CHAPTER ONE

INTRODUCTION

Background to the Study

Academic activities are those exercises that are related to formal educational practices which are carried out by learners/students. They stir up the zeal for reading, writing, general research, private search for knowledge after class (seeking for information ahead of class lectures), for take home assignment, co-operation with fellow students during discussions, establishing special skills, and so on. Parents' involvement in academic activities begins with the creation of a structured learning environment at home. According to Hoover-Dempsey and Sandler (2017), parents who help establish daily schedules, provide a quiet space for studying, and limit distractions create favorable conditions for focused learning. These environmental supports are critical, especially in early childhood and primary education, where foundational literacy and numeracy skills are developed.

Academic activities encompass a wide range of learning-related experiences of which students engage in both inside and outside the classroom. These include homework, test preparation, reading, project completion, and the development of study routines. When parents actively participate in these academic activities, they serve as facilitators of learning and contributors to their children's academic self-efficacy.

Parents' involvement is widely recognized as a cornerstone of academic success and personal development for students (Barger, Kim & Kuncle, 2019). When parents actively participate in their children's education at the Senior Secondary School Level, it fosters a positive learning environment, leading to improved academic performance, enhanced behavioral development, and overall emotional well-being (Hardin-Bartley & Davis, 2014). The partnership

between parents and schools create a supportive ecosystem that empowers students to flourish in their educational journey.

Nigeria, despite the fact that provision has been made for Parents' involvement in education policy, its actualization may have remain minimal. Parents have very important roles to play in the education of their children because they act as the mediators between students and the school. Parents' involvement would consequently facilitate students' socialization; improve their attitude and behaviour towards those around them, within and outside their communities. Parents are the ones who can shape the behaviour of their children and make them to behave according to moral standards of the society. Therefore, the government and policy makers should recognize that parents are the first and important teachers; hence they need to participate actively in their children's academic performance. Parents can also make follow-ups with their children's subject teachers in order to identify areas where the children are facing challenges. This means that parents can go to the extent of contacting their teachers, thus building and strengthening the relationship between the learner and the teacher which indicates their commitment towards their children's learning.

Parents are said to be partners, clients, consumers and educational assistants as far as management of schools is concerned. Parents also shape the school's climate and culture through their involvement. To encourage further parental involvement, many schools implement programmes designed to involve parents in various aspects of school life ranging from classroom assistance to educational workshops. These initiatives promote a collaborative environment where educators and parents work together to support students' success.

School management refers to the process of planning, organizing, leading, and controlling the operations and resources of a school in order to create an environment conducive for effective teaching and learning. It encompasses a wide range of activities and responsibilities aimed at ensuring that the school functions efficiently, achieves its educational goals, and provides a high-quality education for its students. Management has been defined by Ololube (2024) as a set of activities directed towards efficient and effective utilization of resources in order to achieve organizational goals. Secondary school management in particular refers to the application of management theories and practices to educational institutions (Okumbe, 2018). Managerial functions include planning, organizing directing, controlling resources, staffing, coordinating reporting and budgeting. In this study, parents' involvement in school management will be evaluated in relation to financing and disciplining as the major managerial functions in which parents mainly involve themselves and which aspects may directly affect students' academic performance. It is widely recognized that if students are to maximize their potentials from schooling, they will need the full support of their parents.

Parents play a pivotal role in school management, contributing significantly to the learning environment and educational quality. Their involvement is multifaceted and can positively impact not only the school's functioning but also students' outcome and community relations (Epstein, 2020). The involvement of parents in education has been widely discussed for a long time. Parental involvement also involves volunteering and providing facilities (Clinton & Hattie, 2013). One of the most prominent ways parents influence school management is through participation at the Parent-Teacher Associations (PTAs) board. This platform provides parents with opportunities to express concerns, suggest improvement strategies, and be a part of extracurricular activities. Additionally, some schools include parents in their school councils, where they play an active role

in discussions about management and long-term strategic planning (Hoover-Dempsey, Oni & Bello 2022). Parents also contribute by mobilizing resources for the school. Fundraising efforts often led by parents provide much-needed financial support for projects like infrastructure upgrades, technology integration, and extracurricular programmes (Natriello, 2012). Parents' volunteers, frequently assist in school events, lowering operational costs and fostering a stronger sense of community engagement (Hornby & Lafaele, 2017).

Parents also influence the academic life of the school by providing feedback on the curriculum and advocating for changes that align with the community's needs. Parents monitor the academic progress of students and advocate for policies aimed at enhancing students' performance. Another area where parents significantly impact school management is through fostering school-community relations. Parents often act as intermediaries, building partnership between the school and local businesses, community organizations, and governmental bodies. These relationships can lead to additional resources, internships, or mentoring opportunities for students (Smith, 2016). Moreover, parents serve as advocates for the school within the community, supporting initiatives for government funding or infrastructure improvements.

Statement of the Problem

Parents play an important role in the management of educational institution and also in the academic achievement of their children in Senior Secondary School. The involvement of parents in school management and academic activities can be very effectual in building a strong foundation between parents and their children. It also strengthens parent-teacher relationship. However, the lack of concern which has been observed by the researcher as exhibited by some parents in the running and management of schools is worrisome. Some parents do not participate in school activities of their children while others may only have minimal level of involvement in their

children's academic progress. This is often traceable to either their busy work schedule or lack of concern towards their children's academic activities which may result in negative outcome in the academic development of their children. Parents, as a primary socializing agent, are direct predictors of learners' senses of self-efficacy, engagement and intrinsic motivation. Therefore, it is essential that they participate in school management process and academic development of their children. The involvement of parents in school activities could have a major effect on students' academic performance, attitudes and behaviour. Many parents are unaware of contemporary learning methods and ways they can be more associated with their child's education. Although most school administrators have implemented strategies to encourage and ensure parents involvement in school management, many parents are reluctant to become involved in their children's education especially at secondary level. Most parents tend to be more involved in their children's early education stage and gradually become less involved in their academic activities as they grow up. This may lead to poor academic performance, negative attitude and deviant behaviour among these students. Based on this observation, this study therefore, sought to find out the influence of parents' involvement in school management on the academic activities of Senior Secondary School Students in Delta Central Senatorial District of Delta State.

Purpose of the Study

The purpose of this study was to determine the influence of parents' involvement in school management on academic activities of the Senior Secondary School Students in Delta Central Senatorial District of Delta State. Specifically the study sought to investigate:

1. the extent of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State.

2. the extent to which parents' involvement relates to academic activities of students in secondary schools in Delta central senatorial District of Delta State?
3. the extent to which parents' involvement relates to study habits of students in secondary schools in Delta central senatorial District of Delta State?
4. the extent to which parents' involvement relates to extra-curricular activities of students in secondary schools in Delta central senatorial District of Delta State?

Research Questions

The following research questions were raised to guide the study:

1. What is the extent of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State.
2. To what extent does parents' involvement relate to academic activities of students in secondary schools in Delta central senatorial District of Delta State?
3. To what extent does parents' involvement relate to study habits of students in secondary schools in Delta central senatorial District of Delta State?
4. To what extent does parents' involvement relate to extra-curricular activities of students in secondary schools in Delta central senatorial District of Delta State?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 alpha level of significance;

1. The extent of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State is not significant
2. The relationship between parents' involvement in school management and students' academic activities in senior secondary schools in Delta central senatorial District of Delta State is not significant

3. The relationship between parents' involvement in school management and students' study habit in senior secondary schools in Delta central senatorial District of Delta State is not significant.
4. The relationship between parents' involvement in school management and students' extra – curricula activities in senior secondary schools in Delta central senatorial District of Delta State is not significant.

Significance of the Study

The findings of the study will be of benefit to students, teachers, curriculum planners, researchers, and the public.

This study will be beneficial to students as it highlights how parental involvement in school management can directly influence their academic success and overall development. By understanding this impact, students can gain more support and encouragement both at home from their parents and within the school environment from the teachers, leading to improved academic outcome.

The study will also be of immense benefit to teachers as teachers can gain insights into how collaboration with parents can enhance their teaching The study will also help teachers in developing strategies to foster stronger parent-teacher relationship, ultimately improving classroom dynamics and students' achievement.

Parents will benefit from this study as they would be able to understand the crucial role they play in the school management process and its effect on their children's academic performance. By understanding this task, parents can become more engaged and proactive in school activities, leading to better educational experiences for their children.

For school administrators, this study offers valuable information on how including parents in part of the financing and advocating for the school can lead to more effective school management and improved students' outcome. It can guide administrators in developing policies that promote greater parental involvement and collaboration.

Curriculum planners can use the findings of this study to design educational programmes and initiatives that foster parental involvement. by involving parents in school management the learning experiences of the students will be robust and accommodate every students irrespective of their differences.

To the general public, findings from this study would highlight the importance of community involvement in education, indicating how collective efforts of including parents can significantly impact the quality of education and students' performance, fostering a more supportive and effective educational system.

Scope of the Study

This study investigated the relationship between parents' involvement in school management and academic activities. Specifically, the study focused on the level of involvement of parents in school management in senior secondary schools in Delta Central Senatorial District of Delta State. It also investigated the relationship between parents' involvement and study habits and co-curricular activities of students. The geographical scope comprises all senior secondary schools in Delta Central Senatorial District of Delta State.

Definition of Terms

Academic Activities: This refers to various school activities focused on learning and acquiring knowledge within a formal educational setting. These activities often involved studying, teaching, reading and other pursuits that contribute to academic development.

Parents' Involvement: This is the participation of parents in school event or activities. It involves parents participation in the educational practices related to the development of their children.

School Management: This is the process of running the school along the desired educational policies. It takes into account all aspects of the school managerial activities and available resources, integrating them into a whole.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, the review of literature relating to the influence of parents' involvement in school management on academic activities of the senior secondary school students in Delta Central Senatorial District of Delta State was done. The chapter is further organized under the conceptual framework, theoretical framework, empirical review and summary of literature review.

Conceptual Framework

The conceptual framework of this study relates the connection between the independent variables; Parental Involvement and influence on the dependent variables which includes school management, academic activities, study habit and extra-curricular activities of students in senior secondary schools in Delta Central Senatorial District of Delta State.

