

## **Comparative Analysis of Parental Involvement Across Secondary Schools in Osun State**

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### **Abstract**

*The study compared the parental involvement across different secondary schools (urban and rural) in Osun state. The study adopted three research objectives and three research hypotheses. This study adopted a descriptive survey research design with a comparative approach. 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. Structured questionnaire tagged CAPIASS was designed to collect data from the respondents. Validity and reliability were ensured with coefficient of 0.80. Data were analyzed using T-test to compare the rural and urban perceptions. The findings of the study denoted that there was no significant difference between the rural and urban on the areas of parental involvement in Osun State secondary schools ( $df=52, t = 0.08, p=0.05$ ). The findings showed there was significant difference between the rural and urban on the level of parental involvement in Osun State secondary schools ( $df=52, t = 0.031, p=0.05$ ). The study further indicated that, there was significant difference between the rural and urban on the challenges of parental involvement in Osun State secondary schools ( $df=52, t = 0.02, p=0.05$ ). The study concluded that parental involvement were greatly differ across the schools in Osun State. The study therefore recommended that to overcome challenges in their children's education and the level of participation, frequent workshops, seminars, and sensitization campaigns should be held. In both urban and rural areas, where knowledge levels may be low, this is especially crucial.*

**Keywords:** Comparative, Secondary schools, Parental involvement

### **Introduction**

Improved student outcomes (attendance, behavior, achievement, and motivation) have been consistently associated with parental involvement in education, which is generally defined as the range of behaviors, activities, and partnerships through which parents support and participate in their children's learning. It has long been acknowledged that parental involvement in education has a significant role in determining students' academic performance, behavioral adjustment, and overall school experience. Several studies confirm that pupils exhibit greater

levels of achievement, increased motivation, and improved attendance when parents actively participate in their education (Epstein, 2018; Jeynes, 2022). But even with these established advantages, parental involvement varies from school to school and community to community.

Socioeconomic status, parental education, cultural attitudes, and institutional factors like the effectiveness of Parent-Teacher Associations (PTAs) and the type of communication between the home and the school have all been connected to differences in parental engagement in Nigeria (Akinsanya & Omotayo, 2021; Adegboyega, 2022). While parents in low-income or rural contexts frequently face obstacles like financial strain, long working hours, and limited awareness of how to support their children's schooling, parents in some regions who are more educated and have higher socioeconomic status are more involved in decision-making and learning support at home (Ogunshola & Adewale, 2021).

Emerging studies in Osun State point to comparable difficulties on academic monitoring and homework support. Private schools tend to create stronger home-school collaboration than public schools, according to research, and parental engagement varies by school type (Oladipo & Adewusi, 2022). According to Onaongha et, al (2023), limited parental engagement is more common in rural schools because of financial strains, parents' low literacy, and inadequate institutional outreach (Olatunji & Adepoju, 2023). Furthermore, many parents stay passive in PTAs and school development initiatives, despite that some are quite involved. This can be attributed to a lack of finances, enthusiasm, or confidence (Ajayi & Alonge, 2022).

Few studies in Osun State have carried out a systematic comparison analysis across several secondary school classifications (rural vs. urban), despite this expanding body of literature. Policymakers, educators, and community leaders seem find it challenging to develop context-sensitive solutions that can successfully increase parental participation in the state's heterogeneous educational environment in the lack of such comparison research. Thus, the dearth of thorough comparative data on the trends, obstacles, and outcomes of parental participation across various secondary schools in Osun State was the issue attempted in this study. In the absence of such proof, interventions continue to be dispersed, and many schools still underuse one of the most crucial tools for raising student achievement: parental involvement.

