

Parental Involvement and School Infrastructural Facilities as Determinants of Secondary School Students' Learning Achievement in Itesiwaju Local Government Area of Oyo State, Nigeria

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ABSTRACT

The purpose of this study was to investigate into parental involvement and school infrastructural facilities as determinants of secondary school students' learning achievement in Itesiwaju Local Government Area of Oyo State, Nigeria. Descriptive research design was used in the study. Three hundred respondents were selected from Itesiwaju Local Government Area of Oyo State, Nigeria. The respondents were measured with relevant standardized scale (instruments) which include parental involvement scale, school infrastructural facilities scale and students' academic performance scale with strong reliability coefficient and the data obtained was analyzed using the Pearson Product Moment Correlation (PPMC) and Multiple Regression statistical analysis of the Statistical Package for the Social Science (SPSS). Two research hypotheses and two research questions were raised and answered in the study. The result showed that there was significant relationship between the parental involvement and students' academic achievement ($r = .873$; $P < 0.05$), there was significant relationship between the school infrastructural facilities and students' academic performance ($r = .771$; $P < 0.05$), the independent variables (parental involvement and school infrastructural facilities) when pulled together have significant effects on the students' academic achievement (R (adjusted) = .971 and R^2 (adjusted) = .966) and each of the independent variables made a significant contribution to the prediction of students' academic achievement. In term of magnitude of contribution, Infrastructural Facilities made the most significant contribution ($Beta = .217$; $t = .908$; $P < 0.05$) to the prediction follow by Parental involvement ($Beta = .054$; $t = .959$; $P < 0.05$). On the strength of these findings, it was stressed and advocated the need for the parents to teach, monitor the students and give adequate emotional caring in the society and the management and directors of the schools to provide conducive environment for the teachers and other staff in the society.

Key words: Parental Involvement, School Infrastructural Facilities and Student Learning Achievement

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INTRODUCTION

Academic achievement of students especially at the secondary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. The medium through which the attainment of individuals and the nation's educational goals can be achieved is learning. Learning outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to unravel factors that militate against good academic performance (Muraina, 2012; Amao, Muraina, Olashinde-Giwa & Muraina, 2013; Amao, Muraina, Olashinde-Giwa & Muraina, 2013). This phenomenon has been variedly referred to in literature as academic achievement, or scholastic functioning. Academic achievement of learners has attracted attention of scholars, parents, policy -makers and planners.

Adeyemo (2001) opined that the major goal of the school is to work towards attainment of academic excellence by students. According to him, the school may have other peripheral objectives; emphasis is always placed on the achievement of sound

scholarship. Besides, virtually everybody concerned with education places premium on academic achievement; excellent academic achievement of children is often the expectation of parents (Osiki, 2001; Muraina, 2012; Amao, Muraina, Olashinde-Giwa & Muraina, 2013). At the outset of an activity, students differ in learning as a function of their prior experiences, personal qualities and social supports. The latter includes the extent that parents and teachers encourage them to learn, facilitate their access to resources necessary for learning, and teach them strategies that enhance skill acquisition and refinement. Parent's academic aspirations for their children influence their children's academic achievements both directly and indirectly (Amao, Muraina, Olashinde-Giwa & Muraina, 2013).

According to the statistics from Oyo State ministry of Education, the performance of Oyo state candidates in the recent West African Examination Council (WAEC) has not been impressive to say the least. Table 1.1 shows the results of Oyo State Candidates in West African Examination Council (WAEC) between 2006 and 2010

WAEC	Total No of Students	Five credits and above including Eng Language	Five credits and above including Mathematics	Five credits and above including Eng and Mathematics
2006	45703	1094 (2.39)	2229 (4.87)	2283 (4.99)
2007	49743	286 (0.57)	1357 (2.72)	991 (1.99)
2008	48557	428 (0.83)	1169 (2.27)	1905 (3.17)
2009	49535	946 (1.90)	1425 (2.87)	3022 (6.10)
2010	52041	1742 (3.34)	3388 (6.50)	3093 (5.94)

Source: Oyo State Ministry of Education, (2011)

As shown in table 1.1 the results over the years have revealed a worrisome poor performance in compulsory subjects in the West African Examination Council (WAEC). The decline in students' academic performance may be due to a number of factors like home background, socio-economic status, government policies, unqualified teaching staff, lack of experienced teachers, teachers' methodology, lack of foresight on the part of the students, lack of preparedness, poor studying habits, etc. These could be the major factors responsible for the poor academic performance of students in Oyo state.

