levels of parental involvement in school. Clarke [2] declares that extensive research has shown that students achieve more success when their parents are involved in their children's education regularly. Also parental involvement leads to better classroom behavior. Sandler [3] states the impacts of parent's behavior on the academic success of their children are immeasurable. It is extremely important for the existence of primary education. Many researches indicate that when parents are involved in their children's education, academic progress is achievable. The educating community will get benefit in generating more productive citizens using parental involvement as a right tool.

The aim of this qualitative study is to explore the student's achievement in school-related academic activities in Nigerian primary school, and how these two parents engaged to identify their involvement and expectations of their children's academic achievements. Obviously the role of parental involvement may lead to increase educational success, and better-quality education may lead to increase opportunities for the student's progress in the country. A recent study of National Educational Commission (NEC) Sri Lanka (2007) found that parental behavior affected primary education in a wide range of studies. Approximately 14% of children in the compulsory school-going age (5-14 years) do not attend school. Many researches show that only about one-fifth of Grade five children reach mastery levels in writing, reading and a little less in mathematics and health. Thus, primary education in Sri Lanka is needed to be reformed, (Little, 2000). Also increasing attention needs to be paid to parental involvement in educational development in many countries including Nigeria. Many primary schools simply do not know how to deal with the parents and family. Parents feel that the schools do not respond to them properly. Due to lack of knowledge and parent's low level of education, they could not feel that education is important.

1.1 Purpose of the Study

The purpose of this study is to explore the level of parental involvement in their children's achievement in primary grade school students. Also this study is to consider parental involvement at the primary school level and how it affects academic success [4]. This motivated the researcher to investigate the level of parental involvement in the process of learning for the school examination in the learning communities in Nigeria. It is recognized that poor learning at the primary level carries over to higher levels if the parents do not involve at the proper time. This means raising the foundation of quality in Early Childhood Development (ECD), enhancing the input of parents involved in the education of their children and raising teachers' competencies, and improving school management and accountability for results. This research focused specifically on parental input of the community in the education of their children.

Further, when the parents pay more attention to students' learning, they show better levels of achievement in the school (Bower & Griffin, 2011). The findings of this research may also be beneficial to other schools, and policymakers in the ministry of education. Also, it can be given as the bridge between home and school which in turn improves a child's academic achievement. The researcher's motivation is to carry out this investigation, covering the parents' contribution and involvement in the learning process of their children for the examinations. The researcher's firsthand experience during his teaching career was that most of the time learners were given projects, investigations, or tasks that required assistance from their parents. The purpose of this qualitative study is to explore school-related activities in which parents were involved and how these parents thought that their involvement affected their children's academic achievement [5]. Secondly, the study explored parents' perceptions of the effect of their involvement in their children's academic achievement. Through responses to semi-structured questions, parents of two standard areas in Nigeria provided detailed information for this study on how they thought their involvement in school-related activities affected their children's academic achievements [6].

1.2 Significance of Study

It is very important for the existence of primary education in Nigeria that it gets parents'

involvement better. The study indicates that when parents are involved in their children's education, academic achievement is attainable [7]. Society as a whole will benefit in producing more dynamic citizens using parental involvement as an important tool. It is essential to increase involvement on the primary school level. This research focuses on the development of understanding for sustainable living and the role of holistic development of young children in primary school in Nigeria. It is important to use traditional knowledge, activities, and resources to help in the holistic development of children in early childhood. This study is important not only for the present but also to build the attributes needed for future workable learning communities. Caring for young children is gifted within the family, as the raising of young children is considered a duty as well as a responsibility of parents.

2. REVIEW OF LITERATURE

2.1 Parental Involvement

A variety of viewpoints have been discovered to understand the level of parental involvement, some researchers suggested parenting styles, verbal interactions, book reading, homework, and attending school functions as some of the parents' behaviors that affect children's school success [8,9] (Hotz & Pantano, 2015). Other parents get involved with their children by supervising, helping homework, and to getting school admission [10].