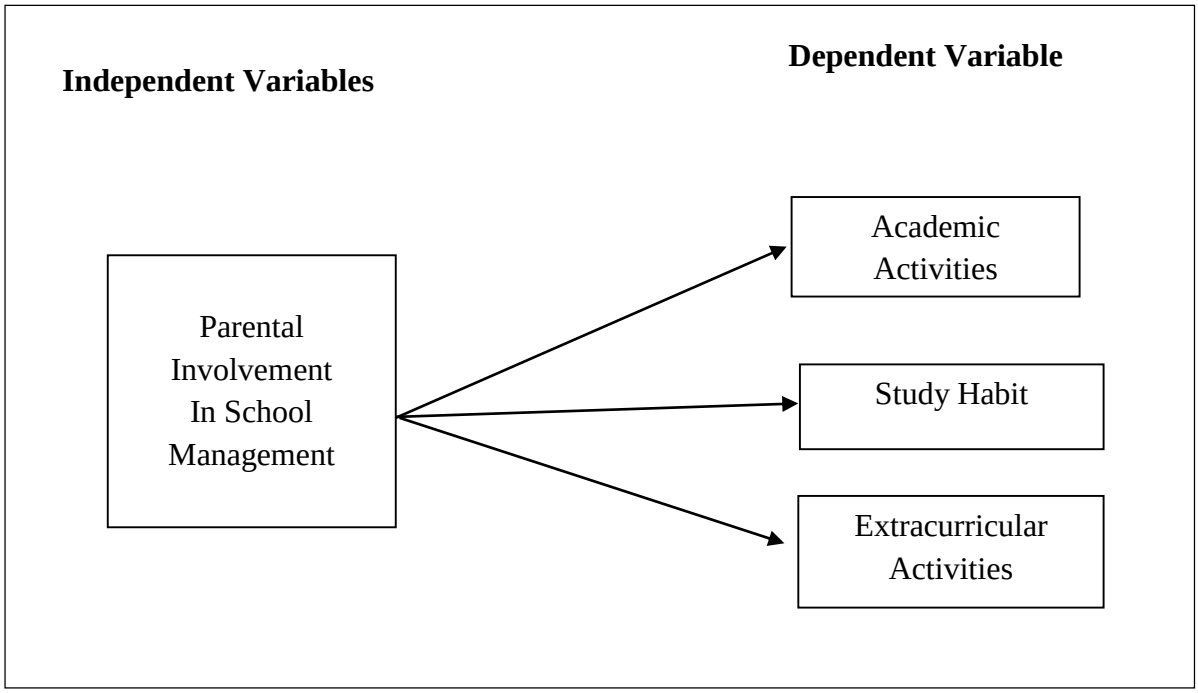


Figure 1: Conceptual Framework
Source: Researchers' Model, 2026.

Parents' Involvement, School Management and Academic Activities

Parents' involvement refers to the extent to which parents are engaged with their children's educational activities, including volunteering in schools and attending parent-teacher conferences (Ladd & Boyle, 2020). Parents' involvement is the extent to which parents are involved in their children's education, including activities such as volunteering, attending school events, and communicating with teachers." (Henderson & Berla, 2020). Parents' involvement is the degree to which parents are actively engaged in their child's education, including activities such as communicating with teachers, attending school events, and providing support at home (Sandler, 2020). Parents' involvement refers to the ways in which parents engage with their children's education, including formal and informal activities, such as attending parent-teacher conferences, volunteering in schools, and providing support at home.

According to (Goni & Bello 2022), parents' involvement refers to the amount of involvement a parent has when it comes to schooling and their children's life. Chaudhry, Hassan, Khaliq & Agha, 2020) define parental involvement as the activities occurring between a parent and a child or between a parent and teachers at school that may contribute to the child's educational outcome and development. (Fan & Williams 2022) describe parents' involvement as regular involvement of parents, a two-way process, and meaningful communication involving students' academic learning and other school activities including assisting their children's learning, being actively involved in their children's education at schools, serving as full partners in their children's education and being included, as appropriate in decision-making and on advisory committees to assist in the education of their children, among others. Maloi (2016) and Marschall (2022) mentioned recent beliefs about parents and families that schools should consider when involving themselves in the education to their children.

Parents' involvement can also be seen as all activities done by parents that are intentionally associated with learning (Bouffard & Weiss, 2018). According to Bert (2014) and Walker (2015), conventional definitions are restricted to school related activities, unlike sociologists who draw a distinction between the home-based activities like helping children do homework, discussing their experiences at school, and the school-based activities like communication with the school and participating in school-based activities. Academic performance is defined as the outcome of education, the extent to which a pupil or teacher or institution has achieved their education goals (Ferguson, 2020). It refers to the quality and quantity of knowledge, skills, techniques and positive attitude, behavior and philosophy that learners achieve or acquire.

Parental involvement in their children's overall development and education is crucial to the success of schools. When parents are included in school activities and their children's education, it enhances commitment and interests. Eze (2012) reveals that parents are the first teachers at home and potential in early literacy skills acquisition of their children for higher academic progress and positive attitude towards learning can be achieved if parents become more involved in their children's academic activities. More so, open and effective communication form the foundation of a strong parent-school relationship. Schools can employ various communication channels that include parents in school activities such as parent-teacher conferences, newsletters, school websites, and social media platforms, to keep parents well-informed about school events, academic progress, and upcoming activities. Inclusive policies and practices are essential in encouraging parental involvement in academic. Schools can actively involve parents in decision-making processes and offer opportunities for parents to participate in school committees, volunteering programmes, and parent-teacher associations. By empowering parents to have a say in shaping

their children's educational experience, schools can foster a sense of ownership and commitment to the overall school community.

Parents' involvement in their children's overall development and education is crucial to the success of schools (Urii & Bunijevac, 2017). Among the various strategies that might improve students' academic activities is encouraging parental engagement. This is because parents often have the most comprehensive understanding of their children's talents, weaknesses, background, and social and cultural context. Parents want their children to succeed in school and in life in general (McDowall & Schaughency, 2017). According to Keane (2017), Parents involvement improves the chances of children's success at school.

The term 'Management' is derived from the French word 'manage,' which means 'housekeeping. In common usage, the term 'management' refers to a specialised group of individuals whose responsibility it is to direct the efforts and activities of others toward achieving common goals. The term "management" is extremely inclusive. It extends well beyond organization and administration. Management is the process of bringing people together to achieve desired objectives. Management includes planning, organizing, allocating resources, leading or directing an organization, and exercising control over it. Management refers to the use of means and resources to achieve specific objectives. According to McFarland, (2019)"management is the art of getting things accomplished through and with a formally organised group of people." School is seen as a home of educational activities, a social hub, and a miniature version of the state. Therefore, school management is the administration of a school's affairs. Management of a school entails implementing the desired educational policies. It considers all aspects of the school and incorporates them into a cohesive whole. Good school administration inspires the greatest efforts from teachers and students. (Gareth, 2021).

School management means running the school along the desired educational policies. It takes into account all aspects of the school (policies, material and human resources, programmes, activities, equipment, to mention a few. Parents' involvement is important at every grade level, it is critical at the secondary school stage because parents of young adolescents have a tendency to become less actively involved in their children's life or school when they reach the upper secondary stage in their education (Simango, 2018). Parental involvement in school management is believed to be an important strategy in the advancement of the quality of education

Academic activities are at the heart of every educational process, serving as essential tools for intellectual development, skill acquisition, and personal growth. These activities are structured and purposeful, encompassing a broad range of engagements such as classroom instruction, reading, assignments, assessments, independent study, and research projects. They form the core framework through which educational objectives are achieved and students are guided toward academic excellence and lifelong learning. The term "academic activities" refers to all school-related engagements that directly contribute to the acquisition of knowledge and cognitive skills. These activities can be classified into curricular and co-curricular forms. Curricular academic activities include classroom teaching, homework, examinations, and textbook-based learning that align directly with the school syllabus. Co-curricular academic activities, although not always graded, are educationally significant and complement the curriculum through tasks such as debates, academic competitions, and science fairs. Trow (2017) emphasized that these academic undertakings define the essence of formal education, distinguishing it from other forms of learning.

Classroom instruction remains the foundational academic activity in most educational systems. Within the classroom, students engage with subject matter under the guidance of teachers through lectures, discussions, and demonstrations. Vygotsky (1978) suggested that such social

interactions in academic settings are critical to cognitive development, as they allow students to construct understanding with the aid of more knowledgeable individuals. In this interactive environment, students not only absorb content but also develop reasoning, questioning, and interpretative skills. Homework and assignments extend learning beyond the classroom, providing students with opportunities to reinforce and apply what they have learned. Cooper, Robinson, and Patall (2006) found that well-designed homework correlates positively with academic achievement, especially among older students. These tasks teach responsibility, time management, and independent learning, which are vital for academic success.

Reading and independent study are equally important academic activities. Engaging in reading improves vocabulary, comprehension, and analytical thinking, all of which are foundational skills across all subjects. Guthrie and Wigfield (2000) argued that students who are engaged in reading activities are more likely to perform well academically. Furthermore, independent study cultivates self-discipline, curiosity, and a sense of ownership over one's education. Assessment, in the form of quizzes, tests, and examinations, is an integral part of academic life. These tools are used not only to evaluate what students have learned but also to inform future instruction. According to Black and Wiliam (1998), effective assessment practices guide both teachers and learners in identifying areas for improvement, thus enhancing overall learning outcomes. In addition to these, academic research and inquiry-based projects play an important role in developing higher-order thinking. Tasks such as scientific experiments, analytical essays, and data interpretation exercises foster a sense of inquiry and encourage students to go beyond rote memorisation. Bransford, Philip, and Cocking (2000) highlighted the importance of such inquiry-based learning in promoting deep, meaningful understanding of content and in nurturing problem-solving abilities.

Extra-curricular academic activities such as debates, essay competitions, spelling bees, and science exhibitions are also valuable in shaping students' academic growth. Eccles and Barber (2019) found that involvement in academic extracurricular is associated with improved academic motivation, confidence, and social competence. These activities challenge students intellectually while enhancing their communication and presentation skills.The significance of academic activities extends beyond content mastery. They are crucial for developing a range of cognitive, social, and emotional competencies. According to Jean Piaget (1952), children progress through stages of cognitive development through their interactions with their environment, and structured academic tasks provide the scaffolding necessary for this progression. In engaging with academic content, students learn how to think critically, solve problems, and make informed decisions.

Parents' involvement in School Management

It is generally believed that the parents do play an important role in the education of their children and there is now an extensive research literature indicating that parents' involvement is advantageous for children of all ages; Kendra Cherry (2022). The most promising ways to increase students' achievement is to involve their families. Family participation in education was twice as predictive of academic learning as family socioeconomic status. Establishing partnerships with families has many benefits for schools and families, Epstein (2020) said, the main reason to create such partnerships is to help all youngsters succeed in school and in later life. When parents participate in their children's schooling, students may experience more academic and social success. Epstein (2020) suggested that parents who are informed and involved in their children's school can positively impact their child's attitude and performance. Drawing a causal link between parent involvement and student achievement is challenging; much of the research on parents' involvement and student performance is therefore correlational. Although, the impact of parents'

involvement is dependent on a number of contextual variables, there are many advantages attributed to parents' involvement.

Parents can be included in decision making of school which involves parents in governance, decision-making, and advocacy roles. This is yet another strategy for fortifying links between schools and parents. As parents' involvement in decision-making, when it is comprehensive program involving parents in learning support activities as well, is associated with improved student outcomes. Parents and community involvement in decision-making may also help make schools more accountable to the community. Majid Vahedi (2010) posited that parents' involvement in school decision-making may be strengthened by including parents in school site councils, parent-teacher associations, and other committees. Outcomes from activities include the benefits of policies that are enacted on behalf of students, students are also likely to become aware of family representation in school decisions, parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families and teachers will likely become increasingly aware of the role of parents‟ perspectives in policy development (Epstein 2020). Ololube (2024) showed that there is need to offer opportunities to parents in order to participate in decision making processes that focus on the achievement of school objectives. Parents need to participate in matters pertaining to strategic planning, policies, budgeting and cyclical evaluation programs. Fan and Williams (2021) observed that no administrator can effectively perform all administrative functions alone. School administrators have always called upon parents to motivate students‟ academic endeavors. Parents should also offer career guidance especially the choice of subject combinations and directing students in their home works. However, parents‟ confidence in their own intellectual abilities is the most salient predictor of their involvement in children's schooling. Parents need to be guided

on the knowledge and skills of secondary school management. In Nigeria, a lot of studies have been conducted by various researchers on the relationship between educational resources and students‟ academic performance. N.P Ololube et al. (2020) concluded that teacher's qualification and adequate facilities were determinants of assessing academic performance of students in secondary schools. Hence the availability or nonavailability of facilities in schools affects the academic performance of students. Ololube et al. (2020) believed that teaching materials facilitate teaching and learning activities, which result in effective teaching and improved academic performance. Facilities below approved standard could also lead to reduction in quality of teaching and learning in schools resulting to poor students‟ academic performance.

