PARENTAL INVOLVEMENT AND EDUCATIONAL COUNSELLING AS PREDICTORS OF ACADEMIC PROGRESS OF SLOW LEARNERS IN PUBLIC SENIOR SECONDARY SCHOOLS IN EDO SOUTH SENATORIAL DISTRICT

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PARENTAL INVOLVEMENT AND EDUCATIONAL COUNSELLING AS PREDICTORS OF ACADEMIC PROGRESS OF SLOW LEARNERS IN PUBLIC SENIOR SECONDARY SCHOOLS IN EDO SOUTH SENATORIAL DISTRICT

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BEING A DISSERTATION WRITTEN IN THE DEPARTMENT OF EDUCATION, FACULTY OF ARTS AND EDUCATION AND SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE (M.Ed) IN GUIDANCE AND COUUNSELLING OF BENSON IDAHOSA UNIVERSITY, BENIN CITY, EDO STATE, NIGERIA

MAY, 2026.

DECLARATION

I, ATENAGA, UZOMA VIVIAN, do hereby declare that this dissertation is entirely my own work and composition. The work embodied in this dissertation has not been submitted in candidature for any degree and is not concurrently being submitted for any other degree. All references made to works of other persons have been duly acknowledged.



ATENAGA, UZOMA VIVIAN **DATE**

PGD/EGC/210069

CERTIFICATION

We certify that this work is adequate in scope and content for the award of the Master of Education (M.Ed) Degree in Guidance and Counselling in the Department of Education, Faculty of Arts and Education, Benson Idahosa University, Benin City, Edo State, Nigeria.

_____ _____

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_____ _____

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Head of Department

DEDICATION

This research work is dedicated to God Almighty for His strength, favour, love, blessing, miracles that He bestowed on me from the beginning of my schooling till the ending of it.

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ABSTRACT

This study investigated parental involvement and educational counselling as predictors of academic progress of slow learners in public senior secondary schools in Edo South Senatorial District. Five research questions were answered while five hypotheses were formulated and tested at 0.05 level of significance. The design for the study was correlational survey. The population of the study comprised 3, 869 students (SS 1 – SS 2) from public senior secondary schools in Edo South Senatorial District which is made up of seven (7) Local Government Areas. The area of study has 226 public secondary schools. Stratified random sampling technique was used while Taro Yamane was used to get the sample size of be three hundred and sixty-three (363) senior secondary school students drawn from the population of study in Edo South Senatorial District. The questionnaire was used as the research instrument of this study. The instrument is titled "Parental Involvement and Educational Counselling as Correlates of Academic Progress of Slow Learners Questionnaire" (PIECCAPSLQ). The validity of the instrument was done through the supervisor and three experts, one each in Measurement and Evaluation, Educational Planning and Management and Guidance and Counselling in the Department of Education, Benson Idahosa University. The reliability test was conducted using Cronbach's Alpha co-efficient statistics and this yielded a correlation coefficient of .880. The data collected were analyzed using mean ($\bar{x}$), Standard Deviation (SD) and linear regression statistics. The findings showed that parental involvement has a significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District. It was also shown that educational counselling has a significant influence on academic progress of slow learners in public senior secondary schools. The study also pointed out that parental involvement and educational counselling had a significant influence on academic progress of slow learners based on gender in public senior secondary schools. However, the study revealed that parental involvement and educational counselling has a significant influence on academic progress of slow learners based on parent level of education in public senior secondary schools. The study recommended that parents should be involved in school matters; for example, attending Parents Teachers Association (PTA) meetings, especially when receiving the report cards at the end of the term, monitoring students' academic performance and counselling sessions. Also, that counsellor should employ diverse approaches to enlist greater parental involvement in the academic programmes of schools

CHAPTER ONE

INTRODUCTION

Background to the Study

The role of a parent to a child, at any given time, cannot be over emphasised. The home is very germane and crucial to a child's well-being and development in later life. Family is the primary cell of society where the child's upbringing must begin since his birth, still in cradle. The person's principles established since childhood are like letters engraved in the bark of a young tree, which grow, enlarge with it making its integral part. Therefore, right beginning makes the most important part of upbringing/education. Failure of the parents to meet these specific needs can have wide-ranging and long-lasting negative effects (Christenson, 2020). This is because parents in the home are children first teachers. As a child moves from infant to childhood and then to a preschooler, he learns how to speak, listen, write and read which latter develop the child academically. Also, the ability to retain and recall information for short periods is highly impaired and they find it difficult to relate events to each other and this makes them rely heavily on external help since they lack confidence in their problem solving skills. Inefficiency and slowness are also traits of slow learners.

Slow learners are children of below-average intelligence whose scholastic performance and thinking skills developed significantly less than the pace of their age. They can be generalised as learners whose learning pace is much lower than their peers. However, they are neither rare nor unique. They cannot learn at the average rate from institutional resources, workbooks, textbooks, and learning materials that are designed for the majority of students in a class. The characteristics of slow learners include: low test

scores, low self-esteem, constant failure in class, work on all tasks slowly and they have few internal strategies. This is why Urusulu and Eluwa (2020) noted that most slow learners are bored and restless in the class; they sometimes hang their head down and wonder when the teacher would round off the lesson and leave the class. It should be pointed out, at this juncture, that slowness in learning could be identified in a child right from when he/she is in nursery or primary school. Early identification and correction of this trait in a child before he/she enters secondary school will help in the child's academic adjustment. Despite the fact that the various governments have favourably responded to the United Nations Conventions on the need for observance of children's right and provision for education for all, the slow learners, especially, those in secondary schools still lag behind in academic activities (Agang, 2021). Consequently, most of the in-school slow learners patronise miracle centres where they cheat in order to pass external examinations. It would, therefore, appear that the slow learners lack study skills that are needed for effective study.

Parental involvement is delimited to the degree to which students feel that their parents get involved and put efforts into their education to ensure their active engagement in academic activities revolving around teaching and learning in the classroom. The influence of parents on children academic achievement is well documented in numerous studies. Gadsden (2023) says greater parental involvement at early stage in children's learning, positively affects the child's school achievement including higher academic achievement. On the other hand, Adewumi, Olojo and Falemu (2022) stated that family whose children are doing well in school exhibit the following characters: establish a daily family routine by providing time and a quiet place to study with the children and assigning responsibility for house hold chores. They also monitor out-of-school activities,

for example, setting limits on television watching, reduce time of playing, monitor the group of friends the child walks with. Parents encourage children's development and progress in school, that is, maintaining a warm and supportive home, showing interest in children's progress at school, helping them with homework, discussing the value of a good education and future career with children. In order to complement parents' efforts, counselling has played a significant role in solving educational problems. The contributions of the profession to the educational system are enormous and cannot be ignored despite 35 years of formal Guidance and Counselling education and practice in the Nigerian nation. From the professional stand point, "Counselling is a specialised discipline of using a number of procedures to assist an individual in solving problems which arise in various aspects of life or in assisting the clients to maximise overall personal development so that they could be more effective, satisfied and more useful to the society which they live" (Feltham, 2018; 18).

Educational Counselling is a type of counselling where specialists assist students in making calculated decisions about their academic future and career path. It also promotes the overall mental health of the students by resolving issues ancillary to their academic problems. Educational counselling is a multi-pronged approach that aims to promote students' academic success and overall well-being (Ikechukwu-Ilomunanya, 2020). It includes a combination of guidance, mentoring, problem solving and support that help students overcome challenges while making use of their educational opportunities. An educational counsellor is the one who works with students in a school environment. Schools now hire educational counsellors to assist special needs children with their studies, provide career counselling, based on the options available to students and also help students with their personal issues. The most important duty of an educational

counsellor is to understand the hopes, aspirations and dreams of a student (Nweze, 2021). They should know the strengths and weaknesses of the student, and handle them very carefully.

Parental involvement refers to the degree to which parents are committed to their role in providing guidance, showing interest, motivating their wards and having a good communication skill geared towards promoting their children's active engagement in learning activities in the school. It typically concerns the effort that parents put into child-oriented education as well as other activities (Nyarko, 2021). In this study, parental involvement is delimited to the degree to which students feel that their parents get involved and put efforts into their education to ensure their active engagement in academic activities revolving around teaching and learning in the classroom. Parental involvement in the education of the child begins from the informal setting of the home. The home is the primary place of socialisation, learning and training of children for a wholesome development to become properly adjusted to his environment and made ready for schooling. It is the responsibility of the parents to play their various roles by ensuring that the child grows up healthy, mentally, physically, psychologically and morally (Ikiyie&Wodi, 2022).

Parents' involvement in children's education can be seen as the act of engaging parents in instructional matters, predominantly in the home and also in the school. Parents' involvement is defined as "the teacher's perception of the positive attitude parents have towards their child's education, teacher, and school" (Topor, Susan & Keane, 2020; 30). Generally, parents' involvement in children's education includes several form of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations

such as Parent-Teacher Association/Conferences. They can become more involved in helping their children improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modelling desired behaviour (such as reading for pleasure), monitoring homework and actively tutoring their children at home. Comer (2021) also noted that parents who are involved in their children's education learn in terms of acquiring new skills, gaining confidence and improving employment opportunities. He noted further that when parents were involved in schools, it improved school climate and reduces the possibilities of stereotyping particular children and families including the educational counsellors.

Gender refers to a socio-cultural construct that connotes the differentiated roles and responsibilities of men and women in a particular society. Gender is a factor that challenges educational development in Nigeria. Other cases of gender disparity in science education include opportunity cost of education, early marriages among girls, lack of female role models, poor self-concept, sex stereotype, and so on. For the past decades, awareness has increased on the need to involve the girl child on national development hence, the need to provide equal educational opportunity for all irrespective of gender at all level of education.

Level of education may have influence on students' academic progress. However, for parents to positively reinforce their children to perform better, parents need to have the means and be aware of the need for education so that adequate support in terms of material, moral and financial can be given to their wards (Bakari, 2017). Level of education of parents on the academic improvement of their children is evident in all countries. Gideon and Kean (2020) state that those students whose parents have a tertiary level of education perform, on average, significantly better in tests of science, reading and

mathematical ability than do those whose parents have only basic education. Thus, across these three disciplines, the average grades achieved by students with well-educated parents ranged from 7% higher than those achieved by students with poorly educated parents in developing countries to 45% higher in most developed countries (Ryan & Deci, 2020). This study, therefore, focus on parental involvement and educational counselling as predicts of academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.

Statement of the Problem

One of the problems facing secondary school education is how to involve parents in academic matters in order to enhance achievement. Parental involvement in the form of fostering interest and support has a major influence on students' educational outcomes and attitudes. However many parents feel uninformed about current educational practices and how they can be more involved with their child's learning. A number of initiatives have been implemented internationally to encourage home-school links, but the documentation of these initiatives; particularly to some parents are limited. Parents do not participate in school governance, but other activities like participation in fund raising, assisting teachers with academic or extramural activities are voluntary and parents must be motivated and trained to participate actively. The influence of parents on children school achievement is well documented in numerous studies. Researchers have proved that the positive influence of parents on their wards always lead to good academic progress of students. Specifically, children whose parents are more involved in their education may have higher levels of academic progress than children whose parents are involved to a lesser degree. The influence of parents' involvement on academic success has not only been noted among researchers, but also among policy makers who have

integrated efforts aimed at increasing parents' involvement into broader educational policy initiatives. The thrust of this study, stated in a question form is: Could parental involvement and educational counselling predict academic progress of slow learners in public senior secondary schools in Edo South Senatorial District?