In addition, Epstein's [8] model demonstrates the relationship between the school, the family, and the school community. This model illustrates how the relationship influences the level of parent and school partnership in the upbringing and development of a child in future. Epstein [8] illustrated her model by drawing three spheres: one sphere represents the family, the second sphere represents the school, and the third one is represented the community in which the child lives. The model shows that these spheres could be pushed together, overlapped, or pulled apart. Pertinent to this model is how close or apart the spheres are in showing the relationship between the teachers and the home. The parting and overlapping of the spheres specify that parental involvement is not fixed (Epstein & Hollifield 1996). Other researchers also accepted that Parental Involvement is very important for children's attainments [11]. For example, in their studies, Grolnick & Slowiaczek [11] decided that

parents involve in three different types of participations in their children's academic life. The parents get involved in school related activities which are attending conferences, helping with homework and so on. In other words, parents engage children's behaviors and cognitions that could be observed. Also parents get involved by exposing their children to intellectually stimulating environments such as home or school. The researcher believes these exposures are effective in promoting children's academic achievement. Personal involvement refers to parents' knowledge about what the child is experiencing at school and how he or she feels about the school education. Through personal involvement, the parent gets a vicarious feeling of what the child experiences. For example, through parent-child discussions, the parent experiences emotional and psychological feelings similar to those experienced by the child at school. Whalley [12], also indicated that although behavior, cognitive, and personal involvement are positively associated with school performance. The children are independent of each other in influencing the level at their institutions (Bower & Griffin, 2011).

2.2 Parents Need to be Involved in School Related Activities

The government has the responsibility to provide educational opportunities for all children. Even the government cannot educate a child by itself totally. Among other things, it does not have sufficient resources to do so. Parents' and well-wishes' support are needed in order to supplement the state's efforts. Parents also have to participate in decision-making about their children's welfare. In addition, parents' involvement is also helpful for the development of social skills, moral and democratic values [13].

2.3 Benefits of Parental Involvement in Children's Education

Parental involvement has a positive impact on pupils' academic achievement; this means that parental involvement can improve learner's performance at school [9]. If parents are involved in school activities in a good manner, it is difficult for learners to drop out from the school or getting absent without reason; simply because they know that the school will inform their parents. For example, parents take part in school activities such as helping for development of the School. In addition to the above, parental involvement strengthens the cooperation between the school

and home. Learners can be guided by parents to do their homework properly. Teachers can be assisted by parents in teaching and other classroom activities. Parents can take responsibilities for decision making process during the parent's meetings and parents can help them to assist the school goals with a meaningful school development plan.

2.4 Direct Involvement of Parents

The researcher had worked with the primary and secondary school children and also their parents that brought a good reflection on direct parental involvement in school. Relationship with the parents which is good for child's academic development and it provides mutual understanding and getting needed information directly at once. Goodall [14] observed that well planned the school activities with the parents which are created the educational progress of the child. the researcher accepted what parents could agree and offer the assistance they wanted to back their children's achievement. The researcher also found that the parent's ability to directly touch their child's learning. The Ministry of Education has stated the direct involvement of parents in child development process like sharing their ideas during parents' meetings, visiting the school whenever possible, making decisions and giving advice to the school management, supporting the school financially and taking care of school properties. El Nokali et al. [15] appealed that parents should directly involve by coming to school to check the attendance and attending with dedication and visiting classes to observe teaching and learning. He further explained that parents should accompany learners on field trips and participate in school activities and fundraising activities and events.

The direct involvement of parents in educational institutions in Sri Lanka has been problematic over the past two decades, ever since the researcher was a student from primary school to higher education and as a teacher, as a sectional head, as a deputy principal, it was actually difficult to convince parents to be involved in school activities. At the beginning of every year, the participants had a parents' meeting where parental involvement was one of the vital issues in discussions. Surprisingly, although the participants attended the meeting at the end of the year, only a few parents attended the school to observe how the children were progressing in the classroom. The learning community needs to

be closely involved in the life of the school; Parents needed to provide resourceful learning materials to the learners such as school bags, extra books and calculators while paying school development and security funds and so on.

2.5 Indirect Involvement of Parents

Education is very important in the primary sector which is given basic knowledge to the primary students. Also education must be diagnosed the key role that parents are playing with their children's. This is because the parents are the first educators of their children's early education. According to Whalley [16], parents need to encourage and support their children during the learning process by allowing children the right to experiment, make mistakes and occasionally experience failure. Rasool & Zhang, [1], asserted that each and every society should engage in some form of mathematics such as counting, matching, locating, measuring, designing, playing math games and explaining. Also parental involvement promotes activities that have an explicit mathematical agenda and fosters the development of capacity in numeric and spatial conceptualization [1]. Parents should be indirectly involved in assisting children in their learning of mathematics and language at home. This could include activities such as assisting with school homework, sending children to do shopping. Kean-Davis, [17].