Parents could also participate in school financing, involvement in financing not only focuses on school fees but may also include students' personal requirements that enable them acquire education easily. These may include clothing, sanitary pads for girls, note books and proper medication when they fall sick both at home and at school. Even if teachers are very good, such requirements have to be in place in order to help the student study well, yet they all require money. Babirye (2022) observed that there are parents who don't value educating their children, they may show negative attitudes toward education or those who don't have clear perceptions of their roles will let their children miss classes if they don't provide student requirements hence lagging behind in academic performance. Alternatively, such parents may be of low economic status hence affecting their children in the same way. Parents have for long been noted for their key role in financing schools right from the colonial era especially after the first world war had affected donations for missionaries to run schools (Sekamwa, 2017). Thus, impoverished families are less likely to be involved in schooling than wealthier families, and schools in impoverished communities are less likely to promote parental involvement in school management. This

conforms to Mugenda and Mugenda's (2021) argument that there are families who have the right intentions but are powerless especially those from rural backgrounds or those with little in the way of education. However, being wealthy may be one thing and financing schools or providing scholastic materials to students may be another.

Parents' involvement and Academic Activities

Parents' involvement in academic activities begins with the creation of a structured learning environment at home. According to Hoover-Dempsey and Sandler (1997), parents who help establish daily schedules, provide a quiet space for studying, and limit distractions create favorable conditions for focused learning. These environmental supports are critical, especially in early childhood and primary education, where foundational literacy and numeracy skills are developed. Furthermore, Fan and Chen (2021) found in their study that among different forms of parental involvement, academic supervision and parental expectations were the strongest predictors of students' academic achievement. This implies that when parents consistently monitor homework, discuss academic progress, and express the importance of education, students tend to perform better academically. Beyond monitoring, effective involvement includes collaborative problem-solving with children. When parents assist their children in understanding difficult concepts rather than simply providing answers, they promote higher-order thinking skills.

Gonzalez-DeHass, Williams, and Doan Holbein (2005) argue that this form of involvement increases student motivation, particularly when children perceive their parents' engagement as supportive rather than controlling. Schools that engage parents in curriculum-related activities such as family reading nights, academic workshops, and classroom volunteering extend the influence of parental involvement beyond the home. Epstein (2020) emphasized that structured home-school partnerships where parents are treated as educational allies lead to greater

consistency in educational expectations and support systems. A particularly impactful aspect of academic involvement is reading. Senechal and LeFevre (2002) found that informal home literacy activities such as shared storybook reading are strongly associated with early language development and reading comprehension. When parents model reading behaviours and encourage regular reading for pleasure, children are more likely to develop strong literacy habits that contribute to success in all academic subjects. The involvement of parents in academic work has been linked to improved academic performance. Wang and Holcombe (2010) showed that students who are consistently engaged in academic tasks tend to earn better grades and demonstrate stronger academic commitment. Furthermore, academic activities promote vital life skills. Students develop self-regulation, persistence, and the ability to work under pressure all of which are valuable beyond the classroom. Zimmerman (2002) emphasized that self-regulated learning, which is cultivated through consistent academic engagement, is a key determinant of long-term academic success. These activities also prepare students for the demands of higher education and the workforce. Through exposure to research writing, analytical reasoning, and structured problem-solving, learners acquire transferable skills that are relevant in a variety of professional contexts (Conley, 2007).

Parents' involvement in academic engagements contributes to emotional and social development. When parents spend more time in academic activities with their children, they could easily participate in group projects or classroom discussions, they could also learn to collaborate, listen to others, and express their ideas respectfully. Activities that involve reflective writing or ethical debates also promote emotional intelligence and moral reasoning. Schonert-Reichl and Hymel (2007) noted that these experiences help students navigate social relationships and understand the perspectives of others, thereby contributing to well-rounded character

development. Despite the necessities of the contributions of parent to their children's academic activities, educators and institutions play a crucial role in the successful implementation of academic activities. Teachers must design activities that are both challenging and supportive, taking into account the diverse learning needs of students. Schools that foster inclusive, engaging, and intellectually stimulating environments are more likely to see high levels of student motivation and academic achievement. As Hammond (2015) argue, innovative instructional practices such as project-based learning and formative assessments can transform the educational experience and produce deeper learning outcomes. They shape students into critical thinkers, responsible learners, and socially competent individuals. Whether through classroom learning, homework, reading, assessments, or research, academic activities equip students with the tools they need to thrive in school and beyond.

Parents' Involvement and Reading Habit

One of the most fundamental skills a student needs to learn to succeed in life is reading. Reading is vital not just academically but in everyday life. Reading according to Egong (2014), is an intellectual activity undertaken in literate society for obtaining information, acquiring and expanding knowledge. Reading is an important activity in the life of an individual because it motivates the individual interest towards the achievement of more knowledge. It also affords the individual the pleasure of sharing from the experiences of others communicated through printed and non-printed resources. It is also a process by which printed words are assimilated, interpreted and transmitted into spoken words to understand the meaning and apply it on a daily basis (Egong, 2014). According to the Interpretation Reading Association (2015), reading is a complete system of deriving meaning from print and non-print that requires the development and maintenance of a motivation to read; the development of appropriate active strategies to contrast meaning from

prints; sufficient background information and vocabulary to foster reading comprehension; the ability to decode unfamiliar words and the ability to read fluently.

Reading is an essential tool in learning. It is a royal road to acquire knowledge, and the bedrock of education. It creates good access to information for individual advancement as well as corporate educational development. Information is indispensable, and, according to Yusuf (2017), it bridges the gap between knowledge and ignorance. Reading is the identification of the symbols and the association of appropriate meaning with them. Reading is an essential way of learning and achieving any global academic breakthrough. Readers are leaders. One of the major avenues for acquiring information is reading. Tella and Akande (2007) assert that the ability to read is at the heart of self-education and lifelong learning and that it is an art capable of transforming life and society. Reading is the foundation upon which other academic skills are built. The study habit is irreplaceable weapon for everyone in order to mentally grow and fulfill his or her potentials. Study habit becomes an inbuilt tutor that everyone caries everywhere throughout his life.

Reading provides the key to all kinds of information. It enables one to learn how to build or fix things, to enjoy stories, to discover what other people believe and to develop ideas and beliefs of one's own. An individual who cannot read efficiently has failed to acquire the skills that will enable him or her to become a literate person in the society. It is a skill that one cannot do without in this modern world of technology. Potter (2011) opined that reading fires children's imagination and encourages quick learning as well as widens their views, expands their horizons and helps readers learn about present times. He further stresses that reading encourages imaginations, curiosity and the ability to handle complex ideas. A child that forms the habit of reading is always different from his peer group at school because he becomes more knowledgeable than them and understands better than his colleagues what they are being taught in the class. A

student's ability to further his education after Senior Secondary School depends on the extent of interest he has developed in reading over the years. Yusuf (2017) observes that reading is critical for children's success in and outside school. In the views of Ogbonna (2014), reading literally refers to the ability to recognize and understand characters or speak words that may be printed or written on paper and other formats of recording human knowledge. It is the ability to obtain meaning from printed words.

Study habits on the other hand can be defined as the persistence act of reading. From this definition of study habits we can deduce that study is a complex activity that requires good mastery and personal interest for sound effectiveness, consequently most students loose interest and concentration thereby leading to poor study habits among students thus affecting their academic performance. Study habit is a pattern in which an individual organizes his reading culture in a worthwhile literacy. Study habits enable students to have effective study skills, knowledge of different information resources, and effective retention capacity. As posited by Orakpor (2017), it is the hallmark of success, not just in the academic environments but a means to lifelong learning. According to Orakpor, (2017), nurturing good study habits proves to be helpful in ensuring the child's future not only in terms of academic performance but also in terms of individual accomplishment. The activity of reading is deemed as a habit when it is undeviatingly and methodically implemented by an individual. In simplest terms, reading practice is often measured with respect to the number of materials being read, the repetition of reading activity as well as the adequate time spent on reading activity. Good study habits are an essential tool that aid intellectual and academic performances in individuals good study habit in students is very necessary and highly essential, because one of the most important factors of education is the ability to read, understand and critically comprehend the text (Yusuf, 2017). However, to be able to inculcate

study habit, students must develop the habit of reading on daily basis. Aliyu and Bilikisu (2012) are of the view that study habits should be developed from early childhood and sustain through the whole life. Study habits are well-planned activities and deliberate pattern of study which have attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. The importance of reading cannot be overemphasized, because no learning activity or situation can take place without reading. Although there are many reasons why people read, but observations and researches have shown that there is a low study habit among students in the recent times, especially in developing countries, because reading is not considered as a relevant leisure activity as it does not form part of children's social interaction.

Parents' involvement in Co-curricular Activities

Co-curricular activities can be defined as all activities outside school class time carried out in a structured atmosphere where some adults, for instance a teacher, coach, instructor or a parent, is present (Luthar, Shoum, & Brown 2016). For example, in the Russian education system, extracurricular activities comprise the out of school curricular activities that are not obligatory for adolescents. They include different content that cannot be taught during the school hours, and the educational process might take place before or after school. The activities can be provided by schools and public or private specialized organizations. It is also important that these activities are not regulated by official standards and do not require mandatory certification of participants except long-term programs of art and sports schools. In defining extracurricular activities, researchers consistently differentiate between structured and unstructured extracurricular activities (Mojisola Morenike Oluwasanu, Oladimeji Oladepo & Segun Emmanuel Ibitoye, 2021). Extracurricular activity programs can include programs run by community centers (e.g., Boys/Girls Club, YMCA),

religious groups, park and recreation departments, and private businesses (e.g., karate school, music school).

Mahoney et. al. (2023) provided a comprehensive definition of extracurricular activities. The author broadly defines extracurricular activities according to three criteria. First, participation is optional in that it is not a required part of the school curriculum. The author suggested that because participation is voluntary, the child is "intrinsically interested in the activity." This may often be the case, but it is also not uncommon for parents to require their child to participate in an activity. In that situation, the child may not actually prefer the activity, but participates out of obedience to the parents. Thus, this aspect of the definition may be unrealistically narrow. The second part of the definition suggests that the activity is "structured," led by an adult or multiple adults, and is held at a regular time and appropriate location. Third, the activity "requires effort" and may be "challenging."