Purpose of the Study

The purpose of this study was to examine parental involvement and educational counselling as predictors of academic progress of slow learners in public senior secondary schools in Edo South Senatorial District. Specifically, the study seeks to examine the influence of:

1. parental involvement on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District;
2. educational counselling on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District;
3. parental involvement and educational counselling on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District;
4. parental involvement and educational counselling on academic progress of slow learners based on gender in public senior secondary schools in Edo South Senatorial District; and
5. parental involvement and educational counselling on academic progress of slow learners based on parent level of education in public senior secondary schools in Edo South Senatorial District.

Research Questions

The following research questions was raised to guide the study.

1. What is the influence of parental involvement on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District?
2. What is the influence of educational counselling on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District?
3. What is the influence parental involvement and educational counselling on academic progress of slow learners based on gender in public senior secondary schools in Edo South Senatorial District?
4. What is the influence of parental involvement and educational counselling on academic progress of slow learners based on parent level of education in public senior secondary schools in Edo South Senatorial District?
5. What is the influence of parent level of education and gender on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. Parental involvement has no significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.

2. Educational counselling has no significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.
3. Parental involvement and educational counselling have no significant influence on academic progress of slow learners based on gender in public senior secondary schools in Edo South Senatorial District.
4. Parental involvement and educational counselling have no significant influence on academic progress of slow learners based on parent level of education in public senior secondary schools in Edo South Senatorial District.
5. Parent level of education and gender has no significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.

Significance of the Study

The finding of this study will be of immense benefit to students, parents, school administrators and school proprietors. Firstly, students will have better achievement in and out of the classroom with reinforcement and it will keep parents better informed about their child's learning and also, it will be made known to them the effects of parental involvement on the academic progress in secondary schools.

Secondly, the findings of this study will also be significant because the findings could stimulate parents, school managers, teachers, students and the society's awareness on the importance of parental involvement in students' academic progress. Thirdly, it is hoped that the finding of this study would provide information for school administrators

to reflect upon various factors that would help students in achieving their academic goals with the help of their parents.

Similarly, the findings of the study will also assist school administrators and curriculum planners to develop strategies that would reduce negative effects of poor parental involvement on academic progress of students in various level of education. Finally, the findings of this study will be useful to school proprietors in understanding the influence of parental involvement on academic progress of students in secondary schools. The finding of this study will also benefit education counselors as it would serve as a foundation to student's academic progress, bridging the gap between personal wellbeing and academic progress. The findings of the study will act as a reference point to other researchers who may be interested in this area of research.

Scope of the Study

The study will focus on parental involvement and educational counselling as predictors of academic progress of slow learners in public senior secondary schools. The geographical location of this study will be Edo South Senatorial District. Variables to be investigated include parental involvement, educational counseling, gender and parent level of education as it predict academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.

Definition of Terms

Academic Progress: Academic progress is the extent to which a student, teacher or institution has attained their short or long-term educational goals.

Educational Counselling: This refers to providing assistance and guidance to students in making the right choices in their studies, be it their educational plans, career aspirations, choice of stream and specialisation as well as the selection of college or university as per their interests and preferences.

Parent: Natural parent, legal guardian, or other person/caregiver including grandparent, step-parent, or person legally responsible for the child's welfare.

Parental Involvement: This refers to knowing the teacher, knowing what assignments are due, knowing what the teacher expects and giving support. Providing materials and time to do projects, expecting quality work from your child, checking up with questionable grades and occurrences, no unnecessary absences. Expecting homework to be done or reviewed daily even when the child says there is no homework while checking backpacks regularly.

Slow Learner: A Slow Learner is a child of below average intelligence who's thinking skills and scholastic performance have developed significantly more slowly than the pace of his or her age.

CHAPTER TWO

LITERATURE REVIEW

The review of relevant and related literature is organised under the conceptual framework, theoretical framework, empirical review and summary of literature review.

Conceptual Framework

This section deals with relevant concepts on parental involvement and educational counselling as predict of academic progress of slow learners. This study is conceptualised to contribute to parental involvement and educational counselling as predictors of academic improvement of slow learners in public senior secondary schools. The conceptual frame shows the relationship/influence among variables of the study.

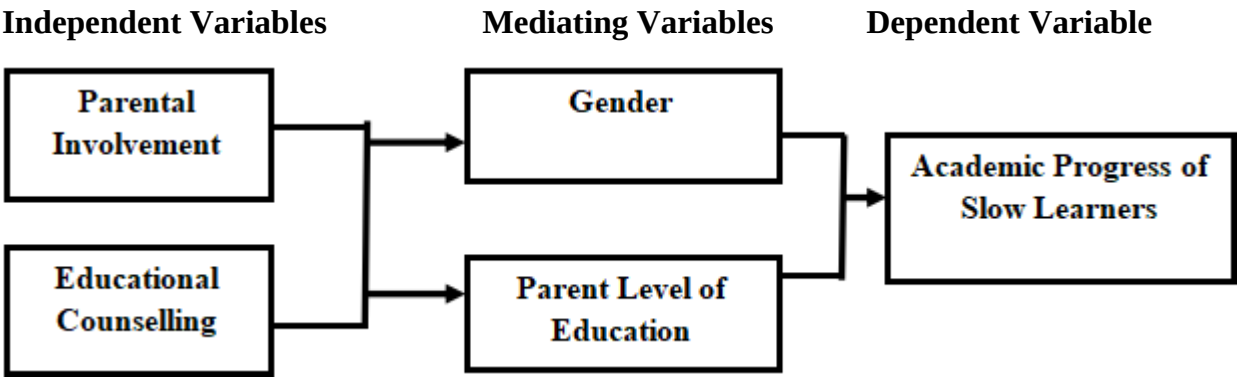


Figure 1: Conceptual Model of the Study

Source: Developed by the Researcher

Concept of Parental Involvement

Parental involvement refers to a situation where parents directly participate in the education of their students they involve themselves and are involved by the school and teachers in the learning process of their students, and they fulfill their duties as parents in making sure that the learner is assisted in the process of learning as much as they possibly can. It does not just refer to parents enquiring about the performance of a learner in schools, but also in them playing a role in communicating with their students with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuine (Clinton & Hattie, 2019).

According to Nyarko (2021), parental involvement refers to the degree to which parents are committed to their role in providing guidance, showing interest, motivating their wards and having a good communication skill geared towards promoting their children's active engagement in learning activities in the school. It typically concerns the amount of effort that parents put into child-oriented education as well as other activities. In this study, parental involvement is delimited to the degree to which students feel that their parents get involved and put efforts into their education to ensure their active engagement in academic activities revolving around teaching and learning processes in the classroom. Apparently, parental involvement refers to parent behaviours related to the child's school or schooling that can be observed as manifestations of their commitment to their child's educational affairs. This means that a parent who shows these behaviours, to a large extent, can be regarded as highly involved than a parent who shows these behaviours to a lesser degree. Parental involvement to the education of the child begins from the informal setting of the home. The home is the primary place of socialisation, learning and training of children for a wholesome all round development to become

properly adjusted to his environment and made ready for schooling. It is the responsibility of the parents to play their various roles by ensuring that the child grows up healthy, mentally, physically, psychologically and morally (Ikiyie&Wodi, 2022). Parental involvement at home is referred to as home-based parental involvement.

Parents can be involved in their children learning by becoming part of school boards, being concerned about their students' academic performance, and showing dedication to their students' learning by availing themselves during parents' meetings, in order to gain a better understanding of the performance of their students. Parents can also be involved by means of follow-ups with their students' subject teachers in order to identify areas where the students are facing challenges (Clinton & Hattie, 2019). Where students fail, parents go to the extent of contacting their teachers, thus, building and strengthening the teacher and parent relationship which would show their commitment towards their students' learning. According to Hornby and Lafaele (2021), parental involvement is a significant element in education and can also be achieved through home-based parental involvement like listening to the child as he/she reads, helping them in completing their homework as well as school-based activities, which include attending parents meeting and education workshops.

Parenting role includes all of the activities that parents engage in to raise happy, healthy children who become capable students such as meeting the child's basic needs and creating an enabling, academically-friendly home environment for the child to support learning. Learning at home role has to do with their children with homework, helping their children in setting and achieving academic goals, revising what they did in school daily, checking their notes to ensure correctness, helping them tackle and understand seeming difficult concepts (Shahazad, Abdullah, Fatima, Raiz& Mehmood,

2019). Communicating role involves establishing a two-way communication between parents and the child that allows parents to be aware of their children's academic development. Other ways include frequent verbal support and praise, regular feedback for school work (Acharya & Shobhna, 2018).

It is assumed that if parents support their children and children have good connections with their parents, it could affect the engagement of the students to the school in a positive way. For instance, Ngwoke and Ede (2016) averred that the engagement in mutual interactions related to educational activities between parents and students promotes positive academic achievement. Ngwoke and Ede maintained that students from parents who are not involved in that learning may always find it difficult to attain high level of academic achievement. Academic achievement is, no doubt, a product of academic improvement.

Parents' involvement in children's education can be seen as the act of engaging parents in instructional matters, predominantly in the home and also in the school. Parent involvement was defined as the teacher's perception of "the positive attitude parents have towards their child's education, teacher, and school" (Topor, Jones & Keane, 2020; 41). Generally, parent involvement in children's education includes several form of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations such as Parent-Teacher Association/Conferences. They can become more involved in helping their children improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modeling desired behaviour (such as reading for pleasure), monitoring homework and actively tutoring their children at home.

The effects of parent involvement on students have been measured largely in terms of student achievement based on grades or standardized test scores. Samuel, Aluede and Augustine (2019) reported that students, including those from low socio-economic status (SES) parents were involved in children education do better academically than students whose parents are not involved. Comer (2021) also noted that parents who are involved in their children's education learn in terms of acquiring new skills, gaining confidence and improving employment opportunities. He noted further that when parents are involved in schools, it improves school climate and reduces the possibilities of stereotyping particular children and families.

The relationship between parental involvement and educational outcomes was also examined by Fajoju, Aluede and Ojugo (2019). They hypothesized that parents who participate more in school activities have children who do better in school than children whose parents participate less. The researchers concluded that parent involvement does affect school performance, and in fact, 'parental involvement mediates almost all the influence of mother's education on the child's school performance' (Samuel, Aluede& Augustine, 2019: 18). Studies have shown, to date, that the two constructs (parental involvement and academic achievement) seem to be positively related; some researchers have reported positive links (Jeynes, 2018).

In addition, parental involvement includes numerous activities such as: listening to children while reading, allocation of special time for the child to discuss outside school matters, for their homework, asking questions with regard to the child's activity at school, conversations with the child's teachers about school work as well as the frequency with which parents express their intent to learn information about the activities of the child. Among the benefits of parental involvement in children's lives can include: reducing the

frequency of absenteeism unjustified, attitudes, behaviour and mental health of children and increased parental confidence (Hornby & Lafaele, 2021). Parental involvement in their children's education either by helping or guiding them with home work performed at home after school programmes or by assisting them with class work during the school day has been noted to be a highly effective tool for improving academic performance (Topor, Keane, Shelton & Calkins, 2020). In another study, Wilder (2018) submits that the relationship between parental involvement and academic achievement was positive, regardless of a definition of parental involvement or measure of achievement. Furthermore, the findings revealed that this relationship was strongest if parental involvement was defined as parental expectations for academic achievement of their children. However, the impact of parental involvement on students' academic achievement was weakest if parental involvement was defined as homework assistance.

Parents confirmed that effort by the school to increase their interaction with their children by learning together has increased the time they spent at home with the children and made learning activities more interesting. It also created opportunities for social interaction between families since parents met often and discussed educational issues in a supportive and safe environment. The experience also built confidence in the parents as adult learners (Meremikwu, 2018). A study of Shumow and Schmidt (2018) on the impact of parent engagement and high school students also showed a positive association with parent engagement at school and students' GPA. In this study engagement at school was defined as volunteering, attending events at school, and interacting with teachers. However, there was a negative association with this type of engagement and students' time spent doing homework.