Parents need to be indirectly involved in the learning process of their children through chatting with their children. They should attend sessions about key child development concepts, keep a diary of what their children do at home, go with the school on a trip to the museum or zoo park, and indeed, contribute to the home work, (Whalley,1999: 59). Parents can also be indirectly involved in the learning process of their children by preparing themselves for schooling as well as by attending parent's consultation meetings. Hence, parents are expected to play a major role in primary education by providing a supportive home and family background and giving encouragement (Crozier & Davies, 2007).

2.6 Theoretical Reviews

This study used the theoretical framework developed by Epstein. In trying to understand how parents can be involved in their children's academic life, the researcher turns to Epstein's [8] typology of parental involvement as a guide for parental involvement behaviors. Parental

involvement in school and home has been a real task; understanding of parental involvement is needed knowledge to uplift to the children's achievements. Parent's contribution without any payment, or participation at school related activities with their children in the school. Teacher educators have revealed Epstein's efforts regarding parental involvement. Parental involvement could be highlighted many different approaches, which can be supported at schools without wasting time and paying, communicating with teachers, assisting with homework, participating at school related activities and parent's meeting. Epstein suggested six types of behaviors through which parents could get involved in their children's academic life in order to enhance their academic success.

2.6.1 Epstein identified the following: Six types of involvement

2.6.1.1 Parenting

Parental support at home or that brings the children's achievement at school. Such as giving enough rest and sleep, providing necessary food, and arranging facilities to go to school on time, and giving security.

2.6.1.2 Communicating.

The meaningful communication between home and school brings good children academic achievement in school. Such as sending letters from the school, telephone conversations between parent and teacher, parent-teacher meetings at home and school.

2.6.1.3 Volunteering

The parent's volunteerism in school brings the improvement of the child. Such as Parents support in the classroom or giving help during the field trips, making fundraising activities.

2.6.1.4 Learning at home

The school provides learning activities for parents to engage in with their children at home. Such as family histories and interviews and work projects, helping homework.

2.6.1.5 Decision making

Parents are given opportunities to actively participate in decision-making committees such as the School academic Council, English

language Learning Committee or school development society, leadership program.

2.6.1.6 Community collaboration

The community partners can be provided resources, services, and information for students and their families as well as for the school. Such as school launch fairs and career fairs.

3. METHODOLOGY

3.1 Qualitative Methods

Author uses a qualitative case study as the method of doing this research and makes use of Semi-structured interviews to collect data on the first hand experiences of two international post-graduate (PG) students at International Islamic University Malaysia (IIUM). The researcher used some materials that helped in collecting data. Each interview was digitally recorded. Semi structured interviews were conducted face-to-face with the parents. The analysis was carried out as soon as possible after the actual interview had been conducted. According to Merriam [18], qualitative research is an umbrella term used to describe forms of inquiry that support to understand and interpret the meaning of social phenomena with a brief explanation to the natural setting. Furthermore, Bassegy [19] believes that the term qualitative can be used to describe the data collected by interpretive researchers, in that it usually consists of detailed observations, field notes, reports and interviews, Bassegy [19]. The case study can be provided a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting the theories or principles. Also, the case study can enable readers to understand how ideas and principles can fit together [20]. The data was collected from two participants. Semi-structured interviews that author used to collect data. The interviews would be conducted in the participants' mother tongue (Stake, 1995). Furthermore, the data does not include judgments about whether what occurred was good or bad. The data simply describes what is suitable with the interpretive paradigm. The qualitative approach is most appropriate because it can provide rich information as it uses different methods, to answer the research goal (Patton, 1990).

3.2 Case Study

The objective of this case study is to explore the level of parental involvement and its effect on

academic achievement of the students at primary schools in Nigeria. Further the case study is to be motivated to focus parents, teachers and school communities to improve a well understanding about the ways of parental involvement. The result of the study can focus the school leaders, teachers, parents and school community with the advanced information. The study began to select two primary schools' parents of Nigeria to ask semi- structured questions to generate the specific themes to analyze data with in-depth interviews. The interviews gathered rich data from the parents from various socioeconomics, cultural and academic experiences. The results have given advantages and better understandings by the direct experiences of the parents of this study.