Parental involvement in extra-curricular activities includes a set of standard strategies and practices (i.e., specific behavioral patterns and actions) that parents use in the education of their children. Unlike school education, participation of students in extracurricular activities is a voluntary, proactive choice that is significantly influenced by the socio-economic background of the family (Lareau & Weininger 2018; Sjödin & Roman, 2018). Most studies of parental support for adolescents' extracurricular activities are related to financial resources, time, and care. The family structure and the education of mothers are also considered as important factors. Many studies have considered financial resources as a factor affecting students access to extracurricular activities by their parents. Family structure and parental attitudes toward extracurricular activities have shown a close relationship with the amount of money they were willing to spend on adolescents' participation in these activities. For example, it has been shown that adolescents from

two-parent families are more likely to participate in extracurricular activities, compared to adolescents from single-parent families, which can be explained by the lower income level of single-parent families (Ashbourne & Andres, 2015). Different directions of extracurricular activities require different levels of financial investment on the part of parents: the most expensive are sports activities for adolescents, since they require the purchase of expensive equipment and have transport and other costs associated with the frequent participation of adolescents in sports competitions (Peter Ajayi & Fatai Y. Olarewaju 2021). A number of studies have also shown that the educational inequality of families in terms of access to extracurricular activities increases significantly during the summer holidays (Entwisle, & Olson, 2021, 2017).

Families with low Socioeconomic Status (SES) have significantly fewer opportunities to provide adolescents with access to quality educational services and activities in the summer: travel opportunities, participation in educational camps and summer schools, especially outside the region of residence. Since participation in extracurricular activities may be linked to academic performance in children, it is possible that participating in extracurricular activities might serve as a protective factor for children in the absence of parent involvement. In other words, in the circumstances where parents are not involved (or minimally involved), participation in extracurricular activities may buffer the academic performance of those children. Parents involvement, participation in extracurricular activities, and academic performance were examined in a large sample of third grade children in order to determine if extracurricular activities alter the effect of parents involvement on academic performance. The involvement of parents was examined in two areas. home-based involvement and school-based involvement. The degree of parents' involvement was measured by parent- and teacher-report questionnaires that assess parents' involvement at home and at school.

Active parental support in extracurricular pursuits often begins with encouragement and exposure. Fredricks and Eccles (2014) noted that children are more likely to participate in extracurricular activities when their parents view such engagements as valuable and provide emotional and logistical support. This includes enrolling children in programs, purchasing necessary materials, attending events, and celebrating achievements. The presence of parents at sporting events, music recitals, or drama productions reinforces the child's sense of competence and value. According to Eccles and Harold (2023), parental involvement in extracurricular settings contributes to the internalization of positive values such as responsibility, teamwork, and commitment. It also strengthens the parent-child bond, as shared interests and support moments deepen mutual understanding and communication. Moreover, Mahoney, Cairns, and Farmer (2023) found that sustained extracurricular involvement, when supported by parents, is linked to higher educational aspirations and improved academic outcomes. This suggests a reciprocal relationship where success in extracurricular domains reinforces academic confidence and vice versa. For instance, a child who excels in a debate club may demonstrate improved classroom performance in language arts due to enhanced public speaking and critical thinking skills.

Parents also play a key role in helping children balance academic responsibilities and extracurricular commitments. When parents help children set priorities, manage time, and reflect on their experiences, they equip them with skills that extend into adulthood. Gonzalez-DeHass et al. (2005) emphasized that these executive functioning skills are cultivated more effectively when parents are actively involved and model self-regulation. In some cases, parental involvement in extracurricular activities includes direct participation, such as coaching a team, volunteering as a club coordinator, or organizing events. These roles further reinforce the community aspect of education, allowing children to see their parents as active contributors to their broader learning

ecosystem. Diverse extracurricular activities offer unique developmental benefits. Participation in sports may promote discipline and teamwork; involvement in music and arts can foster creativity and emotional expression; and engagement in service-learning or student government can develop leadership and civic responsibility. Parental encouragement and involvement across these varied contexts help children explore their interests and develop a well-rounded identity.

Theoretical Framework

Socio-Cultural Theory (Vygotsky, 1978)

The theoretical framework of the study is based on the Lev Vygotsky's (1978) Socio-Cultural Theory**.** Lev Vygotsky's socio-cultural theory, first introduced in the early 20th century and later formalized in his 1978 work Mind in Society, remains one of the most influential frameworks in educational psychology. Vygotsky argued that learning and cognitive development are deeply rooted in social interactions and cultural contexts. His theory emphasizes that children develop intellectually through guided participation with more knowledgeable individuals, such as teachers, peers, or parents, and that this learning process is mediated by cultural tools, including language, symbols, and, in contemporary times, digital technologies. With the rise of digital media, Vygotsky's ideas have become even more relevant, particularly in the context of parent's involvement in academic activities of their children. Vygotsky's socio-cultural theory is grounded in the idea that human cognition is shaped by social and cultural influences rather than being an isolated, individual process. Unlike Piaget, who viewed cognitive development as a series of independent, self-driven stages, Vygotsky argued that learning is an inherently social process. He proposed that intellectual growth occurs through interactions with more knowledgeable individuals and through engagement with cultural artifacts that help shape thought processes. The socio-cultural theory provides a strong foundation for understanding parental involvement in

school activities, as it highlights how children learn through guided participation and collaboration with more knowledgeable individuals, including parents, teachers, and peers. Socio-cultural theory posits that learning is deeply embedded in cultural practices. Parents from different cultural backgrounds engage with their children's education in varied ways, reflecting their values, beliefs, and expectations regarding schooling. In societies where education is highly valued, parents are more likely to actively participate in school-related activities, reinforcing the cultural importance of learning. Conversely, cultural barriers or differing educational philosophies may influence the extent of parental involvement. Vygotsky introduced the concept of the Zone of Proximal Development, which describes the range of tasks a child can perform with guidance but not independently. Parental involvement in school activities, such as helping with homework, attending parent-teacher meetings, and engaging in school events, serves as a form of scaffolding. By providing support, parents help children bridge the gap between their current abilities and potential learning outcomes.

Application of theory to the Study

The theory is relevant to this study as the Socio-cultural theory asserts that children learn through social interactions with more knowledgeable others (L. Vygotsky, 1978). Schools act as social institutions where children interact with teachers, peers, and parents. When parents are involved in school activities such as volunteering, attending workshops, or engaging in parent-teacher associations they reinforce the significance of education and create a collaborative learning environment that benefits the child's development (Epstein, 2011). This interaction helps children internalize learning and develop problem-solving skills within a supportive social framework (Rogoff, 2003).

Empirical review

Parental involvement and School Management

Haastrup T. (2024) conducted a study on 'Level of Parents' involvement in school management for effective academic performance of students in public senior secondary schools in Rivers State. The study investigated parents' participation in school management for effective academic performance of students in public secondary schools in Rivers State. Three research questions and three hypotheses guided the study. A descriptive research design was used for this study. The population of the study was 6,893 teachers in the 302 public secondary schools in the 23 Local Government Areas of Rivers State. The stratified sample technique was used and the sample of the study comprised 1,200 teachers (respondents) in 60 public senior secondary schools in Rivers State. The stratified random sampling technique was used for the study. The questionnaire instrument titled "Parents' Participation in School Management for Effective Academic Performance of Students in Secondary Schools Questionnaire" (PPSMEAPSSSQ) was used for the study. The instrument was tested for internal consistency using Cronbach Alpha statistics and the coefficients index value obtained was .870 and therefore the reliability of the instrument was established. Data gathered from the study were collated and statistically analyzed. The statistical tool used for answering the research questions were Mean, Standard Deviation statistics, while t-test inferential tool was used to test the formulated null hypotheses at 0.05 Alpha level of significance. The finding of the study showed that parents involvement in school management help to acquire and maintain school infrastructures for students. The study also revealed that parent's involvement in school management is indispensable for effective school administration. Based on the findings of the study, it was recommended that principals should

always involve parents in decision-making processes to enable them to contribute to goal-setting and general wellbeing of the school.

Sakamoto (2021) conducted a study on the association between parent participation in school management and student achievement in Eight Countries and Economies. The study was conducted using public school student data derived from the Programme for International Student Assessment 2015, this study examined how participation of a student's own parents in school management would influence school decisions and thus affect the learning environment at school. The study was conducted in 9 countries digitally. The study used data on public school students derived from the PISA 2015 round surveys. The Organisation for Economic Co-operation and Development (OECD) has administered PISA, an international survey assessing the competencies of nationally representative 15-year-old students, every three years since 2000. In addition to tests in mathematics, science, and reading, a questionnaire survey was provided to students and their schools. The population of the study was made up of 31,569 public school students in Croatia, Georgia, Portugal, the Dominican Republic, Mexico, Korea, Hong Kong, and Macao. The data obtained in the study was analysed using regression models. The finding from the study showed that the participation of a student's parents is not significantly associated with student achievement at the 5% significance level in the majority of countries and economies except for Croatia, the Dominican Republic, and Mexico. However, the results of this study indicate that parent participation in school management might not necessarily be a promising strategy for improving the quality of education and educational outcomes.

Kimaro and Machumu (2025) carried out a study on the Impacts of parental involvement in school activities and academic achievement of primary school children. The study explores the extent of parental involvement in school activities and its relationship with schooling process

among primary school children. Parents' involvement questionnaire and children academic questionnaire with two rating scales each were administered to 288 children and 125 teachers from six primary schools. Data were generated by using informants' questionnaires, school records and interviews. The study employed rating scales, interview schedules, and official school records. Four rating scales were used in the study. Two scales for pupils, and the other two for the teachers, in the sense that they may comprise the basic patterns of family-school-community partnership articulated by Epstein (1986 & 2001). Students and teachers' questionnaire items were rated on the four-point Likert type scale ranging from "Strongly Agree (4) to Strongly Disagree (1)". Data obtained through rating scales which were coded and total scores by major sections or items representing cluster was computed. Frequencies, descriptive statistics, t-test for independent samples, Pearson's Product Moment Coefficient Correlations were analyzed through Statistical Package for the Social Sciences. The Pearson's Product Moment Coefficient Correlation (r) was used to analyse the data. The finding of the study showed that there was a positive significant relationship between parents' involvement in school activities and children's academic standing ($r = .766$, $p < .01$) and the provision of key school items related to schooling outcomes ($r = .733$, $p < .01$) respectively. Parents-teacher conferences and parent-teacher face-to-face contacts were perceived to be desirable modes of communications that impacts children's school academic achievement

Tumwehe (2024) conducted a study on the Impacts of Parents' Involvement on School Management and Pupils' Retention in Primary Schools of Rwamucucu Subcounty, Rukiga District, Uganda. The study established the impact of parents' involvement on school management and pupils' retention in Rwamucucu Subcounty, Rukiga district, Uganda. A case study research design adopting quantitative and qualitative approaches was used. Data from a sample of 504 respondents was obtained using questionnaires and interview guides which were analyzed

descriptively and inferentially. The results of the study showed that parental involvement in school management like involvement in the planning process and participation in meetings such as SMC and PTA had a positive influence on pupils retention in Rwamucucu Sub-County, Rukiga District (r= 0.512, Sig=0.01), Parents' involvement in their children's education activities had a positive relationship on the academic performance of their children (r=0.477**, Sig=0.01) which means that the more the parents involvement the better the academic performance of their children. The study concluded that parental involvement in school management also affects pupils' retention rate and parental involvement in the children education activities positively affects the pupil's academic performance. The study recommended that school administrations should involve parents and all the stakeholders in the planning process including engaging them in all the meetings and that parents and guardians should give concern to their children's academics and should participate in all the school activities so as to raise the academic performance of their children.