Past studies have shown that active parental involvement in students' education decreases as the students become older (Sirvani, 2007; Richardson, 2009). Senler and Sungur (2009) concur and their study findings suggest a significant difference in terms of self-concept, task value, and parental involvement between students in primary school and those in secondary school. They also found that as the students grew older, parental involvement declined. The scale of the impact is evident across all social classes and all ethnic groups (Desforges&Abouchaarorld, 2003).

Recent studies on parental involvement show a positive influence on the child's level of attainment: the higher the level of attainment, the more parents get involved. The most important finding from the point of view of these reviews is that parental involvement in the form of 'at home good parenting' has a significant positive effect on students' achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. Home environments and daily interactions with household members are associated with positive outcomes across multiple contexts (Black, 2017; Jeong, 2018; Bartoli, Joshi & Wolf, 2022).

According to Vandergrift and Greene (2021), there are two key elements that make up the concept of parental involvement. One of them is a level of commitment to parental support. This includes things such as encouraging the student, being sympathetic, reasoning, and understanding. The other element is a level of parental activity and participation such as doing something that is observable. "This combination of level of commitment and active participation is what makes an involved parent" (p. 57).

Recent research on levels of parental involvement is generally of a very high quality using advanced statistical techniques to describe the scope and scale of involvement and

to discern its unique impact on pupil achievement. Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance.

Educational Counselling

Educational counselling is a specialised and transformative process that provides tailored guidance to students, addressing their academic, career, and personal development needs. Expert educational counsellors collaborate with students to navigate academic challenges effectively, make informed choices, and explore their full potential. By leveraging their skills, knowledge, and resources, educational counsellors empower students to overcome obstacles, enhance academic performance, and set a solid foundation for future success (Okobia and Okorodudu, 2016).

Educational counselling mainly refers to providing assistance and guidance to students in making the right choices in their studies, be it their educational plans, career aspirations, choice of stream and specialisation as well as the selection of college or university as per their interests and preferences. Educational counselling has an important role in every student's life as it helps him/her to make informed decisions at every step of academic and professional journey (Nwobodo & Nnadi, 2019). Many of us think that we don't need any professional guidance in our educational or career quest but the right mentor can actually transform an individual's life.

An educational counsellor mainly works with school and college students in academic environments. Many schools have their own educational counsellors to help students find the right career and make informed choices in their studies, especially, special needs children and educational counsellors also assist students in dealing with the personal issues impacting their academic journey. To resolve such issues, and educational counsellor also interacts with the student's parents or guardian or teachers to help them in figuring out the best solutions for the student's problems.

Educational counsellors offer individualised assistance, identifying students' unique strengths, weaknesses, and learning styles. They provide targeted strategies to improve study habits, time management skills, and examination preparation techniques, maximising academic performance. Educational counsellors help students explore various career paths, assess their interests, and make informed decisions. By providing resources such as career assessments, internships, and mentorship programmes, they empower students to align their aspirations with market demands and pursue fulfilling careers (Eremie& Jackson, 2019). Educational counselling recognises the importance of nurturing students' emotional well-being and personal growth. Counsellors address stress management, self-esteem, and interpersonal skills, fostering resilience and overall well-being.

In all schools, success is gauged by the level of the learners' academic performance. It is the leading priority for teachers. Stakeholders in education have insisted that the objective of education might not be attained without the incorporation of well trained counselors. Elbedour, Alqahtani, Rihan, Bawalsah, Booker-Ammah and Turner (2020) reported that counseling programs plays a crucial role in preventing educational, individual, social, psychological and emotional issues. In some cases there is conflict

between the school heads, teachers and the school counselors and these risks the consideration of guidance programmes in various learning institutions. Learners experience many academic difficulties which they find tough to manage. Lack of proper discipline, substance use, poverty, non-challant mindset of the learners has led to poor academic performance. Because of this, learners require the services of specialist counsellor in school. Effective counselling services are not available or nonexistence in some learning institutions (Arfasa&Weldmeskel, 2020). In some schools where these services are offered, learners who attend these sessions are few. Additionally, other school heads still like to use career masters as opposed to professional counsellors for guidance services. The current and more complex professional academic problem solving strategies can just be offered by well trained professionals.

Counseling services are necessary in learner's growth specifically throughout teen stage (Choiriyah& Al-Kattani, 2020). Teen stage is comprised of rapid development and change: socially, mentally, physically, ethically and intellectually. A lot of teenagers are in high schools, therefore guidance and counseling is very important. Guidance and counseling are the assistances made available by well trained and educated individuals to a person of any age to assist them manage their own life activities, establish their own perspectives, make their own choices and carry on their problem. Additionally, Waheed, Hassan, Aljohani, Hardman, Alelyani and Nawaz (2020) specifies that, the role of guidance and counseling in learning institutions is to improve academic performance, instill proper studying mindsets and behaviors, improve acquisitions and use of dispute resolution skills, and lower dropouts. Lack of guidance and counseling in adolescence stage has led to bad morals and behavior nowadays. This consists of school dropouts, substance use, criminal offenses, and failure to keep jobs. The work of educational

guidance and counseling is to allow a learner to change themselves together with their studies by improving their study perspective and getting rid of subject matter challenges. Aslam, Saeed and Muneer (2021) stated that absence of guidance and counseling in schools makes learners' adaptation to be more difficult hence resulting to poor performance, misbehavior and dropout.

Gender

Gender is the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between masculinity and feminity. Depending on the context, the term may refer to biological sex (that is, the state of being male, female or intersex), sex based social structure (including gender roles and other social roles) or gender identity. Gender issues are currently the main focus of discussion and research all over the world, Nigeria inclusive. The question of gender is a matter of grave concern especially among academic and policy formulators. Intellectuals are worried about the role of male and female in the psychological, political, social, economic, religious, scientific and technological development of nations.

Student performance is influenced by a variety of elements, according to Hansen (2020), including learning abilities, gender, and race. In their study, Gardy and Akbay (2015) observed that factors including the mother’s educational degree were positively related to the student’s academic achievement. Other factors influencing future academic achievement were the student’s age, “class,” work position, and, most importantly, the size of their families. Academic performance and student retention at higher education institutions are influenced by a variety of factors.

Gender relates to cultural attributes of both males and females. Gender, according to Lahey (2013), is a physiological experience of being a male or female. It has to do with personality and central components of self-concept. Unlike sex, which is concerned with only the distinction between male and female based on biological characteristics, gender encompasses other personality attributes as roles, orientation and identity based on individual's conceptualisation of self. For instance, Singh (2016) opines that gender refers to a socio-cultural construct that connotes the differentiated roles and responsibilities of men and women in a particular society. This definition implies that gender determines the role which one plays in relation to general political, cultural, social and economic system of the society. According to Betiku (2017), gender refers to all the characteristics of male and female, which a particular society has determined and assigned each sex. Also, gender is the dichotomy of roles culturally imposed on the sexes.

Gender is a factor that challenges educational development in Nigeria. To eradicate illiteracy in Nigeria and enhance sustainable development, gender disparity or factor in science education, especially science subjects, must be overcome. Research findings showed that gender disparity in science education is a trend that stretches back to pre-historic culture. It has also been revealed that the subjugation of female is in-built in tradition, culture, and customs and in very real sense of the way of life of many human communities. Other cases of gender disparity in science education include opportunity cost in education, early marriage among girls, lack of female role models, poor self-concept, sex stereotype, and so on. For the past decades, awareness has increased on the need to involve the girl child on national development, hence, the need to provide equal educational opportunity for all irrespective of gender at all levels of education.

Parent Level of Education

Parent level of education may have influence on students' academic performance; however, for parents to positively reinforce their children to perform better, parents need to have the means and be aware of the need for education so that adequate support in terms of material, moral and financial can be given to their wards (Bakari, 2017). This would enable individuals set high goals for themselves and pursue them through a variety of means. Studies by Grisemer, Kirby and Williamson (2018) and Okantey (2018) reported that parents' level of education is a good predictor of academic performance of students. Studies on academic performance consistently have shown that parents' level of education is important in predicting children's academic performance (Smith, Brooks-Gunn & Klebanov, 2017). Seefeldt, Denton, Galper and Younoszai (2019) reported that parents' level of education has been regarded as a good predictor of children's academic performance. Parents' educational background has a positive influence on students' academic performance. Educational attainment of parents is a good predictor of students' academic performance. Studies have shown that parents with higher educational level could motivate the intellectual potentials within children that may lead to perform better in school (Owoeye, 2018).

Parents are the first teachers of their children. In the light of this, parental education influences student's academic performance. Ahmad (2020) suggested that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic progress.

Parent level of education refers to scholastic attainment of mother and father in Schools/Colleges, which could play an important role in determining a child's intellectual performance. It is, believed that parents' educational level may be the main source of influence that determines a child's academic achievement (Plomin, Defies & McClean, 2018). Parents with higher educational level could motivate the intellectual potential within their children that may lead them to perform better in school and in return further their education. For example, parents' educational level may foster higher parents' involvement in adolescents' school achievement, which in turn may influence high school completion (Patrikakou, 2017). Educated parents were also found to be able to make constructive decisions such as how much time to spend with their children, give their income and may decide on how much to give to their children's education (Haveman & Wolfe, 2018).

Ahmad and Naeema (2019) suggested that children from families where parents have less education tends to perform systematically worse in school than students whose parents have more education. To him, educated parents provide intellectual, economic, psychological and emotional support to their children who, in turn, make them to be more comfortable and adjusted to their learning development, and this results in high academic performance. The role that parents play in the upbringing of a child is very important. Children look up-to their parents for guidance, protection and motivation to live a great life. One of the best ways to achieve wholesome qualities of education is the partnership of parents and teachers in injecting valuable skills, conduct, and knowledge to the students (John, 2018).

The influence of the level of education of parents on the academic performance of their children is evident in all countries. Pamela and Kean (2010) state that students

whose parents have a tertiary level of education perform, on average, significantly better in tests of science, reading and mathematical ability than do those whose parents have only basic education. Thus, across these three disciplines, the average grades achieved by students with well-educated parents ranged from 7% higher than those achieved by students with poorly educated parents in developing countries to 45% higher in most developed countries.

Parents' educational background continues to draw the attention of many researchers, educationist, parents and administrators for the role it plays in influencing students' academic performance. In light of this, a study conducted by Sureehkumar, (2022) on the impact of parents' socioeconomic status on parental involvement at home for high achievement Indian students of Tamil school in Malaysia, indicated that students from parents with high educational qualification scores high test in this school. High educated parents deducted a lot of time, energy, and money to help their children to perform well in academic activities. From the research finding, educated parents assist their children to do homework given to them by the school and even to prepare timetable for the children to follow in relation to their school works at home, and make sure they abide by it. They also provide more activities related to an academic development of their children to utilise the time available at home. In fact, by virtue of their educational background, they involve fully in their children' learning development. They also keep in touch with the school authority about progress or otherwise of their children education. These advantages mentioned made possible for these children to perform academically well than their counterpart from uneducated parents. The more supportive and conducive environment a child gets a more academic achievement would be attained.

Academic Progress

In educational institution, success is measured by academic progress, or how well a student meets standards set out by government and the institution itself (Bell, 2018). Academic progress generally refers to how well a student is accomplishing his or her tasks and studies. Although, education is not only the yardstick to determine success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students' in schools. Ezeaneche (2019) described students' academic progress as the result obtained creditably or otherwise by students' at both internal and external examinations. Academic progress is the students' achievement level in schools based on grades attained in schools, and placement in higher institutions.