The comparison of such case study research designs demonstrates that case study research incorporates different scientific goals and collection and analysis of data. Author used a qualitative case study as the method of doing the research. A case study is a study of an instance in action (Manion & Marrison, 2000). It can provide a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with theoretical perspectives. A case study can enable readers to understand how ideas can appropriate together [21]. This study is an examination of the specific two set of learners, their parents and the teacher and school it lends itself very well to the bounded character so suited to a case study and also the study of the clear interactions between elements for which an interpretative case study is suited.

To understand how parents in Nigeria perceive their involvement and expectations in their children's academic achievement in the primary stages, the case study method seemed to be the best approach for deep understanding. The case study allows the researcher to study the phenomenon within the real-life environment and first hand experiences, especially when boundaries of the phenomenon and the environment are not clear [18]. A case study can be bound by a setting, time, event, or grade of learners in a school [5]. In fact, Merriam revealed that "a qualitative case study is an intensive, holistic description and an analysis of a single instance, phenomenon or social unit" (p. 21). A case study was suitable for this study as it offered a method for the researcher to discover and effectively document the phenomenon being studied. A case study can be based on the

discipline of study in general, whether the case study intends to describe, interpret, build a theory, or make judgments about a program. The case studies can be described as pluralistic, descriptive, or heuristic-based on their special features [18].

3.3 Research Questions

The following research questions guided this study:

Research question 1. What are the perceptions of parental involvements in the academic achievement?

Research question 2. How do the parents engage themselves in their children's studies at home?

Research question 3. How do the parents involved in their children's academic achievements a school?

Research question 4. What are the challenges of parental involvement in the pursuit of their children's academic achievements?

3.4 Data Collection

3.4.1 Semi-structured interviews

Author used semi-structured interviews as a means to collect data for this study. Two parents of Nigeria would be interviewed. An interview is a specialized form of communication between the participants for a specific purpose associated with some agreed subject matter (Arsenault & Anderson, 2000). Thus the interview is a highly purposeful task that goes beyond the mere conversation. However, despite the specificity of purpose, Arsenault and Anderson point out that the strength of the semi-structured interview can clarify questions and probe the answers of the respondent, providing more complete information than would be available in written form or from a rigidly structured interview where all questions are fixed. Interviews enable participants to discuss their interpretation of the area in which they live, to express how they regard situations from their own point of view [20].

To reach the destination, author was going to ask the parents to the learners' homework and ask parents if they were aware that assisting children in their learning process and involvement in school activities. This awareness is very important and it is their responsibility. The two parents' interviews also explored the level of their involvement in their children's learning and

contribution to general school activities. This research study highlighted that researched-based parental involvement on students' achievement in the primary classes. It analyzed and reviewed whether or not these achievement strategies made a difference on student learning. Success of the parental involvement achievement strategies determined by the test scores and classroom assessments.

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The interviews were tape-recorded and transcribed in the university premises. Also the interviews were first translated into English and then transcribed. The analysis was carried out as soon as possible after the actual interview. During the interviews, the researcher had some materials that assisted them in capturing all the data. Each interview was digitally audio-recorded with the permission of the participants. Also the data could be transcribed verbatim later. In-depth, semi-structured interviews were conducted face-to-face with the parents. In qualitative research, the researcher is the primary instrument in data collection, the researcher is responsible for everything in the study including, but not limited to plan, data collection, data analysis, interpretation, and presentation of the findings to the readers [22]. Data collection was done through the use of semi-structured interview questions. Parents responded to in-depth interviews guided by semi-structured questions. If the researcher needs more specific information, the researcher can use semi-structured interviews. Rubin and Rubin emphasized the importance of flexibility and continuous, rather than fixed interview designs in a qualitative study. The qualitative researcher can adjust the questions so that individuals are asked about the particular parts of a subject that they know best. The flexibility makes the interview effective if the researcher finds that some of the participants are not knowledgeable

about some aspects of the phenomena being discussed (Rubin & Rubin, 1995). Interviews are also used to find out things from the parents that could not be observed directly and allowed the researcher to understand another person's perspective [22].