Yusuf and Hassan (2023) carried out a study titled 'Parental Involvement in the Secondary School Administration: Teacher Perspective'. The study investigated parental participation in the administration of Osun State secondary schools. Descriptive survey research design was used for this study; the target population for the study comprised 601 public secondary schools in Osun State. The sample for this study consisted of 36 teachers using simple random sampling technique. A self-designed questionnaire was used as research instrument for the study titled 'Assessment of Parental Involvement in Secondary School Administration Questionnaire' (APISSAQ). The APISSAQ was administered on teachers of the selected schools to elicit information. The data collected were analyzed using percentage scores to answer research questions. The findings indicated that Parents in Osun State secondary schools demonstrated their involvement in area of school administration (75%), school decision making (63.9%), school project (66.6%), school

development programmes (80.6%), and provision of school materials (75%). The study also indicated that level of parental involvement across the school types in Osun State secondary school is moderate (41.7%). Equally, the study showed that parents were facing financial challenges (69.5%), communication challenge (52.8%), community relation challenges (63.9%) and challenges of infrastructural provision (52.7%). The study concluded that there was significant impact of parental involvement on the administration of Osun State secondary schools.

Parents' involvement and Academic Activities

Niyotwiringira and Sikubwabo (2022) carried out a study on 'Parental Involvement and Learner's Academic Performance in Nine Years Basic Education: Case of Mukamira and Jenda Sectors in Nyabihu District, Rwanda. The study sought to determine the relationship between parental financial support on learners' academic performance in Jenda and Mukamira sectors, to explore the relationship between parental academic support on learners' academic performance in Jenda and Mukamira and to establish the relationship between parental support in discipline management on learners' academic performance in Jenda and Mukamira Sectors. The researcher design adopted in the study was the descriptive research design using both quantitative and qualitative approaches. Qualitative approach was used to analyse quantitative data while qualitative approach used to analyze qualitative data from interview. The Study used 223 as the target population and 147 the sample size. Data were collected using structured questions with 5-point Likert scales and an interview guide together with records. Quantitative data were analyzed using frequencies, percentages, standard deviation, means, and correlation analysis while qualitative data were analyzed using themes that helped in analyzing qualitative data. The finding from study showed that there was significant positive relationship between parental involvement and learners' academic performance in Rwanda. The study also indicated that there is positive

significant relationship between parental financial support and learners' academic performance. The study recommended based on its findings that Government and other educational stakeholders should work together to monitor if schools are giving parents time to express their opinions on how education of their children can be done and conducted.

Takwate, Sallah, Tartiyus and Ballah (2019) carried out a study impact of parental involvement on students' academic achievement in senior secondary schools in Mubi-North Local Government Area, Adamawa State. The study sought to determine the impact of parental involvement on students' academic achievement in public and private senior secondary schools in Mubi-North Local Government Area, Adamawa State. The descriptive survey research design was adopted for the study. Two instruments were 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. The findings of the study revealed that 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.

Karani and Kirimi (2023) investigated the effect of School-Based Parental Participation on Students' Academic Performance in Public Secondary Schools in Meru Central Sub County. The study sought to investigate the effect of school-based parental participation on students' academic performance in public secondary schools in Meru Central Sub-County. Specifically, the research sought to ascertain the influence of school-based parental involvement on students' academic

performance in public secondary schools. The study employed the correlational design, the study examined the connection between parental participation and students' academic achievement in public secondary schools within Meru Central Sub County, Meru County. The target population consists of 46 principals, 4538 students, and 362 parents' representatives, amounting to 4946 participants. From a sample size of 455 students, 14 school principals, and 56 parents, chosen through random sampling methods. The instrument used for data was a questionnaire and interview. A pilot study involving two principals, 45 students, and 6 parents from the same sub county (not included in the main study) was conducted. Data analysis encompassed inferential statistics. The quantitative data was processed using the Statistical Package for Social Sciences version 28 (SPSS 28) software. Descriptive statistics, such as mean scores, variances, and standard deviation, along with inferential techniques including correlation and multiple regression, was applied to analyze the collected data. The finding of the study showed that a significant relationship exists between Parental Participation and Students' Academic Performance in Public Secondary Schools in Meru Central Sub.

Elias, Muhammad, Madinah and Musa (2024) conducted a study on Parents' Involvement and Students' Academic Performance in Selected Government Aided Secondary Schools in Butambala District. The study investigated the influence of parents' involvement on students' academic performance in selected government aided secondary schools in Butambala District. The study was guided by three specific objectives and research questions. The study adopted a cross-sectional survey research design engaging both quantitative and qualitative approaches. The study considered a sample size of 76 respondents constituting of teachers, school directors, head teachers, students' leaders, parents' representatives, directors of studies, and inspector of schools selected from 2 selected government aided secondary schools using simple random sampling and

census inquiry. The finding of the study showed that parent involvement significantly influence students' academic performance in selected government aided secondary schools in Butambala District. The study also revealed that provision of scholastic materials has a strong positive and statistically significant influence on students' academic performance in selected government aided secondary schools in Butambala District.

Parent involvement and Reading Habit

Iroegbu and Igweike (2020) conducted a study on the effect of Parental Involvement on the Reading Skills of Pupils in Lower Primary School in Ondo State, Nigeria. The study investigated the effect of parental involvement on reading skills development of lower primary school pupils. It evaluated the level of reading skills development by lower primary school pupils in a public primary school. It further determined the impact of parental level of education and involvement on reading skills development. The study adopted descriptive survey design. The population for the study comprised all lower primary school pupils and their parents in a Nigerian State. The sample size for the study comprised 308 voluntary participants selected with the use of simple purposive sampling technique of boys and girls in lower primary classes from eligible schools. Reading Skills Assessment Test and Parental Involvement Questionnaire were validated with reliability coefficients of 0.72 and 0.84 respectively, and used to collect data. Mean percentage scores and ANOVA were used to analyze the data. The finding of the study showed that reading skill of the pupils is at average level (Mean=51.54, SD=15.96). The study also revealed that parental level of involvement had a significant impact on reading skills development of school pupils, ($F(2,151) = 10.494$, $p<.05$); and parental level of education had no significant impact on reading skills development ($F(6,133) = 1.466$, $p>.05$).

Popoola, Oluwafunmilayo, and Umar (2018) investigated on the Influence of reading habit on students' academic performance in Ibadan North Local Government Area. The study aimed at examining the influence of students' reading habits on students' academic performance. Three research questions were raised to guide the study with two null hypotheses tested. A descriptive survey design was adopted. The schools in Ibadan North LGA were randomly selected, making a total of five schools. Each of the participants was randomly selected, totaling 300 students. The research instrument used for the study was a structured questionnaire. Three research questions were raised to guide this study and two hypotheses were formulated and tested to examine the relationship between reading habits and students' academic performance, as well as differences in reading habits based on gender. The findings of the study showed that there was a significant positive relationship between student reading habits and student academic performance ($r = 0.84$). At $F=1.31$, there is no significant difference in the reading habit of male and female students. Reading habit enhances the academic performance of students. Based on the findings of the study it was recommended that students should be encouraged to inculcate in them the reading habit by providing enabling environment and infrastructures that will stimulate students to read.

Balan, Katenga, and Simon, (2019) investigated on Reading Habits and their Influence on Academic Achievement Among Students at Asia Pacific International University. The study quantitatively examined reading habits and their influence on the academic achievements of students at Asia-Pacific International University, Mauk Lek, Thailand. A convenience sampling method was utilized to select 250 individuals who responded to a survey questionnaire, A Statistical Package for Social Science (SPSS) was used to analyze the data. A multiple regression and Correlation Matrix analysis checked the influence of reading habits on academic achievement. Among the five variables, the study confirmed that the purpose of reading has a significant

relationship with academic performance. Furthermore, the findings indicated that the majority of the respondents value the importance of reading. However, the respondents had low reading habits. The study recommended that policymakers in universities should develop plans and for increasing students' reading habits. This includes providing resources to encourage students to take up reading. In addition, the study suggested that administrators should develop strategies for teachers to create activities that can promote reading habits, which would, in turn, improve students' academic performance.

Owusu-Acheaw and Larson (2014) investigated on Reading Habits among Students and its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic. The study sought to assess the reading habits among students and their effects on their academic performance. The study was conducted in Koforidua Polytechnic situated in the Eastern Region of Ghana. A questionnaire was used for the data collection. The data collected were analyzed quantitatively with the use of Statistical Package for Social Science (SPSS). Figures and tables were used to present the results of findings. From the total of 1052 copies of questionnaire distributed, 1000 copies, representing 95.0% were filled and returned. The findings showed that majority of the respondents acknowledge the importance of reading, 81.9% of the respondents neither read novel nor fiction within the last two semesters while 62.0% of the respondents only read for the purpose of passing examination. The study confirmed that reading habit has influence on academic performance and there is a relationship between reading habit and academic performance. The study recommended among others that lecturers should be advised to stop providing handouts to students but rather encourage them to use the library for research and also, the current system of assessing students should be given a second thought with respect to the formulae of assessment.

Aghadiuno and Onyekweodiri, (2019) investigated on the effect of Reading Habits on the Academic Performance of Students in Nasarawa State Polytechnic Lafia. The study specifically examined how reading habit of students influence the academic performance of students in Nasarawa State Polytechnic Lafia. Four research questions and four hypotheses guided the study. Descriptive research design was used, the population of the study consisted of 4300 students spread across five faculties (schools) in the Polytechnic. The sample for the study was 645 students. The instrument used for data collection was a researcher designed questionnaire. Data generated was analyzed using descriptive statistics of mean and standard deviation, while a non-parametric statistic of chi–square (goodness of fit test) was used to test the four hypotheses at 0.05level of significance. The results of the study revealed that the level of reading has impact on students; reading habits has significant impact on students' academic performance; academic library has significant impact on students reading habit; social media and peer pressure are the major hindrances to effective reading habits among students in Nasarawa State Polytechnic, Lafia.

Parent involvement and Extra-curricular Activities

Goshin, Dubrov, Kosaretskyand Grigoryev (2021) conducted a study on the Strategies of Parental Involvement in Adolescents' Education and Extracurricular Activities. The study sought to determine the relationship between strategies of parental involvement in education and adolescents' participation in extracurricular activities. The data source for the study were parents whose children attend general education institutions (N = 3,887; M age of children = 12.4, SD = 3.1; 55.6% female). The study adopted the longitudinal research design with a sample of 178 students. from the study it was revealed that primary school children of "Intrusive" parents attended the highest number of extracurricular activities. In secondary school, they attended fewer activities compared to the children of "Supervisory" parents. Children of "Supervisory" parents

often chose to participate in activities on their own, and continued to attend the selected activity, or change activity on their own initiative. The children of "Detached" parents were less involved in extracurricular activities in primary school. In some cases, they chose their own extracurricular activities as they grew older. The study demonstrates that parental involvement is related to adolescents' participation in extracurricular activities. The study concluded that Parents' strategies should be considered instrumental as they produce a variety of different outcomes, depending upon the adolescents' age and type of activities.