The study aimed at examining the extents of parental involvement across the secondary school in Osun state

**Specifically, the study:**

1. assessed the significant difference between the rural and urban areas of parental involvement in Osun State secondary schools
2. examined the significant difference between the rural and urban area level of parental involvement in Osun State secondary schools
3. assessed the significant difference between the rural and urban area challenges of parental involvement in Osun State secondary schools

## **Research Hypotheses**

1. There is no significant difference between the rural and urban areas of parental involvement in Osun State secondary schools
2. There is no significant difference between the rural and urban area level of parental involvement in Osun State secondary schools
3. There is no significant difference between the rural and urban area on the challenges of parental involvement in Osun State secondary schools

## **Literature Review**

Parenting, communication, volunteering, learning at home, decision-making, and community collaboration are the six interconnected forms of involvement identified by the partnership model. Because it incorporates behaviors that affect student results at home and in school, Epstein's framework is still frequently used to build tools, treatments, and comparative studies. Subsequent authors have extended or modified Epstein's model to fit local situations by proposing improvements and supplementary frameworks. Parental involvement, according to Anierobi et al. (2024), when parents participate in their children's education by giving them resources in a particular area, more especially the academic area of their lives. Parents participating in school activities, attending school meetings, including PTA meetings, communicating with the school, participating in decision-making, and attending parent-teacher conferences are the most prevalent ways that parents are involved in their children's education (Okeke, 2024).

Active parental involvement has many advantages, according to Deysolong (2023), such as improved academic achievement, bridging the gap between the home and school, reaffirming discipline and accountability, intellectual support, and emotional and motivational support. By actively participating in their child's education, parents can have good impact on their overall development, emotional health, and academic success. In order to provide a nurturing learning environment that inspires students to reach their full potential, collaboration between parents and educators is essential. According to Hoover-Dempsey et al. (2021), schools that involve parents in policy and administrative choices frequently see improvements in resource management and a more encouraging learning environment. Additionally, parental participation in governance positions guarantees accountability, ensuring that decisions made by the school are in line with the educational goals and values of the community.

According to Audu (2018), Parent Teachers' Associations have made significant contributions to many aspect of the school management areas, including communication, decision-making, discipline maintenance, school-community relations, welfare, health, and games and recreational facilities. Therefore, the funding and upkeep of discipline are the key topics of this study. Ali (2018) also discovered that Parent Teacher Association (PTA) remains one of the most essential frameworks for strengthening the relationship between the home and the school. The discovery of the study revealed that effective PTA participation significantly enhances the administration, discipline and academic performance of students. Parents' academic, physical, social, emotional, and financial involvement as well as their communication of expectations resulted in high academic resilience among students, according to Surum et al. (2021) in Turkana County, Kenya. The strongest predictor of academic resilience was parental

involvement in social activities. According to the survey, parents convey their expectations to their children and be active in their academic, physical, social, emotional, and financial life. Furthermore, in order to foster academic resilience, parents should specifically involve their kids in the social facets of their lives.

According to Baker et al. (2023), involved parents can also lessen behavioral problems in their children, which will improve the learning environment. Furthermore, a supportive emotional environment that is strengthened by parental involvement improves kids' social-emotional development and fortifies the bond between the home and the school. Building and renovating the school infrastructure, enhancing teacher welfare, and guaranteeing improved school discipline, parental assistance can have a revolutionary effect in resource-constrained contexts such as Nigeria (Adepoju & Omolara, 2022). Recent research highlights the critical impact of parental involvement on educational results when evaluating the role of parents in children's educational attainment in rural Nigerian communities. Active parental involvement in their children's education, such as helping with homework and going to school meetings, is strongly correlated with better academic achievement, claim Okeke & Nwafor (2020). This research emphasizes how important it is for parents to actively participate in their kids' education, particularly in settings with little resources.