Academic progress can be viewed as the extent to which an individual learner acts or does a piece of work, how well or poor he/she does the job or the activities within a learning process. Poor academic study, however, can be regarded as having performed below the required academic studies. Charles (2018), referred to poor academic progress as performance that falls below the desired standard.

Academic progress is seen as the knowledge attained or skills, shown in the school subject. To indicate such improvement, test scores or marks are assigned by the teachers. It is the school evaluation of the classroom work on the basis of the grades awarded. The progress of students at any level in educational institutions in Nigeria has attracted much criticism. The decline in the academic studies of students in Nigeria needs restructuring. Students' academic studies depend a great deal on the instructional materials used. This is because instructional materials help to make instructions practical and real, thereby, facilitating the understanding of the instruction. Most instructional materials require

finance so educational administrators during educational budgeting make provision for instructional materials. Poor academic studies can also be attributed to ineffective instructional supervision. For effectiveness, instructional supervision is mostly needed at the secondary school.

Academic progress among children suggests that children's academic improvement improve when both parents are actively involved in their education (Fadeye, 2015; Nyarko, 2021). Some studies seem to neglect the issue of single parenting as a variable. Generally such studies have tied academic progress of children to socio-economic status, parents' educational level, student attitudes to learning, school environmental factors, housing and residential experience (Donkor, 2018; Farooq, Chaudhry, Shafiq & Berhanu, 2017).

Academic progress of students is a key feature in education. It is considered to be the centre around which the whole education system revolves. The academic studies of students determine the success or failure of any academic institution. Academic progress of students has a direct impact on the socio-economic development of a country. Similarly, students' academic studies serve as bedrock for knowledge acquisition and the development of skills. The top most priority of all educators is academic studies of students. Academic studies is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time.

According to Narad and Abdullah (2016) academic progress is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. They added that these goals are

measured by using continuous assessment or examinations results. They stressed that it shows and measures the extent to which an educational institution, teachers and students have achieved their educational goals. Similarly, academic studies are a measurable and observable behaviour of a student within a specific period. He added that it consist of scores obtained by a student in an assessment such as class exercise, class test, mid-semester, mock examination, and end of semester examination.

Nevertheless, there is growing evidence that providing information to parents can help students learning at home. The dramatic growth in enrolment and school participation rates in developing countries. But these studies also indicate that programmes that increase school participation might not actually improve test scores. Furthermore, the programmes are highly resource intensive, which imposes substantial costs on governments in resource-poor developing countries. Empirical findings have demonstrated a positive association between parental involvement in education and academic achievement (Pérez Sánchez, 2016; Tárraga, 2017). There is also strong support from international research showing the positive influence of parental involvement on academic achievement, as has been demonstrated in a variety of meta-analyses across different populations and educational levels (Castro, 2018; Jeynes, 2018).

Maluleke's (2018) synthesis of research on parental involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programmes, be promoted, pass their classes, and earn credits, attend school regularly, have better social skills, show improved behaviour, and adapt well to school and, above all, graduate and go on to postsecondary education.

Theoretical Framework

Sociocultural Theory

This theory was development by Lev Vygotsky in 1978. The involvement of parents of students in the implementation of learning and its determining factors in this study. Lev Vygotsky's sociocultural theory highlighted the relationship between humans and their environment, both physical and social. The theory considers how students' specific cultural and social context affects intellectual growth. The way students understand the world grows out of interaction with parents, peers, and other members of a specific culture (Ng & Feldman, 2009). Vygotsky believe that social interaction plays an important role in the development of cognition. Cognitive development occurs when parents, teachers and other skilled peers assist student by presenting new information (Ng & Feldman, 2009). Meece and Daniels (2012) add that the social interactions are critical; knowledge is constructed between two or more people including parents.

According to Vygotsky (1978), the influence of social and cultural factors on development and learning is abundant. The interaction of students with family members in the community is very important for learning and development because the first teacher is the family and the first learning takes place in the home. For this reason, students acquire knowledge about the world through this interaction. Vygotsky focused on the internalisation of knowledge by addressing the zone of proximal development. The zone of proximal development is defined as the "distance between the level of actual development as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978; 21). This assistance, according

to Levine and Munsch (2019), does not only promote the solution of specific problems but also aids in the development of overall cognitive abilities.

This theory is relevant to this study as it considers how students' specific cultural and social context affects intellectual growth. The way students understand the world grows out of interaction with parents, peers, and other members of a specific culture. The interaction of students with family members in the community is very important for learning and development because the first teacher is the family and the first learning takes place in the home. For this reason, students acquire knowledge about the world through this interaction.

The implication of this theory is that parents need to give a great contribution to educational counselling as it helps students' development and academic improvement. It is, therefore, argued that, the theory supports the idea that the involvement of students' parents is an important factor in students' development and achievement. The theory implies that the experiences (as a result of interaction) that students bring to the learning situation (classroom) greatly influence the outcome (improvement).

Empirical Review

This section discusses previous studies carried out but which are related to this study.

Parental Involvement and Academic Progress of Slow Learners

Donkor, Atta, Acheampong and Atta-Asiamah (2024) carried out a study on the effect of parental involvement in education on students' academic achievement in the Sekyere South District of Ghana. The study was guided by three research questions and three hypotheses formulated and tested at 0.05 alpha level of significance. The study

adopted descriptive survey design. The population of the students was 3,970 students and parents from Sekyere South District. Agona S.D.A SHS, Konadu Yiadom Senior High, and Agona Senior High/Technical. Sample size of 363 was drawn by stratified sampling technique using Gomez and Jones (2010) formula for sample determination. A self-developed instrument was used to collect data. The validity of the research instrument was carried out by two experts one each in Counselling Psychology and Test and Measurement. Reliability was ascertained using test re-test method and the reliability co-efficient was 0.79. The study through purposive sampling technique sampled 363 parents. The study used a questionnaire to collect primary data from the parents. Secondary data on students' academic achievements over two years (2020/2021 and 2021/2022 academic years) were obtained from the Academic Units of the selected schools. Results show that the majority of parents were not communicating vital information to school authorities or teachers from time to time, did not support student ICT learning in the schools; did not help their students with their home learning and failed to discuss their students' academic performances with teachers. However, the majority of parents attended school programmes, provided learning materials for their children requested extra classes for their children, and was involved in the selection of textbooks for their children. This study found a strong significant positive correlation between parental involvement in education and students' academic achievement. All the components of parental involvement in education impacted students' academic achievement.

Similarly, Anierobu and Unachukwu (2020) investigated parental home-based involvement and academic self-efficacy as predict of academic engagement among secondary school students in Nnewi North Local Government Area, Anambra State, Nigeria. Correlational design was employed for the study. Two research questions guided

the study and two null hypotheses were tested at 0.05 level of significance. The population comprised 1065 SS2 students in eight public secondary schools in Nnewi North Local Government Area, of the state. The entire population was used for the study. Three instruments were used for data collection, namely: Parental Home-Based Involvement Questionnaire (PHBIQ; Academic Self-Efficacy Questionnaire (ASEQ); and Student Engagement Questionnaire (AEQ). Three experts, two in the field of Educational Psychology and one in Measurement and Evaluation validated the instruments. The reliability of the instruments was determined using the Cronbach Alpha and coefficient of 0.72 was obtained for PHBIQ, 0.79 for AEQ and 0.74 for ASEQ. Data collected were analyzed using Pearson Product Moment Correlation (r) for answering the research questions and the t-test of significance of *r* for testing the hypotheses. Findings indicated that parental involvement had a moderate and positive relationship with student engagement in secondary school. It was also revealed that academic self-efficacy had a high and positive relationship with academic engagement among secondary school students. Based on the findings, it was recommended among others that parents should continue getting involved in their children's academic lives as this promotes students' academic engagement.

Fareo and Musa (2020) examined the influence of parental involvement on academic performance of junior secondary school students in Hong Local Government Area of Adamawa State, Nigeria. The study also determined the home and the school factors that could influence academic achievement of students. The study was guided by three research questions and three hypotheses formulated and tested at 0.05 alpha level of significance. The study adopted survey research design. The population of the students was 11,745 .Sample size of 400 was drawn by stratified sampling technique. A self-

developed instrument titled ‘Parental Involvement as a Predict of Academic Achievement of Secondary School Students’ (PICAASSS) was used to collect data. The validity of the research instrument was carried out by two experts one each in Counselling Psychology and Test and Measurement. Reliability was ascertained using test re-test method and the reliability co-efficient was 0.89. Data were analyzed using mean, Pearson moment correlation co-efficient and t-test statistics. The results revealed that the junior secondary school students in Hong Local Government performed below average in Mathematics, English and Integrated Science which could be as a result of lack of parental involvement. It showed the home factors that could influence the low academic achievement of junior secondary school students include inability of parents to check their children’s school note books, lack of time to find out what they do in school on daily basis, lack of assistance from parents in helping their wards to do home assignment and inability of parents to engage coaching teachers for their children. The study established that the school factors that could influence academic achievement of junior secondary school students include parents attending PTA meetings, purchase of recommended textbooks, love of parents to find out about their children friends, attendance of parents in the events that are organized in school, parents asking teachers about how their wards are getting along with their classmates, frequent visitation of parents to class teachers and subject teachers to find out the behaviour of their wards, parents frequent payment of their children’s tuition fee as at when due, regular visit of parents to school to verify if their children are in school, parents interacting with teachers on phone to find out whether their children attend school, and parents’ financial support for school projects. There was a significant relationship between the level of parental involvement and students’ academic achievement. Based on the findings, the study concluded that parental involvement

significantly contributed to junior secondary school students' achievement in English Language, Mathematics and Integrated Science.

Kwaji, Kwanye, Iliya and Ballah (2020) examined the impact of parental involvement on students' academic achievement in public and private senior secondary schools in Mubi-North Local Government Area, Adamawa State. Review of related studies claimed that parental involvement on students' educational practices lead to a better academic achievement than when they are not involved. The study was guided by four research questions and four hypotheses formulated and tested at 0.05 alpha level of significance. Descriptive survey research design was adopted for the study. Two instruments was used to collect data from 192 students and parents selected from 28 private and public senior secondary schools using quota sampling technique. Mean, standard deviation, t-test and ANOVA was used to answer five research questions and test two null hypotheses respectively. Parental involvement was found to be important in determining good students' academic achievement and organizing parents' day in schools, calling a meeting twice in a year, creating more associations like School Base Management Committee are strategies for improving parental involvement. The study recommended that teachers should include parents in making school rules and regulation as well as maintenance of school facilities. Schools can make phone numbers available to all parents to promote parental involvement in students' academic activities through effective communication.

Educational Counselling and Academic Progress of Slow Learners

Nwobodo and Nnadi (2019) carried out a study on the impact of educational counselling on the academic performance of secondary school students in Udi Education

Zone. The study was guided by three research questions and three hypotheses formulated and tested at 0.05 alpha level of significance. The study adopted survey research design. Simple random sampling technique was used in selecting 253 senior secondary school students from 4 intact classes in 6 randomly selected schools. Out of the 253 students used for the study, 101 were males while 152 were females. A questionnaire developed by the researcher and validated by experts was used for data collection. The reliability of the instrument was established using Cronbach alpha technique and its reliability index was found to be 0.88. The study was guided by two research questions and two hypotheses. The hypotheses were tested at 0.05 significant levels. The finding showed that educational counselling had great influence on academic improvement of students study habits. More so, it was found to have influenced the ability of students to manage their time effectively in order to enhance their academic performance. It was recommended that State Ministries of Education and school principals should ensure that guidance and counselling units are established in schools and also guidance counsellors should apply all necessary skills and techniques during counselling sessions.