Liu, Tomek, and Feng (2025) carried out a study on the relationship between parental involvement in extracurricular activities and academic performance for children with disabilities. The study utilized the dataset Parent and Family Involvement in Education to investigate the relationship between parental involvement in ECAs and the academic performance of children with disabilities. The study also examined how parental expectations, and the nature of disabilities moderated this relationship. The study adopted a qualitative research method with the survey research design. Population of the study was made up of 93 students with disabilities. The findings form the study revealed that majority of the parents were involved in the extracurricular and academic activities of their children. The study also revealed a significant positive relationship between parental involvement in extracurricular activities and academic performance, particularly when parents set moderate expectations, such as aspirations for a high school or vocational degree. Furthermore, the moderating effects of disabilities varied, with each disability exhibiting distinct benefits associated with specific ECAs.

Adeleand Britni (2024) carried out a study titled "Measuring the Effects of Parental Involvement in Academic and Extracurricular Activities on a Child's Self-Efficacy". The purpose

of the study was to see what effect parental involvement in both academic and extracurricular activities had on the academic achievement and self-efficacy of students in a parochial middle school class in eastern Tennessee. The researchers hypothesize that parental involvement has a positive effect on a child's academic achievement and the study was conducted to provide evidence for this hypothesis. In this study, 39 parents and 16 students from an eighth grade classroom were surveyed. Among other things, the parents were questioned about how important they felt it was to do the following: attend extracurricular activities their child was involved in, help their child with homework, communicate to the child that he or she is smart and can succeed in school, and attend parent/teacher conferences. The researchers asked the students if they thought having their parents involved helped them in school, how they felt about their ability to perform well in school, and how motivated they felt to succeed. The findings of the study showed that most parent were involved in the extracurricular activities of their children and most students felt confident in their ability to succeed in school being that their parents were supportive and involved.

Ishika (2024) conducted a study on Parents' Perception and Practice towards Extracurricular Activities for Children aged 6-8 Years in Dhaka City. The study explored parents' perceptions and involvement in providing extracurricular activities to their children aged 6 to 8 years. The data for the study was gathered via indepth interviews (IDI) with six parents over the phone. The questionnaire underwent pre-testing and translation. A qualitative approach and purposive sample technique were employed in the research. The research finds that all parents have the same views regarding extracurricular activities and understand their importance in their child's life. Participants mentioned two types of extracurricular activities they practice for their children: outdoor sports and skill-based after-school learning programs. All participants said outdoor activities are limited in Dhaka City and find the skill-based and after-school learning

opportunities much more accessible and convenient. The study revealed that parents' challenges, such as time management, financial costs, children's preferences, and adaptability were reason for low involvement in extracurricular activities. The study recommended expanding the scope of indoor and outdoor extracurricular activities so that all children can avail themselves of the services provided. The study also recommended that parents should be dedicated to providing their children with enriched experiences despite their inherent hurdles.

Shannon (2016) carried out a study titled “Parents' Messages about the Role of Extracurricular and Unstructured Leisure Activities: Adolescents' Perceptions”. The purpose of the study was to examined how parent are involved in extracurricular and unstructured leisure activities of their adolescent and the messages adolescents perceive are communicated by their parents about the role of structured and unstructured leisure in their lives. The study adopted a descriptive research design. Ten male and ten female Grade 12 students involved in various extracurricular school activities were interviewed. The Adolescents received the following types of messages from parents: leisure plays an important restorative role, some leisure pursuits are more valuable than others, leisure is a means to various ends that can benefit individuals personally, and the role of leisure changes with one's stage of life. The findings from the study revealed that parented were involved in the extracurricular and unstructured leisure activities of their adolescent. the study also showed that parents and adolescents may focus on the functional aspects of leisure, particularly extracurricular activities, rather than viewing leisure including unstructured activities as an opportunity for pleasure and enjoyment.

Summary of Literature Review

The literature review was discussed under conceptual framework, theoretical framework, and empirical studies of related studies. The conceptual framework focused on concepts relating to parent involvement, school management, students' academic performance, attitude and study habit. The theoretical framework of the study was built on the Socio-Cultural Theory propounded by Lev Vygotsky's (1978). Socio-cultural theory asserts that children learn through social interactions with more knowledgeable others implying that schools act as social institutions where children interact with teachers, peers, and parents. When parents are included in school activities such as volunteering, attending workshops, or engaging in parent-teacher associations they reinforce the significance of education and create a collaborative learning environment that benefits the child's development. This interaction helps children internalize learning and develop problem-solving skills within a supportive social framework.

The empirical review of the study was done by examining some studies that are related to the present study. From the studies reviewed, it was observed that there are recent studies carried out to investigate parents' involvement in the academic performance of students. However, there are similarities in the studies, but none of these researchers have considered carrying out a study on "Impact of Parents' Involvement in School Management on Academic Activities of Senior Secondary School Students in Delta Central Senatorial District of Delta State which is the gap that this study filled.

CHAPTER THREE

METHODOLOGY

In this chapter, the methods and procedures that was used to obtain and analyze the data for this research work were discussed. These were discussed under the following headings: 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

A correlational survey design was used for this research study. The research design simply involves the collection of data to determine whether or not, and to what degree relationship exists between two or more variables. The design was appropriate for this work in helping to find out the relationship between parents' involvement in school management and academic activities of senior secondary school students in Delta Central Senatorial District of Delta State.

Population of the Study

A total population of Three Thousand Four Hundred and Sixty (3460) students drawn from all public Senior Secondary Schools within Delta Central Senatorial District of Delta State represents the population of the study (Source: Ministry of Education, Delta State, 2023). This population comprised the number of SS III students from secondary school within the seven Local Government Area in Delta Central Senatorial District of Delta State. The population of the study is presented in the table below.

Sample and Sampling Techniques

The sample of this study comprised 346SS III students in public senior secondary school representing 10% of the total population. This was done using the simple random sampling technique. This technique was employed to ensure an equal representation of the variables for this study. The sample size is represented in the table below.

Table 1: Population and Sample Distribution

S/N	Local Government in Delta Central Senatorial District	Population of SS III Students	10% Sample of Students
1	Ethiope East	621	62
2	Ethiope West	416	42
3	Sapele	424	43
4	Okpe	344	34
5	Ugheli North	663	66
6	Ugheli South	313	31
7	Udu	459	46
8	Uvwie	220	22
	Total	**3460**	**346**

Research Instrument

A structured questionnaire designed by the researcher was used for this study. The questionnaire titled: "Parental Involvement in School Management and Academic Activities" consisted of two sections, A, and B. Section A seeks information on the respondent's parental involvement including school management which comprised 15 items while Section B seeks information on respondents academic activities of secondary school students in Delta Central Senatorial District of Delta State. The section B also included reading habit and extra-curricular activities with 14 items. All the items in the questionnaire were measure on a five-point Likert scale with response format of: Always (5), Often (4), Sometimes(3), Rarely(2), and Never(1).

Validity of the Instrument

The research instrument was validated by the researcher's supervisor and three other experts, one in measurement and Evaluation and the two in guidance and counselling. All in the Department of Education, Benson Idahosa University, Benin City. Their suggestions were included in the final draft that was approved by the supervisor, having satisfied the requirement of face content validity.

Reliability of the Study

The reliability of the study was determined by using the Cronbach Alpha statistics. This was done by administering the questionnaire on thirty (30) senior secondary school students that are not part of the sample. Data collected were analyzed to yield a coefficient value of .769, .775, .817 and .856 respectively for each cluster of the questionnaire. This showed that the instrument was dependable and could be used for the study.

Method of Data Collection

Copies of the questionnaire were administered on the respondents. This was done by the researcher and two other trained Research Assistants after obtaining permission from the school authorities. The instrument was administered on respondents and retrieved on the spot after completion to avoid misplacement.

Method of Data Analysis

Mean, Standard Deviation, one sample t-test and Simple Linear Regression were used for the analysis of data. All hypotheses were tested at 0.05 level of significance. The Standard

Deviation was used to determine the extent to which the responses were clustered to or deviated from the mean responses. With regard to the decision rule, any calculated mean equal or greater than 3.00 was regarded as high extent while any mean lesser than 3.00 was regarded as low extent. The probability value (p) was used in taking the decisions regarding the hypothesis. For p-value less than or equal to 0.05 the null hypothesis was rejected, and if otherwise, the null hypothesis was retained.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

In this chapter the summary of the analysis of the data collected from the respondents drawn from the area of study is presented. The results are presented in relation to the research questions and the hypotheses stated in chapter one. These are as follows:

Research Question 1

What is the extent of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State

The descriptive Statistics of the extent of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State is presented in table 2

Table 2: Summary of the Descriptive Statistics of the Extent of Parents' Involvement in School Management in Secondary Schools in Delta Central Senatorial District of Delta State

SN	Item	Mean	SD	Percent	Remark
1	Participating in school –wide decision-making discussion	2.485	1.372	62.1%	Low extent
2	Participating in school events and meetings	2.303	1.262	57.6%	Low extent
3	Assisting in fundraising for school development	2.030	1.311	50.8%	Low extent
4	Participating in student discipline committee	2.273	1.506	56.8%	Low extent
5	Assisting in materials, scholarships or school grants	2.061	1.248	51.5%	Low extent
6	Participating in maintenance of school facilities	2.273	1.180	56.8%	Low extent
7	Assisting with creating and enforcing codes of conduct	2.515	1.253	62.9%	Low extent
8	Organizing and attending sports days, cultural festivals, open days	2.242	1.324	56.1%	Low extent
	Aggregate	2.273	1.307	56.8%	Low extent

Table 2 statistics showed that the descriptive Statistics of the item mean response of 305 respondents on the extent of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State ranges from 2.030 to 2.515 on a five point scale. The aggregate item mean value of the extent of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State is 2.273. This implies that the extent of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State is low because it is less than the criterion mean of 3.

Research Question 2

To what extent does parents' involvement predict academic activities of students in secondary schools in Delta central senatorial District of Delta State?

The summary of the extent to which parents' involvement relate to academic activities of students in secondary schools in Delta central senatorial District of Delta State is presented in table 3

Table 3: Simple Linear Regression Analysis of Parents' Involvement on Academic Activities of Students in Secondary Schools in Delta central Senatorial District of Delta State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
	.334[a]	.112	.083	6.93404	11.2%	Low

Table 3 statistics showed that the regression coefficient of the extent to which parents involvement relate to academic activities of students in secondary schools in Delta central senatorial District of Delta State is .334 representing 11.2% coefficient of determination. This showed that parents involvement relate to academic activities of students in secondary schools in Delta central

senatorial District of Delta State by 11.2% which is considered low because it is closer to zero than the median.

Research Question 3

To what extent does parents' involvement relate to study habits of students in secondary schools in Delta central senatorial District of Delta State?

The summary of the regression analysis of the extent to which parents' involvement relate to study habits of students in secondary schools in Delta central senatorial District of Delta State is presented in table 4

Table 4: Simple Linear Regression Analysis of Parents' Involvement on Study Habits of Students in Secondary Schools in Delta Central Senatorial District of Delta State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
	.312[a]	.097	.068	6.37672	9.7%	Very low

Table 4 statistics showed that the regression coefficient of the extent to which parents' involvement relates to study habit of students in secondary schools in Delta central senatorial District of Delta State is .312. And the coefficient of determination is 9.7%. This means that parents involvement relate with study habit of students in secondary schools in Delta central senatorial District of Delta State by 9.7%. Thus the coefficient of the extent to which parents involvement relate to study habits of students in secondary schools in Delta central senatorial District of Delta State is low because it is close to zero than the median

Research Question 4

To what extent does parents' involvement relate to extra-curricular activities of students in secondary schools in Delta central senatorial District of Delta State?