Essentially, Schooling factors are very important factors in the teaching-learning process. These factors particularly include parental involvement and school infrastructural facilities among others. Like many other concepts in the social sciences, parental involvement is a value loaded term. It is quite remarkable that among the vast amount of literature about parental involvement, only a few texts reflect on its origin, nature, and connotations (e.g. Lightfoot, 2004; Muraina, Muraina, Amao & Oyelade, 2013; Muraina, 2012; Amao, Muraina, Olashinde-Giwa & Muraina, 2013) also reported that parental involvement on public school is a strong determinant of school performance as measured by students' scores in achievement tests. Thus parents influence the educational process of their children. The importance of parental involvement cannot be over emphasized. To make this completely meaningful, both

parents should be involved. Garg, Melanson, and Levin (2007) found that youths from single-parent families reported lower educational aspiration than those from two-parent families. Another issue is whether parents are more involved in their daughters' educational progress than their sons.

On parental involvement and academic achievement, studies have shown to date that the two constructs seems to be positively related. Thus, it is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in parents –teacher associations, and help children develop plans for their future; children are more likely to respond and do well in school. Based on the results of Sixty-six studies, Henderson and Berla (2004) were of the opinion that repeated evidence has confirmed that the most accurate predictor of student achievement is the extent to which the family is involved in the child's education, and not the family's level of income. As a matter of fact, McMillan (2000) noted that parental pressure has a positive and significant effect on public school performance. This becomes particularly obvious when the exactness of the parental pressure is brought to bear on the children's academic performance. The foregoing, have shown that one of the greatest barriers to high academic achievement for a good number of students, is lack of parental involvement in children's education. However, research has shown that parents do want to get along with their children's education knowing fully well that

such involvement could promote better achievement.

Findings have demonstrated that parental involvement in the education of the children has been found to be of benefit to parents, children, and schools (Tella and Tella 2003; Muraina, Muraina, Amao & Oyelade, 2013; Amao, Muraina, Olashinde-Giwa & Muraina, 2013; Muraina, 2012). Rasinki and Fredrick (2008) concluded that parents play an invaluable role in laying the foundation for their children's learning. Zang and Carrasquillo (2005) also similarly remarked that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty. Cotton and Wikelund (2009) ably capped it by asserting that the more intensively parents are involved in their children's learning; the more beneficial are their learning gain in mathematics. Similarly, Schickedanz (2000) also reported that children of passive parents were found to perform poorly academically. Valez in Ryan (2005) reported that academic performance is positively related to having parents who enforce rules at home. The obviousness of the research findings reported in this study is that family involvement improves facets of children's education such as daily attendance (e.g. Simon, 2000), student achievement (e.g. Cotton & Wikelund, 2001; Sheldom & Epstein, 2001a, Simon, 2000) behaviour (e.g. Muraina, Muraina, Amao & Oyelade, 2013; Cotton & Wikelund, 2009) and motivation (e.g. Cotton & Wikelund, 2001). It is on this note that (Deutsher,2000)

posited it was expected that parent involvement would have a large role on children's performance.

Experts in the of field of education agree about the importance of linkages between families and schools, however, researchers in developed countries should now begin to emphasize the need for more rigorous study to help educators predict the precise outcomes of implementing particular strategies for involving families in children's education. In developing countries, studies on parental involvement are few; many research reports on this area continue to come from developed countries. Researches have shown that the more intensively parents are involved in the children's learning, the higher the achievement effects and that this position holds true for all types of parental involvement in children's learning and for all types and ages of students (Desforges and Abouchaar, 2003). Henderson and Berla (2007) and Gianzero (2001) asserted that when schools work together with families to support learning, children tend to succeed not just in school, but throughout life. Utah Education Association (2008) asserted that when parents are involved in their children's education at home, they do better in schools. Conway and Houtenwille (2008) also found that parental involvement has a strong positive effect on student achievement. Some parents and families are able to be involved in many ways; others may only have time for one or two activities. Whatever the level of involvement, consistency matters a lot as it would make

an important difference in the child's life (Utah Education Association, 2008). This was corroborated by Flouri and Buchanman (2004) that parental involvement is a more powerful force than other family background variables such as social class, family size and level of parental education.

The school infrastructural facilities refer to the buildings, furniture, recreational equipment, laboratories and text books among others. They contribute to a positive performance and quality education for all students. Jaiyeoba and Atanda (2005) posited that educational facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Afolabi (2002) reported that the Availability of infrastructural facilities available within an educational institution has positive relationship with the quality of teaching and learning activities, which in turn leads to the attainment of goals set. Ekundayo (2010) School facilities are the basic material resources that facilitate effective teaching and learning in schools. According to Oni (2002), school facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including education. He further stated that their availability, adequacy and relevance influence efficiency and high productivity.

Adeshina (1999) Identified poor and inadequate techniques, overcrowded classrooms among others, as factors that

influence student's academic performance. Throwing more light on school facilities and moral guiding provision, Ajayi and Ogunyemi (2004) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own pace. In another development, Akpofure and Ndipu (2000) reported the need for schools to maintain a manageable carrying capacity in utilization of classrooms, libraries and laboratories for effective teaching and learning. This will pave for quality assurance in schools. This paper thus concentrates on parental involvement and school infrastructural facilities as determinants of secondary school students' learning achievement in Itesiwaju Local Government Area of Oyo State, Nigeria.