Nedelev and Anjum (2022) examined the effect of guidance and counselling on students' academic performance in Bulgaria. The study was guided by three research questions and three hypotheses formulated and tested at 0.05 alpha level of significance. The research design adopted for the study was ex-post facto. The target population was 628 learners from Zlatarski International School of Sofia. The study used a simple random sampling technique to collect the data. The collection of the data was done using questionnaire. Data were analyzed using mean, Pearson moment correlation co-efficient and t-test statistics. The study results showed that guidance and counselling explains 25.8% of Bulgaria's academic performance variations. It was revealed that guidance and

counselling is positively and significantly related to academic performance (β=0.489, p=0.006). The findings indicated that when the educational counselling increases by one unit, the academic performance would increase by 0.489 units while holding other factors that influence academic performance constant. Counselling programmes prevent educational, individual, social, psychological and emotional issues. Lack of educational counselling leads to bad behaviour. This includes school dropouts, substance use, criminal offences and failure to keep jobs. The study recommended guidance programmes should be embedded in the curriculum of schools. School heads should establish an evaluation register for a learner for counselling.

Atsuwe and Albert (2020) carried out a study on the influence of guidance and counselling programme on the academic performance of secondary school students in Makurdi Local Government Area of Benue State. The study was guided by three research questions and three hypotheses formulated and tested at 0.05 alpha level of significance. This study adopted an ex-post facto research design. It targeted all the 5464 population of Form Four students, 21 teacher counsellors and 21 head teachers of the 52 available public secondary schools in the study area. A random sample of 196 students, ten teacher counsellors and ten head teachers were selected from the ten selected schools. Data were collected through the administration of questionnaires on the selected respondents. The collected data was then processed and analyzed using descriptive and inferential statistics with the aid of mean and standard deviation. The study established the following findings: Secondary schools in the study area differed in the number of guidance and counselling services that they offer. Teacher counsellors had little training in guidance and counselling while Stakeholders adequately supported guidance and counselling programme in the schools. It is discovered that students were aware of the role and

importance of career counselling in their schools and there was poor academic performance among students. Guidance and counselling programme has a positive impact on the academic performance of students. Based on these findings, it is recommended that there is need to improve the level of training of teacher counsellors in guidance and counseling through further on the job training programme, further schooling for better skill development and competence as this will tell on the offering of all the services required for a focused and positive guidance and counselling programme. Teacher counsellors should also be encouraged to take advantage of the positive attitude and readiness of the students to make themselves available for guidance and counselling services in order to enhance career counselling in their schools. Above all, the concerned authority should be persuaded to see that Guidance and counselling programme in available schools is well strengthened in order to improve the academic performance of secondary schools in the area.

Mulawarman, Susilawati, Syifa and Rifani (2020) research intended to determine the impact of guidance and counselling on academic performance in high schools in Indonesia. The study was guided by two research questions and two hypotheses formulated and tested at 0.05 alpha level of significance. The research was based on the psychoanalytic and cognitive development concepts. The research embraced descriptive study layout. The research focused on 16 principals and 32 guidance and counselling educators from all the public high schools in Indonesia. Pilot testing and expert judgment were made use of to identify content and construct credibility of the research tools. Demographics sampling method was made use of to sample all the 16 principals and the 32 guidance and counselling educators from the 16 high schools. The guidance and counselling educators' questionnaires and principals' interview guides were used to gather

information. Integrity of the guidance and counselling teachers' questionnaire was determined through the split half strategy, where a coefficient of 0.79 was acquired. Data were evaluated by both descriptive and inferential data. Descriptive data like frequencies, means, standard deviations and percentages were utilized. The created three null hypotheses were tested making use of several regression evaluation. The research found that many institutions lacked consistent specialist guidance and counselling services. Due to absence of reliable guidance and counselling services, the majority of the learners were at risk to false information from various sources. The study three independent variables contributed 69.8% of variance in learners' academic performance (R2 = 0.585). Guidance and counselling in academic problems had one of the most substantial relative contribution to the prediction of learners' academic performance (β =0.685, $p < 0.05$), followed by guidance in psychosocial problems ($\beta = 0.521$, $p < 0.05$), while profession guidance had the least impact ($\beta = 0.341$, $p > 0.05$). The research concluded that the majority of the counsellor instructors hardly involve themselves with issues associated with their learners' relations at home and which jeopardized learners' academic performance. The study suggested that all the teachers regardless of their school ranking, be involved in guidance and counselling growth workshops and seminars. The understanding and experience acquired from such engagements can be utilized to boost their institutions and the general learners' well-being. These require the teachers' regulatory body to make it compulsory for all teachers to participate in and join these trainings.

Odyek (2021) performed research to examine the effect of guidance and counselling on learners' academic performance at Senior high school, Japan. The study was guided by two research questions and two hypotheses formulated and tested at 0.05 alpha level of

significance. This study adopted an ex-post facto research design. The researcher utilized a case study layout and data was gathered with making use of the surveys, interviews guide and observations. The researcher focused on a sample size of 271 participants, having 252 learners, 18 educators and 1 school-counsellor. Simple random method and stratified random sampling were used in selecting the target population. Quantitative data were evaluated making use of a descriptive statistic. The qualitative data were assessed thematically by categorizing them to the associated subjects to the research. Frequencies and percentage values were calculated utilizing Statistical Programs for Social Sciences (SPSS). The tool was pretested and received coefficient of 0.7542 revealing its validity and dependability. First of all, the results show that the guidance and counselling services like vocational, career and individual are readily available in the school. Secondly, learners do have accessibility to guidance services. Nevertheless, most of the participants expressed their lack of basic information on the importance of the counsellor in their education. According to the outcome of the research, recommendations were made. The head of the learning institution ought to consider the needs of taking care of the requirements of the counsellor: Among the counsellor's demands is the workplace where to conduct her/his services, and sufficient time for counselling associated duties. The counsellor needs to be arranging varieties of educational opportunities such as adventures, career meetings, and counteractive programs for learners. The Ministry of Education (MoE) with the Regional Education Board Assistant (REBA) must have the ability to make sure that counseling services are readily available in schools, particularly to secondary learners.

A study by Chandler, Burnham, Riechel, Dahir, Stone, Oliver and Bledsoe (2018) focused on considering the impacts of guidance and counselling services on learners'

academic performance and professional decision in chosen high schools in USA. The study was guided by three research questions and three hypotheses formulated and tested at 0.05 alpha level of significance. Descriptive research design was utilized. The researcher picked 10 learning institutions (5 private & 5 public learning institutions), utilizing simple random method. Lastly, simple random sampling was employed in choosing fifty learners in every institution, therefore making an overall of five hundred high school learners who took part in the research. Three hypotheses were created for the purpose of the research. Data was collected making use of a researcher designed tool. The t- test statistics were utilized to check out the hypotheses at 0.05 level of significance. The findings of the research indicated that there was no substantial disparity on the basis of institution type. Moreover, a substantial disparity was discovered on the basis of participant's gender and the number of times the learners went to the counsellor. It was hence suggested that the government should make sure that guidance and counselling departments are developed in all high schools in USA.

Psifidou, Mouratoglou and Farazouli (2021) conducted a study on guidance and counselling and academic performance of secondary school students in Lyon, France. The study was guided by four research questions and four hypotheses formulated and tested at 0.05 alpha level of significance. The researcher used a correlational research design utilizing quantitative method to acquire meaning from quantitative information created. The major study tool utilized to acquire data during the research was Likert scaled questionnaires employed and customized to suit the goals of the research. Information gathering was guided by the study questions and goals. A total of 250 participants were purposely and arbitrarily sampled from the 8 learning institutions in Lyon. Findings from the research and evaluation revealed that there were substantial association between

guidance and counselling and the academic achievement of learners. Results from the research additionally suggested that there is a still really reduced level of academic achievement of high school learners in the region. The level of guidance and counselling was discovered to be rather appropriate. The research recommended that the government needs to integrate guidance and counselling departments in every learning institution so as to bring nearer this services to the learners.

Mulawarman, Susilawati, Syifa and Rifani (2020) research intended to determine the impact of guidance and counselling on academic performance in high schools in Indonesia. The study was guided by three research questions and three hypotheses formulated and tested at 0.05 alpha level of significance. The research was based on the psychoanalytic and cognitive development concepts. The research embraced descriptive study layout. The research focused on 16 principals and 32 guidance and counselling educators from all the public high schools in Indonesia. Pilot testing and expert judgment were made use of to identify content and construct credibility of the research tools. Demographics sampling method was made use of to sample all the 16 principals and the 32 guidance and counselling educators from the 16 high schools. The guidance and counselling educators' questionnaires and principals' interview guides were used to gather information. Integrity of the guidance and counselling teachers' questionnaire was determined through the split half strategy, where a coefficient of 0.79 was acquired. Data were evaluated by both descriptive and inferential data. Descriptive data like frequencies, means, standard deviations and percentages were utilized. The created three null hypotheses were tested making use of several regression evaluation. The research found that many institutions lacked consistent specialist guidance and counselling services. Due to absence of reliable guidance and counselling services, the majority of the learners were

at risk to false information from various sources. The study three independent variables contributed 69.8% of variance in learners' academic performance (R2 = 0.585). Guidance and counselling in academic problems had one of the most substantial relative contribution to the prediction of learners' academic performance (β =0.685, $p < 0.05$), followed by guidance in psychosocial problems ($\beta = 0.521$, $p < 0.05$), while profession guidance had the least impact ($\beta = 0.341$, $p > 0.05$). The research concluded that the majority of the counsellor instructors hardly involve themselves with issues associated with their learners' relations at home and which jeopardized learners' academic performance. The study suggested that all the teachers regardless of their school ranking, be involved in guidance and counselling growth workshops and seminars. The understanding and experience acquired from such engagements can be utilized to boost their institutions and the general learners' well-being. These require the teachers' regulatory body to make it compulsory for all teachers to participate in and join these trainings.

Gender and Academic Progress of Slow Learners

Suan, Bamigbala and Ojetunde (2022) conducted a study on factors that influenced slow learners and academic performance among students of Plateau State Polytechnic, Barkin Ladi, Nigeria. The study was guided by three research questions and three hypotheses formulated and tested at 0.05 alpha level of significance. The population of this study was 3860 final-year National Diploma (ND) and Higher National Diploma (HND) students of Plateau State Polytechnic BarkinLadi, Plateau State, Nigeria. Primary and secondary data were obtained through the administering of questionnaires and the collection of student results from the school records. A sample of 363 final year students from the population of 3860 final year students was drawn using the Yamane (1967)

sample size selection method. The data collected were analyzed using Quantile Regression with the help of R-Package Version 3.6.1. The finding of the study revealed that different factors were identified at different quantile levels to have a significant influence on students' CGPA. At the higher quantile level (75% and 95%), gender, number of siblings, mother's educational level, father's educational level, Unified Tertiary Matriculation Examination (UTME) score and how school fee was financed had significant effects on students' CGPA. At the lower quantile (5% and 25%), the number of siblings, mother's educational level, how school fee is financed, secondary school attended and UTME score had significant effects on students' CGPA. Therefore, as the male students' results in the research seem to be lower than those of females, parents and schools should pay more attention to their education. Besides, the researcher recommended that government and schools provide support to children from large families.