The summary of the regression analysis of the extent to which parents involvement relate to extra-curricular activities of students in secondary schools in Delta central senatorial District of Delta State is presented in table 5

Table 5: Summary of the Simple Linear Regression Analysis of Parents Involvement and Extra-Curricular Activities of Students in Secondary Schools in Delta Central Senatorial District of Delta State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
	.175[a]	.031	.000	6.60409	3.1%	Low

Table 5 showed that the regression coefficients of the extent to which parents' involvement relate to extra-curricular activities of students in secondary schools in Delta central senatorial District of Delta State is .175. Thus the coefficient of determination is 3.1%. This means that parents involvement relate to extra-curricular activities of students in secondary schools in Delta central senatorial District of Delta State by 3.1%. This is considered low because it is closer to zero than the median

Summary of the Test of the Hypotheses

The summary of the test of the hypotheses is presented in the following section

Hypothesis 1

The extent of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State is not significant

The summary of the extent of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State is presented in table 6

Table 6: Summary of One Sample t- Test of the Extent of Parents' Involvement in School Management in Secondary Schools in Delta Central Senatorial District of Delta State

SN	Items	Mean difference	t	df	Sig. (2-tailed)	Decision
1	Participating in school –wide decision making discussion	2.48485	10.404	304	.000	Significant
2	Participating in school events and meetings	2.30303	10.483	304	.000	Significant
3	Assisting in fundraising for school development	2.03030	8.899	304	.000	Significant
4	Participating in student discipline committee	2.27273	8.671	304	.000	Significant
5	Assisting in materials, scholarships or school grants	2.06061	9.481	304	.000	Significant
6	Participating in maintenance of school facilities	2.27273	11.066	304	.000	Significant
7	Assisting with creating and enforcing codes of conduct	2.51515	11.531	304	.000	Significant
8	Organizing and attending sports days, cultural festivals, open days	2.24242	9.732	304	.000	Significant

Test value = 0

Table 6 statistics showed that the mean difference between the test value and the level of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State ranges from 2.030 to 2.515. The t –values range from 8.671 to 11.531 and they are significant at .000 probability level. Thus, the null hypothesis is rejected at 0.05. This means that the mean values of the extent of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State are significant.

Hypothesis 2

The relationship between parents' involvement in school management and students' academic activities in senior secondary schools in Delta central senatorial District of Delta State is not significant.

The summary of the regression analysis of the relationship between parents' involvement in school management and students' academic activities in senior secondary schools in Delta central senatorial District of Delta State is presented in table 7

Table 7: Regression Analysis of the Relationship between Parents' Involvement in School Management and Students' Academic Activities in Senior Secondary Schools

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	F	sig	Decision
	B	Std. Error	Beta					
(Constant)	12.232	3.161		3.870	.001	3.90	.057	
CP	.317	.161	.334	1.975	.057			

Table 7 statistics showed that the extent to which parents' involvement in school management relate with students' academic activities in senior secondary schools in Delta central senatorial District of Delta State has coefficients of 12.232 and .334 with t values of 3.870 and 1.975 respectively. The model fit has F statistics of 3.90 with probability level of .057. Thus the null hypothesis is retained at 0.05. The implication is that the relationship between parents' involvement in school management and students' academic activities in senior secondary schools in Delta central senatorial District of Delta State is not significant

Hypothesis 3

The relationship between parents' involvement in school management and students' study habit in senior secondary schools in Delta central senatorial District of Delta State is not significant

The summary of the regression analysis of the relationship between parents' involvement in school management and students' study habit in senior secondary schools in Delta central senatorial District of Delta State is presented in table 8

Table 8: Regression Analysis of Relationship between Parents' Involvement in School Management and Students' Study Habit in Senior Secondary Schools

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	F	Sig	Decision
	B	Std. Error	Beta					
(Constant)	12.520	2.907		4.308	.000	3.33	.078	
CLPOP	.270	.148	.312	1.826	.078			

Table 8 statistics showed that relationship between parents' involvement in school management and students' study habit in senior secondary schools in Delta central senatorial District of Delta State has coefficients of 12.520 and . 312 with t values of 4.308 and 1.826 respectively. The model fit has F statistics of 3.33 with probability level of .078. Thus the null hypothesis is retained at 0.05. The implication is that relationship between parents' involvement in school management and students' study habit in senior secondary schools in Delta central senatorial District of Delta State is not significant

Hypothesis 4

The relationship between parents' involvement in school management and students' extra – curricula activities in senior secondary schools in Delta central senatorial District of Delta State is not significant

The summary of the regression analysis of the relationship between parents' involvement in school management and students' extra – curricula activities in senior secondary schools in Delta central senatorial District of Delta State is presented in table 9

Table 9: Regression Analysis of relationship between Parents' Involvement in School Management and Students' Extra – Curricula Activities in Senior Secondary Schools

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	F	sig	Decision
	B	Std. Error	Beta					
(Constant)	13.937	3.010		4.630	.000	.984	.329	Retain
CLPOP	.152	.153	.175	.992	.329			Ho

Table 9 statistics showed that the relationship between parents' involvement in school management and students' extra – curricula activities in senior secondary schools in Delta central senatorial District of Delta State has coefficients of 13.937 and .175 with t values of 4.630 and .992 respectively. The model fit has F statistics of .984 with probability level of .329. Thus the null hypothesis is retained at 0.05. The implication is that relationship between parents' involvement in school management and students' extra – curricula activities in senior secondary schools in Delta central senatorial District of Delta State is not significant

Summary of Major Findings

1. The extent of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State is low and was significant at 0.05 probability level
2. Parents involvement relate to academic activities of students in secondary schools in Delta central senatorial District of Delta State by 11.2% which is considered low because it is closer to zero than the median. It was not significant at 0.05 alpha level
3. Parents involvement relate with study habits of students in secondary schools in Delta central senatorial District of Delta State by 9.7%. This implies that the coefficient of the extent to which parents involvement relate to study habits of students in secondary schools in Delta central senatorial District of Delta State is low because it is close to zero than the median

and it was not significant at 0.05 alpha level

4. Parents involvement relate to extra-curricular activities of students in secondary schools in Delta central senatorial District of Delta State by 3.1%. This is considered low because it is closer to zero than the median and it was not significant at 0.05 alpha level.

Discussion of Findings

The findings revealed that the extent of parents' involvement in school management in secondary schools in Delta Central Senatorial District of Delta State was low and statistically significant at the 0.05 probability level. This implies that parents are not reasonably engaged in school governance processes such as attending Parent-Teacher Association (PTA) meetings, participating in school decision-making, contributing financially to school projects, and supporting administrative initiatives. The statistical significance indicates that this low level of involvement is not due to chance but represents a consistent pattern across the sampled schools in Delta Central. However, while the involvement is low, it does not indicate a high or deep level of engagement. This is an indication that although parents are present to some extent within school structures, their participation may be limited to routine or formal obligations rather than active collaboration in policy formulation, curriculum discussions, or strategic school planning. This result could have been so because of five-point Likert scale used in this study. This finding is in disagreement with the findings of Haastrup (2024) who conducted a study on Parents' participation in school management for effective academic performance of students in public senior secondary schools in Rivers State. The finding of the study showed a high level of parents' involvement on school management. The study further revealed that parents' involvement in school management is indispensable for effective school administration. The finding is also in agreement with the findings of Sakamoto (2021) who conducted a study on the association between parent

participation in school management and student achievement in Eight Countries and Economies. The study showed that the participation of student's parents was high, however, it was not significantly associated with student achievement at the 5% significance level in the majority of countries and economies.

The second finding indicated that parents' involvement relates to students' academic activities by 11.2%, which is considered low because the coefficient is closer to zero than the median. Furthermore, this relationship was not statistically significant at the 0.05 alpha level. This implies that although there is a slight positive relationship between parental involvement in school management and students' academic activities, the influence is weak and may not meaningfully predict academic engagement. The low percentage shows that other factors may play more dominant role in shaping academic activities than parental participation in school management. The lack of statistical significance further indicates that the observed relationship could have occurred by chance. This finding is in contrast with the findings of Niyotwiringira and Sikubwabo (2022) who carried out a study on 'Parental Involvement and Learner's Academic Performance in Nine Years Basic Education: Case of Mukamira and Jenda Sectors in Nyabihu District, Rwanda. The study sought to determine the relationship between parental academic support on learners' academic performance in Jenda and Mukamira and to establish the relationship between parental support in discipline management on learners' academic performance in Jenda and Mukamira Sectors. The finding from study showed that there was significant positive relationship between parental involvement and learners' academic performance in Rwanda. The study also indicated that there is positive significant relationship between parental financial support and learners' academic performance. The finding is also in contrast with the findings of Karani and Kirimi (2023) who investigated the effect of School-Based Parental Participation on Students' Academic

Performance in Public Secondary Schools in Meru Central Sub County. The study sought to investigate the effect of school-based parental participation on students' academic performance in public secondary schools in Meru Central Sub-County. The finding of the study showed that a significant relationship exists between Parental Participation and Students' Academic Performance in Public Secondary Schools in Meru Central Sub.

The third finding showed that parents' involvement relates to students' study habits by 9.7%, which is also considered low and not statistically significant at 0.05 alpha level. This showed that parental participation in school management structures has minimal influence on students' personal study routines, time management, reading culture, or homework practices. Study habits are often shaped by home environment, parental educational background, socio-economic conditions, and individual student motivation. The weak relationship observed may indicate that while parents may attend meetings or contribute to school management decisions, such involvement does not necessarily extend to direct academic guidance or structured support at home. In other words, administrative involvement does not automatically equate to academic mentorship. The lack of statistical significance further reinforces that parental management-level engagement is not a strong predictor of students' study behavior. This finding is in line with the findings of Popoola, Oluwafunmilayo, and Umar (2018) who conducted a study on the Influence of parental involvement on the study habit and academic performance of students in Ibadan North Local Government Area and found out that there was no significant relationship between parental involvement and study habit of students in Ibadan North Local Government Area. The study also revealed no significant relationship between parental involvement and academic performance of students. The finding is however, contrary to the findings of Iroegbu and Igweike (2020) who carried out a study on the effect of Parental Involvement on the study habit of Pupils in Lower

Primary School in Ondo State, Nigeria. The study investigated the effect of parental involvement on study habit and reading skills development of lower primary school pupils. It evaluated the level of reading skills development by lower primary school pupils in a public primary school. It further determined the impact of parental level of education and involvement on reading skills development. The finding of the study showed that study habit of the pupils is at average level (Mean=51.54, SD=15.96). The study also revealed that parental level of involvement had a significant impact on study habit and reading skills development of school pupils, ($F(2,151) = 10.494$, $p<.05$).