This qualitative research allowed the researcher to start with broad-based questions. The researcher asked many questions closely and more interviews are conducted methodically. Each participant in this study was interviewed for 45 minutes at least once every week within two months. The researcher some time realized that the parents declined because they felt uncomfortable about participating in the study. Even, when the researcher called to make an appointment, the participant who told the researcher that he had gone to outside of the university. However, the researcher drove the participant where ever possible. For example drove up to his hostel and he told me he was sick. This indicated that how parents were uncomfortable in participating in the study. Therefore the interviews were conducted in the hostel. Since two participants felt uncomfortable having a stranger or new comer in their hostels, sometimes the interviews were conducted in the researcher's hostel or at a place that was chosen by the participant. It might be a cafeteria. Only the neighbor hostel's participant had no problem with the researcher coming into his hostel.

4. RESEARCH FINDINGS

4.1 Finding 1 –Parental Involvement

The Nigerian two parents understood that they have more responsibilities but when they came to carry out those responsibilities who might act differently. However, parents in Nigeria seemed to carry out their perceived responsibilities what they understood. The parents reported their involvement in their children's academic life in different ways at different levels. The participants indicated that they were mostly involved with their children at home and they went to school to ask for help for their children when they found themselves failing to offer satisfactory assistance. So the first respondent concerned about choosing the best school is the first activity for the children to study well.

Parental involvement in education in my understanding is first how you assist your children to undergo a qualitative education, and it starts by identifying the best school that you are

going to take the children to and also assisting them with the necessary learning materials. If, you provide these things that are to me is parental involvement in the education of the child. (R1S1DU4)

Furthermore, the respondent thought that how parental involvement influence students' academic achievement. So the first respondent said that providing necessary learning materials for the children. Also, the second respondent had thought that parents try to solve children's needs and interruptions for the family with children whoever you are responsible for him at home.

If you involve interacting free you find the problems, find his need, you have involved with his need and try to solve their needs actually that is good in general. (R2S2DU4)

4.2 Finding 2 –Providing Needs at Home

The parents involved in their children's education that they understood their children's learning and their expectations were congruent with their children's performance in the class. The first responsibility is to ensure that the child is adequately brought up with the basic needs fulfilled at home, ensuring that the child has what he was expected to have and what other kids at school had, so the parent should provide and involve them whatever their needs in school. The parents made arrangement to get a part-time teacher who came home to give the child extra model classes which helped the child gradually in the home. An extra class was enhanced learning progress of the child. When the children needed money for the school, then parents should give it to them on time. Financial contribution was given timely by the parents. Some kind of fees was collected by the school authorities to take care of maintenance of the school. Therefore the parents had to give money when they asked.

The first respondent declared as follows:

In addition to what is learning from the school? so actually when you enroll the child in school, he thinks that yes, child thinks that will have given the perception that father or mother really behind his education, he will take the education very serious, another one is whatever you are asked to provide for the child, if you are providing to the child in the terms of the textbooks and writing materials even the uniform where you want to provide the uniform, child will look at the perspective that yes parents is really

behind his education that will actually influence the performance in the school. (R1S1DU10)

The second respondent declared as follows:

I wanted to tell you as a teacher as a father as sometimes I used to go through that no homework given to my children whenever came back from school and every morning even before going, I will make sure that they get ready in good time they go to school in good time because I have smaller children go to very close to, I mean very closed to school where the contact, just a few meters from my house to go to school also elder children I have taken them in the early morning, I make sure, I wake up them for morning prayer, I make them get ready in the times of they want to go to the college, and good effect to the favor to involve yourself and the academic activities of the children, so that you will be able to know who is weak that area, to find the way of remedying that the problems. (R1S2DU8)

4.3 Finding 3 – Collaborating with the School

The parents were involved in their children's academic life through the activities they engaged with their children at home, also parents were involved at school by volunteering in various school activities and being members of the Parent-Teacher Association (PTA) in the schools. Although Parents in Nigeria volunteered in almost all the activities in the school such as clearing the school premises, prize giving ceremony, participating in sporting activities, and even giving presentations. One of the parents sometimes volunteered to go and ask the teacher at school about the student's problems personally. Besides this, the parents personally took their time for teachers to discuss problems, whatever faced with challenges and performances and behavior, so there were two ways, one they did it under the umbrella of parent- teacher association. Another point was parents met with the teachers and discussed the problems of their children in the school.