Umar, Yagana, Ali and Mohammed (2019) examined gender difference in students' academic performance in Colleges of Education in Borno State, Nigeria. The study set one research objective, one research question and tested one research hypothesis. The population of this study comprised all the NCE students from three NCE awarding institutions in the state that were purposively selected for the study, the Krejcie and Morgan (1970) method of selecting sample was employed to choose (322) participants and proportionate techniques was also used to draw 186 students out of351 NCE III students' in Kashim Ibrahim College of Education, Maiduguri and 136 students out of 210 NCE III students in Umar Ibn Ibrahim College of Education, Science and Technology, Bama. Students' Academic Performance Aptitude Test (SAPAT) r=0.62 was used by the researchers. T-test was used to test the hypothesis raised in this study. The

results indicated that there was no significant difference between gender and academic performance in Colleges of Education in Borno State, in favour of female students. Therefore, the null hypothesis was accepted. The recommendation advanced was that the male students lack pocket money, thus, state government should increase their annual scholarship so as to support their academic activities.

Onyije, Eleberi and Onyije (2022) carried out a study oninfluence of gender of the counsellor on students' attitude towards guidance and counselling profession in Rivers State. The study was guided by one purpose of study, three research questions and three hypotheses formulated and tested at 0.05 alpha level of significance. The scope of the study covered male and female students' preference towards male counsellors, male and female students' preference towards female counsellors and male and female students' attitude towards male counsellors. The research design adopted for the study was ex-post facto with a total population of 280 students from senior secondary school III (SS III). Simple random sampling technique was employed to select respondents and institutions to get the sample students used for the study. The instrument used for data collection was a 15-item questionnaire structured on a four-point Likert scale format .The instrument was validated by two specialists, one in guidance and counselling and another in Educational Measurement. Test–re-test approach was used to establish the reliability of the instrument which yielded a coefficient value of 0.81. Mean and standard deviation and t-test statistics were used to test the four hypotheses formulated for the study. The results indicated that male clients had no choice of counsellor while female students develop more interest in male counsellors. The study recommended, among other, things that Rivers State Ministry of Education in charge of posting of guidance counsellors to

schools should consider to post male and female counsellors to schools to cater for the needs of the gender of the students.

Parent Level of Education and Academic Progress of Slow Learners

Bakar, Ibrahim and Ibrahim (2019) carried out a study on the influence of parental education on academic improvement of secondary school students in Kuala Terengganu, Malaysia. The study was guided by two research questions and two hypotheses formulated and tested at 0.05 alpha level of significance. Descriptive survey research design was used for the study. The population of this study consists of 26,569 secondary school students from 32 secondary schools within Kuala Terengganu, Malaysia. A stratified random sampling technique was used to select 200 respondents from 4 different secondary schools within Kuala Terengganu. This means that 50 respondents were taken from each secondary school to form the sample size. The instrument used for this study was questionnaire. The data collected were analysed using regression analysis. The result is explained in three forms; demographic information, descriptive analysis and inferential analysis. The result of the analysis indicated that students from parents with high educational qualification perform better than those from parents with lower educational qualification.

Abeya (2020) conducted a study on parental level of education and students academic improvement in Genda Tesfa Primary school, Dire Dawa, Ethiopia. It aimed at identifying whether there was a relationship between parental education and children's academic performance. The study was guided by four research questions and four hypotheses formulated and tested at 0.05 alpha level of significance. The research design for this study was cross-section design. The population for the study was 1,640 students

of Genda Tesfa Elementary School in Dire Dawa Town, Ethiopia. The stratified random sampling was used in order to collect data and as a sequence, 118 male and 84 female students were taken as sample. The questionnaire was distributed among 202 students and Focused Group Discussions were made among 17 teachers in Genda Tesfa primary school. The instrument used for this study was structured questionnaire. Data collected were analysed using descriptive method, correlation, t-test, ANOVA and frequency percentage. The result demonstrated that there was a positive relationship between parental education and children's academic performance (r=0.73). The results suggested that parental education was an important variable for predicting academic achievement.

Amuda and Ali (2020) investigated parents' level of education as predictors of academic performance of NCE students in the North- eastern states of Nigeria. The purpose of the study was to determine parents' level of education as predictor of academic performance of NCE students in Colleges of Education in the North-Eastern States, Nigeria. One research question and a hypothesis was answered and tested respectively in the study. Survey design was used in the study. A sample of one thousand two hundred out of a population of 13,529 (8,422 males and 5,107 females) NCE 2 and 3 students from six Colleges of Education in the North-Eastern States, Nigeria participated in the study. The sample of the study was selected through simple random and stratified sampling techniques. The research instrument used for data collection was a Proforma developed by the researchers. The data were analysed using descriptive statistics and multiple linear regression analysis. The results revealed that students had high level of academic performance in Colleges of Education in the North-Eastern States, Nigeria because those that form the majority of distribution range from merit (C) to distinction (A), which stands at 66.7%. While fail and pass grades consisted of 33.3%. Parents' level

of education did not significantly predict academic performance. Based on the findings, it was recommended that there was need for adequate counselling of students by trained counsellors and teachers in the Colleges of Education in order to improve the level of students' academic performance in the Colleges. Mothers should be encouraged to spend more time with their children at home, continuously nurturing them with practices such as reading, speaking English language and holding discussions with them on how they can best handle their studies.

Eknath (2020) carried out a study on the influence of parent's educational level on academic performance of students in Mumbai University, Kenya. Two research question and two hypotheses were answered and tested respectively in the study. Survey design was used in the study. The study considered the students' results of the first year, second year and third year class in bachelor degree examination taken by the University of Mumbai. A structured questionnaire was used for this study. Research population was the students of different third year degree classes of B.A., B.Com. and B.Sc. who was enrolled at the same college. The total 120 were taken as a sample randomly. Null hypothesis was formulated and tested using Correlation, Regression and Test for correlation coefficient. After analysis of the data, it is found that there is significant positive relationship between parents' income level and academic performance of students, this study also shows that there is a positive relationship between parents' education and academic performance of students'.

Ogunshola (2020) examined the influence of parental level of education on students' academic performance in public senior secondary schools in Abuja Municipal Area (AMAC), Nigeria. Two research questions were raised while one null hypothesis was formulated and tested to guide the study. This study adopted the descriptive survey and

ex-post facto research design. The study used a sample of 12 out of 24 public senior secondary schools in AMAC, which was 50%of the population. The data for the study were gathered through copies of the questionnaire that were administered to 367 students, and the result of 17602 students in West African Senior Secondary Certificate Examination (WASSCE) in five subjects including English language and Mathematics from 2012 to 2017. The method of selection was through simple random sampling technique. The questionnaire tagged "Parental Level of Education Questionnaire" (PLEQ) was pilot tested and reliability co-efficient of 0.81 was obtained. Furthermore, mean, frequency, standard deviation and percentage were used to answer the research questions while Pearson's product-moment correlation co-efficient was used to test the hypothesis at 0.05 significance level. The study revealed that there was a significant relationship between parental level of education and students' academic performance in public senior secondary schools in AMAC. The findings of this study have led the researcher to conclude that parental level of education influenced students' academic performance in public senior secondary schools in AMAC.

Summary of Literature Review

This chapter reviewed the parental involvement and educational counselling as predict of academic progress of slow learners in public senior secondary schools in Edo South Senatorial District. The study reviewed the concept of parental involvement, educational counselling, gender, level of education and academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.

The study was anchored on Sociocultural Theory was propounded by Lev Vygotsky in 1978. The sociocultural theory highlighted the relationship between humans and their

environment, both physical and social. The theory considers how students' specific cultural and social context influences intellectual growth. The way students understand the world grows out of interaction with parents, peers, and other members of a specific culture.

From the empirical review, it was observed that researchers like Donkor, Atta, Acheampong and Atta-Asiamah (2024), Anierobu and Unachukwu (2020), Fareo and Musa (2020), Nwobodo and Nnadi (2019), Nedelev and Anjum (2022), Suan, Bamigbala and Ojetunde (2022), Umar, Yagana, Ali and Mohammed (2019), Onyije, Eleberi and Onyije (2022), Bakar, Ibrahim and Ibrahim (2019), Abeya (2020), and Amuda and Ali (2020) had carried out some studies relevant to this study but there had been none who investigated parental involvement and educational counselling as predict of academic progress of slow learners in public senior secondary schools in Edo South Senatorial District. This is the gap this study filled.

CHAPTER THREE

METHODOLOGY

The procedure that was adopted in carrying out this study are discussed under the research design, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

The study employed the correlational survey research design. This design will enable the researcher to examine parental involvement and educational counselling as predict of academic progress of slow learners in public senior secondary schools in Edo South Senatorial District. The correlational survey research design is efficient in understanding the relationship between various variables in the study. In this case, it would examine the relationship between the independent and the dependent variables.

Population of the Study

The population of the study comprised 3, 869 students (SS 1 – SS 2) from public senior secondary schools in Edo South Senatorial District which is made up of seven (7) Local Government Areas. The area of study has 226 public secondary schools (Edo State Post Primary Education Board, 2025).

Sample and Sampling Techniques

The sample size for the study was three hundred and sixty-three (363) senior secondary school students drawn from the population of study in Edo South Senatorial District, using stratified sampling method so that students from these Local Governments

could adequately be represented in this study. This number was derived from the population of the study by applying the Taro Yamane formula (1967).

Research Instrument

The questionnaire was used as the research instrument of this study. This questionnaire was developed by the researcher and it is divided into two sections. The instrument was titled "Parental Involvement and Educational Counselling as Predictors of Academic Progress of Slow Learners Questionnaire" (PIECAPSLQ). Section A consists of items requesting the respondents to supply their background data while Section B consists of twenty-five (25) items. The questionnaire was scaled as: 5 = Very High (VH), 4 = High (H), 3 = Moderate (M), 2 = Low (L), 1 = Very Low (VL). Students' responses were categorized with numerical values 5, 4, 3, 2 and 1 for statistical coding and analysis.

Validity of the Instrument

To ensure validity of the instrument, an initial draft of the instrument was given to the supervisor for scrutiny, after which, the draft was sent to three experts, one each in Measurement and Evaluation, Educational Planning and Management and Guidance and Counselling in the Department of Education, Benson Idahosa University. Based on their suggestions, double-barrelled items were restructured. This was to ensure that the instrument had both face and content validity.

Reliability of the Instrument

In establishing the reliability of the instrument, the researcher applied the internal consistency reliability method. In doing this, 30 copies of the instrument were administered on thirty (30) respondents outside the sample for the study but within the

population of study. Data collected were analysed using Cronbach's Alpha co-efficient statistics and this yielded a correlation coefficient of .880. This implies that the instrument is reliable and could be used for the study.

Method of Data Collection

Each respondent was given a copy of the questionnaire to complete. The questionnaire was delivered by the researcher and a Research Assistant to the respondents' after necessary approval has been given by the school principal. The instrument was retrieved on the spot on completion to prevent misplacement of instrument and any form of extraneous influences.

Method of Data Analysis

The mean, ($\bar{x}$) Standard Deviation (SD) and linear regression statistics were used for the analysis of data. The mean, Standard Deviation (SD) and linear regression statistics were used to answer the research questions and test of research hypotheses.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

In this chapter, the results of the analysis of data collected are presented. The presentation of results is followed by the discussion of findings.

Analysis of Data

Research Question 1: What is the influence of parental involvement on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District?

The model of parental involvement on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District was shown in Table 1

Table 1: Regression Analysis of the Coefficient of the Model of Parental Involvement on Academic Progress of Slow Learners in Public Senior Secondary Schools in Edo South Senatorial District.

Model	Unstandardized Coefficients		Standardized Coefficients	Multiple r	R square	Adjusted r square	Coefficient of determination	Remark
	B	Std. Error	Beta					
(Constant)	34.21	2.57		0.12	.01	0.01	1%	Low
Parental Involvement	0.20	0.09	0.12					

Table 1 showed that the coefficient of the model of parental involvement on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District is 0.12. The coefficient of determination of 0.12 is 0.01. This implied that parental involvement has 01% influence on the academic progress of slow learners. The model explains only 1% of the variation in parental involvement on academic progress of

slow learners in public senior secondary schools in Edo South Senatorial District which is considered low since this value is closer to zero.