The fourth finding revealed that parents' involvement relates to students' participation in extra-curricular activities by only 3.1%, which is very low and not statistically significant at the 0.05 alpha level. This indicates an extremely weak association between parental engagement in school management and students' involvement in sports, clubs, debates, and other non-academic activities. Extra-curricular participation is often influenced by student interest, availability of facilities and school environment rather than parental management involvement. The very low percentage suggests that parents' governance participation does not fully shape students' engagement in these activities. It is also possible that many parents prioritize academic outcomes over extra-curricular development, thereby limiting encouragement or support in this area. This finding is in agreement with the findings of Ishika (2024) conducted a study on Parents' Perception and Practice towards Extracurricular Activities for Children aged 6-8 Years in Dhaka City. The study explored parents' perceptions and involvement in providing extracurricular activities to their children aged 6 to 8 years. The findings of the study showed that a low level of participation of parents regarding extracurricular activities. The study revealed that parents' challenges, such as time management, financial costs, children's preferences, and adaptability were reason for low

involvement in extra curricular activities. The finding is however, in contrast with the findings of Liu, Tomek, and Feng (2025) who carried out a study on the relationship between parental involvement in extracurricular activities and academic performance for children with disabilities. The study utilized the data set Parents and Family Involvement in Education to investigate the relationship between parental involvement in ECAs and the academic performance of children with disabilities. The findings form the study revealed that majority of the parents were involved in the extracurricular and academic activities of their children. The study also revealed a significant positive relationship between parental involvement in extracurricular activities and academic performance, particularly when parents set moderate expectations, such as aspirations for a high school or vocational degree.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study investigated the influence of parents' involvement in school management and academic activities of the Senior Secondary School Students in Delta Central Senatorial District of Delta State. The study assessed the extent to which parents' involvement relates to academic activities of students in secondary schools in Delta central senatorial District of Delta State such as study habits and extra-curricular activities. Four research questions were raised to guide the study, and four hypotheses were tested at a 0.05 alpha level of significance. The research questions are stated below.

1. What is the extent of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State.
2. To what extent does parents' involvement relate to academic activities of students in secondary schools in Delta central senatorial District of Delta State?
3. To what extent does parents' involvement relate to study habits of students in secondary schools in Delta central senatorial District of Delta State?
4. To what extent does parents' involvement relate to extra-curricular activities of students in secondary schools in Delta central senatorial District of Delta State?

The hypotheses were stated as follows:

1. The extent of parents' involvement in school management in secondary schools in Delta central senatorial District of Delta State is not significant

2. The relationship between parents' involvement in school management and students' academic activities in senior secondary schools in Delta central senatorial District of Delta Stateis not significant
3. The relationship between parents' involvement in school management and students' study habit in senior secondary schools in Delta central senatorial District of Delta State is not significant.
4. The relationship between parents' involvement in school management and students' extra – curricula activities in senior secondary schools in Delta central senatorial District of Delta State is not significant

The design of the study was correlational, and the population of the study was made up of three thousand four hundred and sixty (3,460) students from eight local government in Delta Central senatorial District of Delta State. The sample of the study was made up of 346 students representing 10% of the total population, randomly selected using the simple random sampling technique. The research instrument used for this study was a questionnaire. The instrument was validated and tested for its reliability, and a dependable coefficient value was obtained. The data collected in the study were analyzed using Mean, Standard deviation, PPMC and Linear regression. The results obtained showed that:

1. The extent of parents' involvement in school management in secondary schools in Delta Central Senatorial District of Delta State is moderate and was significant at 0.05 probability level
2. Parents involvement relates to academic activities of students in secondary schools in Delta central senatorial District of Delta State by 11.2% which is considered low because it is closer to zero than the median. It was not significant at 0.05 alpha level

3. Parents involvement relates with study habits of students in secondary schools in Delta central senatorial District of Delta State by 9.7%. This implies that the coefficient of the extent to which parent involvement relate to study habits of students in secondary schools in Delta central senatorial District of Delta State is low because it is close to zero than the median

   and it was not significant at 0.05 alpha level
4. Parents involvement relate to extra-curricular activities of students in secondary schools in Delta central senatorial District of Delta State by 3.1%. This is considered low because it is closer to zero than the median and it was not significant at 0.05 alpha level.

Educational Implication

This study has important implications for educational administration and planning because it provides insight into how parental involvement functions within the school system and how it can influence the effectiveness of school management and student development. The results of this study offer evidence that can guide school administrators and planners in developing more purposeful approaches to parental involvement in the education of their children. Educational administrators must view parental involvement as an important component of the school governance structure that can strengthen accountability and community participation in education. When parents participate in school management processes, it promotes transparency in decision-making and encourages community ownership of educational institutions. For school administrators, this means that parents should be regarded as important stakeholders whose participation can contribute to better oversight of school activities, improved management practices, and greater public confidence in the school system. The study also implies that educational administrators should adopt strategic approaches to parental engagement. In many

school systems, parental involvement is often informal or limited to just PTA meetings and administrative interactions. Another implication of this study is the area of resource mobilization and sustainability in the education sector. Most schools often face challenges related to limited financial and material resources. Active parental participation in school management can help strengthen resource support for schools through partnerships or voluntary contributions, especially in enhancing extracurricular activities among students. School administrators can therefore incorporate community participation strategies into school development plans to enhance the sustainability of educational programmes.

Conclusion

In conclusion, the study reveals that while parental involvement in school management is moderate in Delta Central Senatorial District, its impact on students' academic activities remains limited and not statistically significant. This indicates a need to shift from administrative participation only among parents to student-centered engagement. From the study it is seen that while parent may be active in school management, they may have been neglecting important areas of their children academic development such as their study habit and participation in extra-curricular activities. In this sense, parental involvement in management structures alone may not be sufficient to overcome systemic challenges which may hinder students study habits such as overcrowded classrooms, limited instructional materials, or low student motivation. It is also possible that some parents equate involvement with financial contribution rather than academic mentorship. While such contributions are valuable for school improvement, they do not automatically ensure improved study habits or increased academic engagement among students. More so, in the area of extra-curricular activities, Parents may not actively encourage participation in sports, clubs, or social activities, possibly viewing them as distractions rather than

complementary components of education. This mindset could limit students' exposure to opportunities that build leadership, teamwork, and social skills. Therefore, schools may need to redefine what meaningful parental engagement entails. Instead of limiting parental participation to formal meetings, there should be deliberate efforts to guide parents on how to support learning at home, motivate their children academically in order to create a balanced academic development for students.

Contributions to Knowledge

While parental involvement has been widely studied in educational research, many existing studies emphasize its general impact on academic achievement without sufficiently distinguishing between types or dimensions of involvement.

This study contributed to knowledge by examining parental involvement in school management and analyzing its relationship with distinct dimensions of student academic activities, study habits, and extra-curricular participation.

The study advanced conceptual understanding by demonstrating that moderate parental involvement in school management does not automatically translate into significant academic impact. This challenges the commonly held assumption that parental participation in school inherently improves student performance. The study, thus, highlights the need to differentiate between administrative involvement and instructional involvement. This distinction provides an indepth theoretical discourse on home-to-school partnerships.

The study contributed empirically by providing localized data from Delta Central Senatorial District, an area where limited context-specific research exists on parental involvement and its measurable educational outcomes. By generating statistical evidence within this geographical setting, the research enriches the body of Nigerian educational literature and provides

a foundation for comparative studies across other senatorial districts, states, or regions. It helps fill a contextual gap in understanding how parental involvement functions within public secondary schools in this socio-cultural environment.

Recommendations

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

1. Parents should be encouraged to complement their involvement in school management with active supervision of their children's academic work at home.
2. Schools should organize workshops, seminars, and orientation programmes to educate parents on effective strategies for supporting students in extra-curricular activities.
3. Secondary schools should establish stronger communication channels between teachers and parents, such as regular academic progress reports, digital communication platforms, and interactive feedback sessions.
4. Beyond attending meetings, parents should be more actively involved in academic planning discussions, curriculum-related forums, and performance review sessions.
5. Schools should sensitize parents on the importance of extra-curricular activities in promoting leadership skills, teamwork, and emotional intelligence. Parents should be encouraged to motivate and support their children's participation in such activities.

Suggestion for Further Studies

The following studies are suggested for researchers' consideration.

1. Impact of Parent–Teacher Communication Quality on Students' Academic Engagement in Secondary Schools in Delta State.

2. Comparative Analysis of Administrative Parental Involvement and Instructional Parental Involvement on Students' Academic Performance in Public and Private Secondary Schools.
3. Dimensions of Parents' Involvement on Students' Behavioral and Academic Development in Nigerian Secondary Schools
4. Role of Parental Educational Background in Shaping Students' Academic Motivation and Learning Outcomes.
5. Parents' Involvement and Students' Participation in Extra-Curricular Activities: A Comparative Study Across Urban and Rural Schools.

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APPENDIX

QUESTIONNAIRE

THE INFLUENCE OF PARENTS' INVOLVEMENT IN SCHOOL MANAGEMENT AND ACADEMIC ACTIVITIES OF SECONDARY SCHOOL STUDENTS IN DELTA CENTRAL SENATORIAL DISTRICT OF DELTA STATE

INSTRUCTIONS: Please tick (√) in the appropriate box that relates to you. Do not tick more than one for each statement.

SECTION A: PARENTAL INVOLVEMENT

INSTRUCTION: Please tick (√) to indicate the extent to which you agree or disagree with each statement by selecting one of the following options: Key: Always = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never =1

	PARENTAL INVOLVEMENT **To what extent are your parents involved in the following;**	**Always**	**Often**	**Sometimes**	**Rarely**	**Never**
1.	Participating in school-wide decision-making discussions					
2.	Participating in school events and meetings					
3.	Assisting in fundraising for school development					
4.	Participating in student discipline committees					
5.	Assisting in sourcing materials, scholarships, or school grants					
6.	Participating in maintenance of school facilities					
7.	Assisting with creating and enforcing codes of conduct					
8.	Organizing and attending sports days, cultural festivals, open days					
9.	My parents participate in strategic development and budget allocation in my school					
10.	My Parents are represented in school management boards or committees.					
11.	My parents support school building projects financially					

12.	My parents are involved in organizing school events and managing school resources.					
13.	My parents are given leadership roles in my school					
14.	My parents participate in parent-teachers conferences					
15.	My school considers the opinions of parents in decision making.					

SECTION B: ACADEMIC ACTIVITIES

INSTRUCTION: Please tick (√) to indicate the extent to which you agree or disagree with each statement by selecting one of the following options: Key: Always = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never =1

	Study Habit	**Always**	**Often**	**Sometimes**	**Rarely**	**Never**
16.	My parents help in setting up a weekly study timetable, encouraging routine and time management skills.					
17.	My parents checks my school assignments and ensure that I complete my homework correctly.					
18.	My parents guide my study task to be in line with my academic goals to help me stay focused					
19.	My parents communicates with my teachers for better study strategies					
20.	My parents provide essential study materials for me to study.					
21.	My parents regulate screen time (TV, phones, video games) to household interruptions during my study hours.					
22.	My parents go through my test scores, report cards, and my teacher's feedback to understand areas of improvement.					

EXTRA-CURRICULAR ACTIVITIES

	Extra-curricular activities	**Always**	**Often**	**Sometimes**	**Rarely**	**Never**
23.	My parents ensure I take part in school organized events.					
24.	My parent attends open days events in my school					
25.	My parent supports my school events					
26.	My parents provide necessary musical instruments, sports kits and other materials needed effective participation.					
27.	My parent provides funding costs related for club dues, field trips, and Pparticipation fees in competitions.					
28.	My parents encourages me to take leadership roles in school					
29.	My parents initiated my participation in school organized programmes					