Families with greater socioeconomic level typically provide more resources and support for school, which results in better academic performance for their children, according to Onwuka & Okwu (2021). The authors contend that attitudes toward education are influenced by the educational backgrounds of parents, and that these views can inspire children to achieve better academically. This relationship may lead to differences in children's educational achievement in rural Nigeria, where economic hardships are common. The dynamics of family involvement in schooling are further complicated by cultural practices and attitudes. Danjuma and Uwah (2021) stated that cultural norms in some rural communities can prevent parents—fathers in particular—from actively participating in their children's schooling. This research implies that in order to promote increased parental involvement in these areas, cultural views on educational duties need to be addressed. Involving parents should take into account local cultural factors and aim to alter attitudes that can prevent them from participating.

However, about 50% of Nigerians live in rural areas, where access to high-quality education is frequently severely restricted, (National Bureau of Statistics 2020). Among the main obstacles in these regions are poor school infrastructure, lack of instructional resources, a teacher shortage, and cultural beliefs that do not place a high value on formal education. Basic facilities including electricity, clean water, and functional classrooms are frequently lacking in rural Nigerian schools, which has a negative impact on teaching and learning results (UNICEF, 2019). In light of this, the study examined the parental involvement in Osun State's secondary schools in rural and urban areas.

## **Methodology**

This study adopted a descriptive survey research design with a comparative approach. It enables the researcher to collect quantitative data on the current state of parental engagement across several secondary school categories (rural vs. urban), as well as to analyze differences in patterns, influencing variables, and challenges, the design is deemed adequate. Using a multistage sampling technique, the sample included 36 teachers and 18 principals (54

responders). Two Local Government Areas (LGAs) Ife North and East, Ayedaade and Irewole, Ila and Olohunda local government all from Osun East, West and Central respectively were chosen at random from each of the three senatorial districts using a simple random sampling technique. Stratified sampling was used to group schools into urban and rural categories across selected Local Government Areas (LGAs) of Osun State. Purposive sampling was used to choose the principal and two teachers from each school. The researcher personally distributed the questionnaires to the respondents and promptly collected them in order to guarantee a high percentage return of the study instrument. Before distributing the questionnaires to the principals and teachers, the chosen schools were asked for their consent. The instruments were returned with a 100% success rate. To compare attitudes in rural and urban areas, data were analyzed using the T-test.

To gather information from the respondents, a structured questionnaire tagged CAPIASS was used to elicit data from respondents. Researchers from Obafemi Awolowo University who specialize in educational management validated the instrument. Test re-test method of reliability was used to ascertain the reliability of the study. Its acceptability was assessed using Cronbach's alpha, which came out at 0.80.

### **Analysis of Data**

**Research Hypothesis 1:** There is no significant difference between the rural and urban on the areas of parental involvement in Osun State secondary schools

**Table 1:**

*Analysis of t-test on significant difference between the rural and urban on the areas of parental involvement in Osun State secondary schools*

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>DF</b>	<b>Cal. Value</b>	<b>Sig.</b>	<b>Decision</b>
Urban	19	6.21	2.21	52	0.08	0.05	Not Rejected
Rural	35	7.82	2.39				

Table 1 indicates the significant difference between the rural and urban on the areas of parental involvement. As shown on the Table, p-value is higher than 0.05 which implies that the null hypothesis was not rejected. The study therefore denotes that there was no significant difference between the rural and urban on the areas of parental involvement in Osun State secondary schools (df=52, t = 0.08, p=0.05). This can be inferred that both the schools in urban and rural have their own area of involvement and support for Osun State secondary schools.

**Research Hypothesis 2:** There is no significant difference between the rural and urban on the level of parental involvement in Osun State secondary schools

**Table 2:** T-test analysis on significant difference between the rural and urban on the level of parental involvement in Osun State secondary schools

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>DF</b>	<b>Cal. Value</b>	<b>Sig.</b>	<b>Decision</b>
Urban	19	6.61	2.63	52	0.031	0.05	Rejected
Rural	35	7.32	2.94				

Table 2 displays the significant difference between the rural and urban on the level of on the level of parental involvement. According to the Table, there was significant difference between the rural and urban on the level of parental involvement in Osun State secondary schools (df=52, t = 0.031, p=0.05). This denotes that the null hypothesis was rejected because p-value was less than 0.05. This can be deduced the level of parental involvement in urban schools is more and beyond the level of involvements in rural schools.