The first respondent highlighted as follows:

Yeah, of course, as the parent or the guardian, my relationship with the school is under the umbrella of the parents-teachers association. Every school tries to establish parent- teacher association whereby parents and teachers will meet on a certain occasions and discussed the

problems of the child in the school. So one big forum is parents teachers association when they organized the forum we are been invited to attend the meeting as part of the parents, when I go I disused my child problems in the forum, I explained to them not satisfied with academic performance of my child another, in addition to that if I cannot wait the association meeting I personally take my time for teachers to discuss with problems, whatever faced with challenges and performances and behavior. I directly go to the school and I meet the headmaster or the teachers concern, which would be helpful and affecting my child for the teacher concerns on it. (R1S1DU24)

In addition, the second respondent discussed as follows:

To witness such occasion, it is good as a father to be there so in any of such activities, prize giving day when they are closing the school for the session. The sports on day organized sports invite parents, so parents will not mind going there, it is very effective if you go there as I told you, and I usually go to all the activities organized by that school. So my children always are proud of seeing me there and I am very happy that they are proud of see me in that kind of activities and it boosts them moral. (R2S2DU38)

4.4 Finding 4 – Challenges in Parental Involvement

Participants showed interest in getting involved in their children's education. They were also satisfied with the level at which they were involved and the assistance they gave their children at home. However, the parents indicated that the materials learned by their children were not easy for them and therefore, it was difficult for them to assist their children. Instead, they always planned means of getting help for their children that due to the advanced standard of education, sometimes parents found what the child experienced difficulty in was also complex to him. However, parents satisfied with the time they took to consult with the teacher on how they could help their children. parents wanted their children to be performing good in the school and to behave well in the school but the teachers looked at it from another angle, so the parents considered as achievement of the child or problems might not necessarily be from the teachers. The second respondent suggested that because of the teacher's lack of experience, the

parents faced a lot of problems. Sometimes the parents wanted to complain to the higher authorities who are responsible for them. Also, the parents discussed in the parents-teacher association, whatever the problem they have faced in the school. This can be seen clearly from the following statements.

sometimes you find that the teacher is complaining of some problems as they are facing with the minister of education, in this situation whereby they have problems they need the involvement of the ministry of education immediately, instead of the minister of education to respond promptly. If there is a delay approach which the teachers are not happy about it that is one part of the ministry. The teachers are complaining that some parents do not care much about the children what happened to them, when they came to school whether they are performing, or they are not performing, whether they came late, they came neatly with dresses, almost they don't care much because they don't involve themselves very much in the academic achievement of the children. so teachers are more concerned about who cares about the school, who cares about the children, who cares about the development of the school, and based on my experiences, as the chairman of the parents-teachers associations all these complaints came to me when we are holding meetings, because we make sure in every term at least we meet twice so that we discussed the problems of that school with the teachers and parents this give me a chance. (R2S2DU5 6).

4.5 Finding 5 – Overcome the Challenges

Most of the public schools in Nigeria, they were not been run properly. Most parents preferred to take the children to private schools. This is because parents have to pay school fees and providing materials, sometimes the best school may not be nearer to the children's home environment. So parents have to transport him to another area. So that actually poses a very difficult situation to parents, so the major problem there all the public schools are performing better. So parents have to send the children to private schools where individuals established them on a money basis where parents cannot find the best public school. Most of the private schools run on money to take the private school better, so parents wanted to pay more money; this is the greatest challenge for them.

The first respondent highlighted his views:

My suggestion in the education the parents make sure that all learning materials is provided to the children reference, textbook that is recommended to the child's parents get them because school Cannot provide it alternatives , make sure that all the learning materials have been provided to the children it will help them in their learning, and secondly, this has their moral discordance , give them moral encouragement this is the benefit and this is possible of example for them .education is first in this world and hereafter, so this moral guidance the child will be taken to zero, in addition to provide them with the learning material it should be children time to time , asking the questions like what do you learn from the school , then you get the response , then the child takes it seriously about his education. And this process the parents wanted to know the dealing and problems of the child. (R1S1DU60)

And also the second respondent highlighted his views:

Yes, my suggestion is that as a father makes sure you are up to date with the academic activities of your child, and that will make him do better when he knows that you are checking this homework regularly. you will make sure that he will do that homework and then make sure as a father if you visit the school regularly so that you know if your child is among the well behave students or among the worst students so that you will find the way is remedying that problem that will make your child be up to date on all his academic activities. (R2S2DU74)

The findings of this study were organized along with the four research questions. The first question assessed the perceptions of parental involvement in academic achievement, so the parents thought that the importance of the parent's role in their children's education. Participants echoed the importance of parents ascertaining that children remain respectful to the teachers. The participants also stressed that children need to be well cared for and go to school clean and well fed. In addition, participants emphasized the need for parents to be involved in their children's academic life, either by going to school to meet with the teachers regarding their children's learning or assisting with homework. Parents believed these were the major responsibilities and children could learn effectively when these responsibilities were being fulfilled.