Statement of the problem

As noted by some researchers, academic achievement difficulties of students have been a recurring concern for secondary school education worldwide for various reasons, including the assumption that an improvement in achievement implies a higher graduation rate and the financial implications of students' academic achievement, that is, the academic dismissal of students due to poor academic achievement can have negative effect on the budget of education. In particular, poor academic outcomes can influence the reputation of a school because academic success is associated with the quality of the

school. The alarming rate of failure in our secondary schools is highly embarrassing (Muraina, 2012; Amao, Muraina, Olashinde-Giwa & Muraina, 2013). Over the years, the investigations of the factors that influence academic performance of students have attracted the interest and concern of teachers, counselors, psychologists, researchers, educational policy makers and school administrators in Nigeria. In view of the points above, the paper focuses on parental involvement and school infrastructural facilities as determinants of secondary school students' learning achievement in Itesiwaju Local Government Area of Oyo State, Nigeria.

Research Hypotheses

1. There is no significant relationship between parental involvement and students' academic achievement.
2. There is no significant relationship between school infrastructural facilities and students' academic achievement.

Research Questions

1. What is the combined effect of the independent variables (parental involvement and school infrastructural facilities) on the students' academic achievement?
2. What is the relative effect of each of the independent variables (parental involvement and school infrastructural facilities) on the students' academic achievement?

METHODOLOGY

Research Design

The research design used in this study was descriptive study. It ascertained the effects of the independent variables (parental involvement and school infrastructural facilities) on the dependent variable (students' academic performance) without manipulations. However, it is carefully observed and recorded information as it naturally occurred at the time the study was conducted.

Population

The population for the study comprises of all secondary school students in Itesiwaju Local Government Area of Oyo State, Nigeria.

Sample and Sampling Techniques

The sample for this study comprises 300 participants which were randomly selected from secondary school students in Itesiwaju Local Government Area of Oyo State, Nigeria. Thirty secondary school students were selected from ten selected schools through stratified random techniques balloting. On the whole, three hundred secondary school students were selected.

Instrumentations

In an attempt to measure the parental involvement and school infrastructural facilities as factor enhancing student performance, the Questionnaire named parental involvement and school infrastructural facilities Questionnaire (PEBASSQ) and results of the students in the promotional examination was used as students' performance data. The parental involvement and school infrastructural facilities Questionnaire consists of thirty six (36) items, responses anchored base on the four Likert points. The estimate of internal

consistency of the instrument was reliability coefficient of 0.88.

Procedure for Data Collection

The instruments were administered to the participants on the day approved by the school authorities for the exercise. The researchers were assisted by four research assistants in the administration and collection of the instruments. In each of selected school, the administration and collection of instruments were done on the same day of administration. The instrument

was administered on the participants in their various schools by the researchers with the support of the research assistants.

Data Analysis

The Pearson Product Moment Correlation (PPMC) and multiple regression statistical analysis were used to analyze the data. The multiple regression analysis yielded correlation matrix, analysis of variance among others which was used to interpret the data.

RESULTS

Research Hypothesis One: There is no significant relationship between the

parental involvement and students' academic achievement

Table 1: The summary table showing the relationship between the parental involvement and students' academic achievement

Variable	N	Mean	SD	R	Sig	P
Parental involvement	300	32.40	23.08	.873	.000	Significant P<0.05
Academic Achievement	300	44.14	45.94			

The table 1 above showed that there was significant relationship between the parental involvement and students' academic achievement ($r = .873$; $P < 0.05$). This means that parental involvement

influence the level of students' academic achievement.

Research Hypothesis Two: There is no significant relationship between the school infrastructural facilities and students' academic achievement

Table 2: The summary table showing the relationship between the school infrastructural facilities and students' academic achievement

Variable	N	Mean	SD	R	Sig	P
Infrastructural Facilities	300	15.26	16.83	.771	.000	Significant P<0.05
Academic Achievement	300	20.14	36.53			

The table 2 above showed that there was significant relationship between the school infrastructural facilities and students' academic performance ($r = .771$; $P < 0.05$). This means that school infrastructural facilities influence the level of students' academic achievement.

Research Question One: What is the combined effect combined effect of the independent variables (parental involvement and school infrastructural facilities) on the students' academic achievement?