**Research Hypothesis 3:** There is no significant difference between the rural and urban on the challenges of parental involvement in Osun State secondary schools

**Table 3:** T-test analysis on significant difference between the rural and urban on the challenges of parental involvement in Osun State secondary schools

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>DF</b>	<b>Cal. Value</b>	<b>Sig.</b>	<b>Decision</b>
Urban	19	7.42	2.37	52	0.02	0.05	Rejected
Rural	35	9.61	3.41				

Table 3 shows the significant difference between the rural and urban on the challenges of parental involvement. According to the Table, there was significant difference between the rural and urban on the challenges of parental involvement in Osun State secondary schools (df=52, t = 0.02, p=0.05). This implies that the null hypothesis was rejected because p-value is less than 0.05. It can be deduced that the challenges facing by parental involvement in rural schools are beyond the urban schools.

### **Discussion of the Findings**

The study compared the parental involvement across different Secondary schools (urban and rural) in Osun state. The findings of the research hypothesis one showed that there was no significant difference between the rural and urban on the areas of parental involvement in Osun State secondary schools. This can be inferred that both the schools in urban and rural have their own area of involvement and support for Osun State secondary schools. The findings concurred with the study of Anierobi et al. (2024) who affirmed that when parents participate in their

children's education by giving them resources in a particular area, more especially the academic area of their lives. The study further concurred with the study of Audu (2018) who stated that Parent Teachers' Associations have made significant contributions to the majority of school management areas, including communication, decision-making, discipline maintenance, school-community relations, welfare, health, and games and recreational facilities.

Also, the findings of the study indicated that there was significant difference between the rural and urban on the level of parental involvement in Osun State secondary schools. This denotes that the null hypothesis was rejected because p-value was less than 0.05. Research in African and developing-country confirms that parental involvement is significantly influenced by geographical location, with rural communities facing structural constraints (Okeke, 2014; Nyarko, 2011).

The findings of the study further showed that there was significant difference between the rural and urban on the challenges of parental involvement in Osun State secondary schools. This implies that the null hypothesis was rejected because p-value is less than 0.05. It can be deduced that the challenges facing by parental involvement in rural schools are beyond the urban schools. The findings of the study concurred with the study of Danjuma and Uwah (2021) who asserted that cultural norms in some rural communities can prevent parents from actively participating in their children's schooling. This research implies that in order to promote increased parental involvement in these areas, cultural views on educational duties need to be addressed. Involving parents should take into account local cultural factors and aim to alter attitudes that can prevent them from participating

## **Conclusion**

Recent research, however, indicates that parental participation varies by school category in terms of both form and degree. Parental involvement in Osun State seems to differ greatly across urban and rural areas. Parents in rural schools frequently encounter obstacles such limited funds, low educational attainment, low awareness, and poor school-home collaboration, whereas parents in metropolitan schools are typically more involved in academic monitoring, communication, and PTA activities. For many students in the state, these discrepancies restrict the potential advantages of parental involvement.

## **Recommendations**

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

1. Regular PTA meetings, diversity, and parent participation in decision-making should all be promoted by schools. To notify parents about their children's academic progress, behavioral difficulties, and school activities, schools should set up efficient communication channels (letters, SMS, WhatsApp platforms, or parent sites). This will assist in closing the communication gap that frequently prevents parents from being involved in both rural and urban areas.
2. To inform parents of the value of their participation in their children's education, frequent workshops, seminars, and sensitization campaigns should be held. In rural areas, where knowledge levels may be low, this is especially crucial.

3. Schools ought to establish a friendly environment that acknowledges parents' varied backgrounds. Simplified communication tools should be made available to parents with poor literacy levels, and school events should be planned to accommodate various parent demographics to rescue the challenges of parental involvement.

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