The second research question focused to examine that the parent's engagement in their children's studying at home. To answer this research question three themes were identified: academic ability, homeschooling, and funding.

The third research question focused on the parent's involvement in their children's academic achievements at school. In that context, according to participants the supporting services include social support from peers, class teacher, school staff, and parents. Finally, the participants put forward valuable recommendations like increasing school support and engaging students such as parent's participation in the school-related activities.

The last research question focused on challenges of parental involvement. The participants agreed with the teacher on the reluctance of the parents with some of the problems. The parents also related that the socioeconomic status of the children. More over participants coordinated with the teacher on lack of experience for their students. Also, the fourth research question attempted to identify the challenges that faced by the parents and students, such as academic challenges at home and school, financial challenges, parenting challenges, and children's challenges with lack of knowledge.

5. DISCUSSION AND RECOMMENDATION

Parents must be involved in the learning process of the students to achieve their maximum level in Schools which can provide learning opportunities. The basic education is distributed by caring parents; however, there is no replacement for having parents who are actively engaged in the educational setting. Students with involved parents are more suitable to attend school regularly, get better grades. Therefore, it stands to reason, that school personnel do everything within their power to cultivate meaningful relationships with the parents of all children attending their schools.

The two parents who participated in this study were highly involved in their children's academic achievements. They wanted their children to succeed in school and in future education. The parents perceived themselves as having a challengeable role to play in their children's

education and knew how they could be involved in education-related activities at school and at home. Among others, parents suggested behaviors such as providing for their basic needs, learning materials, going to school to meet with the teacher, encouraging their children, helping with homework, giving financial support and listening to the children. Parents also added that helping the child develop self-discipline could be helpful. Apart from going to school to discuss with teachers on the progress of the child, parents perceived their involvement to be relevant outside of the school.

Parents confirmed that they should help with the children's homework and reading activities with their children, and make sure that assignments were completed and returned to school on time. Moreover, a good communication with the class teacher was emerged as being an important component of parental involvement. Parents from both schools stated that they talk daily with their children to learn more about school events and to reinforce academic concepts. The parents with the young aged children noted that they have to use more time to engage in conversation, educational activities and playing. Also, their children some general knowledge questions asked with their parents. Parents were involved in school and at home with their children. However, the parent in the process of studying is indicated that they engaged more with their children at home. First and foremost, parents supported involvement through verbal encouragement of their children. Parents believed that encouraging their children to take their studies seriously had the greatest effect on their children's academic achievement.

Finally, the researcher understood that the two parents to be selectively involved, however the researcher assumed lack of involvement of some parents was due to the discomfort associated with the school environment. The school social environment may be uncomfortable if it requires parents to do some things they are unable to do. In this case, the school was interpreted as too demanding. Parents explained lack of involvement as related to cultural factors such as lack of education entangled with the lack of role models of educated people for the young parents. The parents' level of involvement could also be influenced by the societal perspective of children's education. Parents believed that going to school to communicate with the teachers kept

them informed about how their children were learning. When parents visited to the classroom or school, they got first-hand knowledge of what took place at school. They clearly understood that the material could be challenging to the children's progress in the private school. When parents went to school, they had got the awareness of the children's academic strengths and weaknesses from the class teacher.

6. CONCLUSION

The study would be conducted to explore how parents are involved in their children's academic lives in Nigerian perspectives. There is a need for a study that would qualitatively explore how these parents are involved with their children. The relevant study could be explored the relationship between the types of activities parents engage in and their children's academic achievement and academic life in Nigeria. The study showed how parents in Nigeria were involved and what they expected from their children in primary grade. The study found that parents had high expectations that their children would achieve a good education. Parents believed getting an education would enable their children to get a good standard. Improve their standard of living, and it lead to support of the parents. The study also revealed that parents were involved with the children at home and school. However due to lack of education of the parents, most of the time the parents could not assist with the homework. Therefore the parents supported the children after schooling with the extra teacher. Parents encouraged the children to take school studies seriously. The parents assumed that the involvement was more suitable at home as well as the school.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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