Research Question 2: What is the influence of educational counselling on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District?

The model of educational counselling on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District was shown in Table 2.

Table 2: Regression Analysis of the Coefficient of the Model of Educational Counselling on Academic Progress of Slow Learners in Public Senior Secondary Schools in Edo South Senatorial District.

Model	Unstandardized Coefficients		Standardized Coefficients	Multiple r	R square	Adjusted r square	Coefficient of determination	Remark
	B	Std. Error	Beta					
(Constant)	40.67	3.64		.008	0.40	0.16	16%	Low
Educational Counselling	-.02	.112	-.008					

Table 2 showed that the coefficient of the model of educational counselling on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District is 0.40. The coefficient of determination of 0.40 is 0.16. This implied that educational counselling has 16% influence on the academic progress of slow learners. The model explains only 16% of the variation in educational counselling on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District which is considered low since this value is closer to zero.

Research Question 3: What is the influence of parental involvement and educational counselling on academic progress of slow learners based on gender in public senior secondary schools in Edo South Senatorial District?

The model of parental involvement and educational counselling on academic progress of slow learners based on gender in public senior secondary schools in Edo South Senatorial District was shown in Table 3

Table 3: Regression Coefficient of the Model of Parental Involvement and Educational Counselling on Academic Progress of Slow Learners based on Gender in Public Senior Secondary Schools in Edo South Senatorial District.

Model	Unstandardized Coefficients		Standardized Coefficients	Multiple r	R square	Adjusted r square	Coefficient of determination	Remark
	B	Std. Error	Beta					
(Constant)	35.92	4.02		.014	0.20	0.04	04%	Low
Parental Involvement and Educational Counselling	0.22	0.09	0.13					
Gender	0.52	0.49	0.05					

Table 3 showed that the coefficient of the model of parental involvement and educational counselling on academic progress of slow learners based on sex in public senior secondary schools in Edo South Senatorial District is 0.20. The coefficient of determination of 0.20 is 0.04. This implied that parental involvement and educational counselling based on sex has 04% influence on the academic progress of slow learners. The model explains only 04% of the variation in parental involvement and educational counselling on academic progress of slow learners based on sexin public senior secondary schools in Edo South Senatorial District which is considered low since this value is closer to zero.

Research Question 4: What is the influence of parental involvement and educational counselling on academic progress of slow learners based on parent level of education in public senior secondary schools in Edo South Senatorial District?

The model of parental involvement and educational counselling on academic progress of slow learners based on parent level of education in public senior secondary schools in Edo South Senatorial District was shown in Table 4

Table 4: Regression Coefficient of the Model of Parental Involvement and Educational Counselling on Academic Progress of Slow Learners based on Parent Level of Education in Public Senior Secondary Schools in Edo South Senatorial District.

Model	Unstandardized Coefficients		Standardized Coefficients	Multiple r	R square	Adjusted r square	Coefficient of determination	Remark
	B	Std. Error	Beta					
(Constant)	37.80	4.61						
Parental Involvement and Educational Counselling	0.22	0.09	0.13	0.13	0.28	0.07	07%	Low
Parents Level of Education	0.27	0.06	-0.24					

Table 4 showed that the coefficient of the model of parental involvement and educational counselling on academic progress of slow learners based on parents'level of education in public senior secondary schools in Edo South Senatorial District is 0.28. The coefficient of determination of 0.28 is 0.07. This implied that parental involvement and educational counselling based on parents'level of education has 07% influence on the academic progress of slow learners. The model explains only 07% of the variation in parental involvement and educational counselling on academic progress of slow learners based on parents' level of education in public senior secondary schools in Edo South Senatorial District which is considered low since this value is closer to zero.

Research Question 5: What is the influence of parent level of education and sex on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District?

The model of parent level of education and gender on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District was shown in Table 5

Table 5: Regression Coefficient of the Model of Parent Level of Education and Gender on Academic Progress of Slow Learners in Public Senior Secondary Schools in Edo South Senatorial District.

Model	Unstandardized Coefficients		Standardized Coefficients	Multiple r	R square	Adjusted r square	Coefficient of determination	Remark
	B	Std. Error	Beta					
(Constant)	40.41	2.63						
Parent Level of Education	0.27	0.06	-0.24	0.06	0.14	0.02	02%	Low
Sex	0.52	0.49	0.05					

Table 5 showed that the coefficient of the model of parent level of education and sex on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District is 0.14. The coefficient of determination of 0.14 is 0.02. This implied that parent level of education and sex has 02% influence on the academic progress of slow learners. The model explains only 02% of the variation in parent level of education and sex on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District which is considered low since this value is closer to zero.

Test of Hypotheses

The following four hypotheses were tested at 0.05 alpha level of significance as shown in Tables 6 – 10.

Hypothesis 1: Parental involvement has no significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.

Table 6: The model of parental involvement has no significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District State was shown in Table 6.

Variables	**Beta Coefficient**	**R^2**	**F**	**t-value**	**P-value**	**Decision**
Parental Involvement						
	34.21	0.01	5.37	13.29	0.00	Reject Ho
Academic Progress						

The data on Table 6 showed parental involvement has significant influence onacademic progress of slow learners in public senior secondary schools in Edo South Senatorial District State at 0.00. F (5.37 t – value = 13.29, B = 34.21, P-value = 0.00). Since the p-value or the significant level (0.00) is less than 0.05 alpha level of significance, the results implied that parental involvement has significant influence onacademic progress of slow learners. With these results, the hypothesis which says parental involvement has no significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District is rejected. This implied that Parental involvement has a significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.

Hypothesis 2: Educational counselling has no significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.

The summary of the significant levels of the regression analysis of the coefficient of educational counselling has no significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District is shown in Table 7.

Table 7: The Summary of the Significant Levels of the Regression Analysis of the Coefficients of Educational Counselling has no significant influence on Academic Progress of Slow Learners in Public Senior Secondary Schools in Edo South Senatorial District

Variables	Beta Coefficient	R^2	F	t-value	P-value	Decision
Educational Counselling						
	40.67	0.01	3.04	11.17	0.00	Reject Ho
Academic Progress						

The data on Table 7 showed educational counselling has significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District State at 0.00. F (3.04 t – value = 11.17, B = 40.67, P-value = 0.00). Since the p-value or the significant level (0.00) was less than 0.05 alpha level of significance, the results implied that educational counselling had significant influence on academic progress of slow learners. With these results, the hypothesis which says educational counselling has no significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District is rejected. This implied that educational counselling had a significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.

Hypothesis 3: Parental involvement and educational counselling have no significant influence on academic progress of slow learners based on sexof students in public senior secondary schools in Edo South Senatorial District

The summary of the significant levels of the regression analysis of the coefficient of parental involvement and educational counselling have no significant influence on academic progress of slow learners based on sex of students in public senior secondary schools in Edo South Senatorial District is shown in Table 8.

Table 8: The Summary of the Significant Levels of the Regression Analysis of the Coefficients of Parental Involvement and Educational Counselling have no significant influence on Academic Progress of Slow Learners based on sex of students in Public Senior Secondary Schools in Edo South Senatorial District

Variables	Beta Coefficient	R^2	F	t-value	P-value	Decision
PI/EC/Sex						
	36.75	0.02	2.40	8.92	0.00	Reject Ho
Academic Progress						

The data on Table 8 showed that parental involvement and educational counselling have significant influence on academic progress of slow learners based on sexof students in public senior secondary schools in Edo South Senatorial District State at 0.00. F (2.40, t – value = 8.92, B = 36.75, P-value = 0.00). Since the p-value or the significant level (0.00) is less than 0.05 alpha level of significance, the results implied that parental involvement and educational counselling have significant influence on academic progress of slow learners based on sex of students. With these results, the hypothesis which says parental involvement and educational counselling have no significant influence on academic progress of slow learners based on sexof students in public senior secondary schools in Edo South Senatorial District is rejected. This implied that parental involvement and

educational counselling have significant influence on academic progress of slow learners based on sexof students in public senior secondary schools in Edo South Senatorial District.

Hypothesis 4: Parental involvement and educational counselling have no significant influence on academic progress of slow learners based on the level of education in public senior secondary schools in Edo South Senatorial District.

The summary of the significant levels of the regression analysis of the coefficient of parental involvement and educational counselling have no significant influence on academic progress of slow learners based on the level of education in public senior secondary schools in Edo South Senatorial District is shown in Table 9.

Table 9: The Summary of the Significant Levels of the Regression Analysis of the Coefficients of the Model of Parental Involvement and Educational Counselling have no significant influence on Academic Progress of Slow Learners based on the Level of Education in Public Senior Secondary Schools in Edo South Senatorial District

Variables	Beta Coefficient	R^2	F	t-value	P-value	Decision
PI/EC/PE						
	37.80	0.28	2.09	8.20	0.00	Reject Ho
Academic Progress						

The data on Table 9 showed that parental involvement and educational counselling have significant influence on academic progress of slow learners based on parents' level of education in public senior secondary schools in Edo South Senatorial District State at 0.00. F (2.09, t – value = 8.20, B = 37.80, P-value = 0.00). Since the p-value or the significant level (0.00) is less than 0.05 alpha level of significance, the results implied that parental involvement and educational counselling have significant influence on academic progress

of slow learners based on parents' level of education. With these results, the hypothesis which says parental involvement and educational counselling have no significant influence on academic progress of slow learners based on parents' level of education in public senior secondary schools in Edo South Senatorial District is rejected. This implied that parental involvement and educational counselling have significant influence on academic progress of slow learners based on parents' level of education in public senior secondary schools in Edo South Senatorial District.

Hypothesis 5: Parents' level of education and sexof students have no significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.

The summary of the significant levels of the regression analysis of the coefficient of parents' level of education and sexof students have no significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District is shown in Table 10.

Table 10: The Summary of the Significant Levels of the Regression Analysis of the Coefficients of the Model of Parents' Level of Education and sex of students have no significant influence on Academic Progress of Slow Learners in Public Senior Secondary Schools in Edo South Senatorial District

Variables	Beta Coefficient	R^2	F	t-value	P-value	Decision
PE/Sex						
	40.41	0.01	0.70	15.36	0.00	Reject Ho
Academic Progress						

The data on Table 10 showed that parents level of education and sex of students have significant influence onacademic progress of slow learnersin public senior secondary

schools in Edo South Senatorial District State at 0.00. F = 0.70, t – value = 15.36, B = 40.41, P-value = 0.00). Since the p-value or the significant level (0.00) is less than 0.05 alpha level of significance, the results implied that parent level of education and sexof students havesignificant influence onacademic progress of slow learnersin public senior secondary schools in Edo South Senatorial District State. With these results, the hypothesis which says parents' level of education and sexof students haveno significant influence onacademic progress of slow learnersin public senior secondary schools in Edo South Senatorial District State in public senior secondary schools in Edo South Senatorial District is rejected. This implied that parents' level of education and sex of students have significant influence onacademic progress of slow learnersin public senior secondary schools in Edo South Senatorial District State in public senior secondary schools in Edo South Senatorial District.

Summary of Findings

Based on the data collected and analyzed, five findings were made.

1. Parental involvement has a significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.
2. Educational counselling has a significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.
3. Parental involvement and educational counselling have a significant influence on academic progress of slow learners based on sex of students in public senior secondary schools in Edo South Senatorial District.

4. Parental involvement and educational counselling have a significant influence on academic progress of slow learners based on parents' level of education in public senior secondary schools in Edo South Senatorial District.
5. Parent level of education and sex of students have a significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.

Discussion of Findings

The first finding of this study revealed that parental involvement has a significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District. The finding of this study is in agreement with that of Kwaji, Kwanye, Iliya and Ballah (2020) who found that Parental involvement was found important in determining good students' academic achievement. They observed that organizing parents' day in schools, calling a meeting twice in a year, creating more associations like School Base Management Committee were strategies for improving parental involvement. In the same vein, the finding is also in line with Donkor, Atta, Acheampong and Atta-Asiamah (2024) who found that majority of parents were not communicating vital information to school authorities or teachers from time to time, did not support student ICT learning in the schools; did not help their students with their home learning and failed to discuss their students' academic performances with teachers.

In this study, it was also found that educational counselling had a significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District. Educational counsellors offer individualised assistance, identifying students' unique strengths, weaknesses, and learning styles. They provide

targeted strategies to improve study habits, time management skills, and examination preparation techniques in order to maximised academic progress of slow learners. The finding of this study is not in line with the finding of Nwobodo and Nnadi (2019) who found that educational counselling had great influence on academic improvement of students study habits. More so, it was found to have influenced the ability of students to manage their time effectively in order to enhance their academic performance.

The third finding of this study showed that parental involvement and educational counselling had a significant influence on academic progress of slow learners based on gender in public senior secondary schools in Edo South Senatorial District. The finding of this study agrees with the finding of Umar, Yagana, Ali and Mohammed (2019) who found that there was no significant difference between gender and academic performance of students in Colleges of Education in Borno State, in favour of female students. In the same vein, the finding of this study is also in agreement with the finding of Suan, Bamigbala and Ojetunde (2022) who found that different factors were identified at different quantile levels to have a significant influence on students' CGPA. At the higher quantile level (75% and 95%), gender, number of siblings, mother's educational level, father's educational level, Unified Tertiary Matriculation Examination (UTME) score and how school fee was financed had significant effects on students' CGPA. At the lower quantile (5% and 25%), the number of siblings, mother's educational level, how school fee was raised, secondary school attended and UTME score had significant effects on students' CGPA.

The fourth finding of this study showed that parental involvement and educational counselling had a significant influence on academic progress of slow learners based on parent level of education in public senior secondary schools in Edo South Senatorial

District. Parent level of education may have influence on students' academic performance; however, for parents to positively reinforce their children to perform better, parents need to have the means and be aware of the need for education so that adequate support in terms of material, moral and financial can be given to their wards. The finding of this study agrees with the finding of Ogunshola (2020) who found that there was a significant relationship between parental level of education and students' academic performance in public senior secondary schools in Abuja Metropolis. On the other hand, the finding disagreed with the finding of Eknath (2020) who found that there was significant positive relationship between parents' income level and academic performance of students. This study also shows that there is a positive relationship between parents' education and academic performance of students'.

The final finding of this study showed that parent level of education and gender had a significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District. Parents' level of education and gender has been regarded as a good predictor of children's academic performance. Parents' educational background has a positive influence on students' academic performance. In educational counselling, male had no choice of counsellor while female develop more interest in counsellors. The finding of this study agrees with the finding of Bakar, Ibrahim and Ibrahim (2019) study revealed that students from parents with high educational qualification perform better than those from parents with lower educational qualification. The major factors in parental education and educational counselling include the parent level of education and gender was positively related to the student's academic progress of public senior secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study examined parental involvement and educational counselling as predictors of academic progress of slow learners in public senior secondary schools in Edo South Senatorial District. Specifically, the study examined the parental involvement, educational counseling, gender and parent level of education. Five research questions and five corresponding hypotheses guided the study as shown below.

1. What is the influence of parental involvement on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District?
2. What is the influence of educational counselling on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District?
3. What is the influence of parental involvement and educational counselling on academic progress of slow learners based on gender in public senior secondary schools in Edo South Senatorial District?
4. What is the influence of parental involvement and educational counselling on academic progress of slow learners based on parent level of education in public senior secondary schools in Edo South Senatorial District?
5. What is the influence of parent level of education and gender on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District?

The following null hypotheses were formulated and were tested at 0.05 level of significance.

1. Parental involvement has no significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.
2. Educational counselling has no significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.
3. Parental involvement and educational counselling have no significant influence on academic progress of slow learners based on gender in public senior secondary schools in Edo South Senatorial District.
4. Parental involvement and educational counselling have no significant influence on academic progress of slow learners based on parent level of education in public senior secondary schools in Edo South Senatorial District.
5. Parent level of education and gender has no significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.

The design for the study was a correlational survey. The population of the study comprised 3, 869 students (SS 1 – SS 2) from public senior secondary schools in Edo South Senatorial District which is made up of seven (7) Local Government Areas. The area of study has 226public secondary schools. Stratified random sampling technique was used while Taro Yamane was used to get the sample size of be three hundred and sixty-three (363) senior secondary school students drawn from the population of study in Edo South Senatorial District. The research instrument used was a structured questionnaire.

The data collected were analyzed using mean, standard deviation, correlation coefficient and percentage counts. The analysis of data obtained showed that:

1. Parental involvement had a significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.
2. Educational counselling had a significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.
3. Parental involvement and educational counselling had a significant influence on academic progress of slow learners based on gender in public senior secondary schools in Edo South Senatorial District.
4. Parental involvement and educational counselling had a significant influence on academic progress of slow learners based on the level of education in public senior secondary schools in Edo South Senatorial District.
5. Parent level of education and gender had a significant influence on academic progress of slow learners in public senior secondary schools in Edo South Senatorial District.

Contribution to Knowledge/Practice

Guidance and counselling service is an essential educational support service without which the aims of Education cannot fully be realized, it compliment the pedagogic processes. Guidance and counseling services, which provides students with information, skill and necessary services in the early school years, has been found to be effective in preventing problems from occurring later in school years.

School authorities should also enlighten parents through interactive forums on the importance of getting involved with their children's academic lives.

Implications for Counsellinmg and Academic Progress

From the findings, it could be deduced that non-availability of guidance services is usually the cause of apparent lack of students' discipline especially in public secondary schools in Nigeria. Also, educational counsellors, especially in the public secondary schools need to improve on their reach-out level as findings showed that even where guidance services are available it is at a low level.

Conclusion

Based on the findings of the study, the researcher concluded that parents should get involved in the academic progress of their children, it will drive them into active engagement in learning activities offered in their classroom in particular. The study concluded that parental involvement has a significant influence on academic progress of slow learners, educational counselling has a significant influence on academic progress of slow learners, parental involvement and educational counselling has a significant influence on academic progress of slow learners based on gender, and parental involvement and educational counselling has a significant influence on academic progress of slow learners based on the level of education in public senior secondary schools in Edo South Senatorial District.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Parents should be involved in school matters; for example, attending Parents Teachers Association (PTA) meetings, especially when receiving the report cards at the end of the term, monitoring students' academic performance and counselling sessions.
2. Counsellors should employ diverse approaches to enlist greater parental involvement in the academic programmes of schools.
3. School authorities should also enlighten parents through interactive class on the importance of getting involved with their children's academic lives.
4. It is further recommended that parents should make out quality time to show interest in their children's class works not just leaving the children at the sole mercy of the teachers and or nannies for tutorials.
5. Gender and students academic progress should center on creating equitable learning environments, dismantling learning stereotypes and adaptin teaching methods.
6. It is recommended that parents should endeavour to improve themselves academically since their level of education has a positive significant influence on students' academic progress.

Suggestions for Further Studies

Some researchers have investigated parental involvement and educational counselling as predictors of academic progress of slow learners in public senior secondary schools.

1. It is suggested that other study should examined parental involvement and educational counselling as it correlates academic progress of slow learners in public senior secondary schools in Oredo Local Government Area of Edo State.

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APPENDIX A

INTRODUCTORY LETTER

Department of Education

Faculty of Education

Benson Idahosa University

Benin City

Dear Respondent,

APPEAL FOR THE COMPLETION OF QUESTIONNAIRE

I am a Master Degree student in the above named department and institution. As part of the requirements for graduation, I am conducting a research on **"*Parental Involvement and Educational Counselling as Predictors of Academic Progress of Slow Learners in Public Senior Secondary Schools in Edo South Senatorial District*".** In this regard, you have been duly selected as part of the sample for the study. I also wish to assure you that your answers will be treated in strict confidence and used for the stated academic purpose only.

Researcher

APPENDIX B

PARENTAL INVOLVEMENT AND EDUCATIONAL COUNSELLING AS PREDICTORS OF ACADEMIC PROGRESS OF SLOW LEARNERS IN PUBLIC SENIOR SECONDARY SCHOOLSQUESTIONNAIRE (PIECCAPSLPSSSQ)

SECTION A: DEMOGRAPHIC

1. **Gender**:

   Male [ ]

   Female [ ]

2. **Level of Education**:

   Primary Education [ ]

   Secondary Education [ ]

   Tertiary Education [ ]

   None [ ]

3. **Father's Highest Level of Education**:

   Primary Education [ ]

   Secondary Education [ ]

   Tertiary Education [ ]

   None [ ]

   Others specify_____

SECTION B:

Instruction: Please tick [√] in the column items that best express your opinion using the following keys: Very High = VH, High = H, Moderate = M, Low = L, Very Low = VL

S/N	Rate of Extent of Parental Involvement in your Studies	VH 5	H 4	M 3	L 2	VL 1
1	Check school notebooks and assignment					
2	Ask about what was learned in school each day					
3	Assist with schoolwork when there are difficulties					
4	Help create a study schedule or routine for schoolwork					
5	Arrange for extra academic support (like coaching or lesson teachers)					
6	Set rules at home to ensure time for studies (e.g, limits on entertainment)					
7	Provide all the necessary books and learning materials for school					
8	Communicate with my teachers or the school about academic progress					
	Rate Educational Counselling in your School	**VH 5**	**H 4**	**M 3**	**L 2**	**VL 1**
9	Provide clear guidance on academic studies					
10	Develop effective study habits skills					
11	Help understand strengths and weakness in learning					
12	Assist in choosing appropriate subjects or courses based on interests and abilities					

13	Develop effective time management skills					
14	Help develop strategies to cope with personal or social problems affecting studies					
15	Help to set realistic academic goals and work towards them					
S/N	**Rate your academic progress**	**VH 5**	**H 4**	**M 3**	**L 2**	**VL 1**
16	Math tasks completion					
17	Language Arts completion					
18	Math tasks accuracy					
19	Language Arts accuracy					
20	Consistency of academic tasks					
21	Understanding of learning material					
22	Improvement on quality reading					
23	Improvement on quality speaking					
24	Retention of taught concepts					
25	Recall of taught concepts					

APPENDIX C

CALCULATION FOR RELIABILITY TEST

Scale: ALL VARIABLES

RELIABILITY OF PARENTAL INVOLVEMENT AND EDUCATIONAL COUNSELLING AS PREDICTORS OF ACADEMIC PROGRESS OF SLOW LEARNERS IN PUBLIC SENIOR SECONDARY SCHOOLS QUESTIONNAIRE

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded*	0	0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

	N of Items
.880	19

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
23.0000	32.316	5.68470	19

Intraclass Correlation Coefficient

\	Intraclass Correlation[a]	95% Confidence Interval		F Test with True Value 0			
		Lower	Upper				

		Bound	Bound	Value	df1	df2	Sig
Single Measures	.478[b]	.307	.684	8.336	19	133	.000
Average Measures	.880[c]	.780	.945	8.336	19	133	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. Type C intraclass correlation coefficient using a consistency definition-the between-measures variance is excluded from the denominator variance.
b. The estimator is the same, whether the interaction effect is present or not.
c. This estimate is computed assuming the interaction effect is absent, because it is not estimate otherwise