Table 3: Multiple regression analysis on students’ academic achievement data

Multiple R(adjusted)=.967 Multiple R ² (adjusted)=.956 Standard error of estimate=4.628				
Analysis of variance				
	Sum of square (SS)	DF	Mean square	F
Regression	2224.35	4	556.087	205.93
Residual	667.50	397	1.680	
Total	2291.86	399		

The table above shows that the independent variables (parental involvement and school infrastructural facilities) when pulled together have significant effects on the students’ academic achievement. The value of R (adjusted) =.971 and R² (adjusted) =.966. The analysis of variance performed on the multiple regressions

yielded an F- ratio value of 205.93 and was found to be significant at 0.05 level.

Research Question Two: What is the relative effect of independent variables (parental involvement and school infrastructural facilities) on the students’ academic achievement?

Table 4: relative contribution of independent variables to the prediction

Model	Unstandardized coefficients	Standardized coefficients		T	P
	B	Standard error	Beta		
Constant	5.359	3.938		1.361	P<0.05
Parental Involvement	.204	.212	.054	.959	P<0.05
Infrastructural Facilities	.239	.259	.217	.908	P<0.05

The table above shows that each of the independent variables made a significant contribution to the prediction of students’ academic achievement. In term of magnitude of contribution, Infrastructural Facilities made the most significant contribution (Beta= .217; t= .908; P<0.05) to

the prediction follow by Parental involvement (Beta= .054; t= .959; P<0.05).

DISCUSSION OF FINDINGS

The result of the first research hypothesis revealed that there was significant relationship between parental

involvement and students' academic achievement. This means that parental involvement influence the level of students' academic achievement. This is in line with the studies of Garg, Melanson, and Levin (2007) found that youths from single-parent families reported lower educational aspiration than those from two-parent families. On parental involvement and academic achievement, studies have shown to date that the two constructs seems to be positively related. Thus, it is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in parents –teacher associations, and help children develop plans for their future; children are more likely to respond and do well in school. Based on the results of Sixty-six studies, Henderson and Berla (2007) were of the opinion that repeated evidence has confirmed that the most accurate predictor of student achievement is the extent to which the family is involved in the child's education, and not the family's level of income..

The result of the second research hypothesis revealed that there was significant relationship between school infrastructural facilities and students' academic achievement. This means that school infrastructural facilities influence the level of students' academic achievement. This is in line with the studies of Jaiyeoba and Atanda (2005) posited that educational facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Afolabi (2002) reported that the Availability

of infrastructural facilities available within an educational institution has positive relationship with the quality of teaching and learning activities, which in turn leads to the attainment of goals set. Ekundayo (2010) School facilities are the basic material resources that facilitate effective teaching and learning in schools.

The result of the first research question revealed that the independent variables (parental involvement and school infrastructural facilities) when pulled together have significant effects on the students' academic achievement. The value of R (adjusted) =.971 and R^2 (adjusted) =.966. The result thus demonstrated that 96.6% of the variance in the students' academic achievement is accounted for by the linear combination of the two independent variables. The result was further strengthened by the value of F-ratio ($F= 205.93$, $p<0.05$). What the results are saying is that the capacity of the two independent variables to predict students' academic achievement could not have happened by chance. This finding is in consonance with the work of many researchers. Oni (2002), school facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including education. He further stated that their availability, adequacy and relevance influence efficiency and high productivity. Zang and Carrasquillo (2005) similarly remarked that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate

competitive kinship, a foundation for literacy is built with no difficulty. Cotton and Wikelund (2009) ably capped it by asserting that the more intensively parents are involved in their children's learning; the more beneficial are their learning gain in mathematics.

The result of the second research question revealed that each of the independent variables made a significant contribution to the prediction of students' academic achievement. In term of magnitude of contribution, Infrastructural Facilities made the most significant contribution (Beta= .217; $t= .908$; $P<0.05$) to the prediction follow by Parental involvement (Beta= .054; $t= .959$; $P<0.05$). This is in line with the studies of Schickedanz (2000) also reported that children of passive parents were found to perform poorly academically. Valez in Ryan (2005) reported that academic performance is positively related to having parents who enforce rules at home. The obviousness of the research findings reported in this study is that family involvement improves facets of children's education such as daily attendance (e.g. Cotton & Wikelund, 2001; Simon, 2000), student achievement (e.g. Cotton & Wikelund, 2001; Sheldom & Epstein, 2001a, Simon, 2000) behaviour (e.g. Sheldom & Epstein, 2001b; Cotton & Wikelund, 2009; Simon, 2000) and motivation (e.g. Cotton & Wikelund, 2001). It is on this note that (Deutscher, 2000) posited it was expected that parent involvement would have a large role on children's performance. Adeshina (1999)

Identified poor and inadequate techniques, overcrowded classrooms among others, as factors that influence student's academic performance. Throwing more light on school facilities and moral guiding provision, Ajayi and Ogunyemi (2004) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own pace. In another development, Akpofure and Ndipu (2000) reported the need for schools to maintain a manageable carrying capacity in utilization of classrooms, libraries and laboratories for effective teaching and learning.

Conclusion and recommendations

Base on the findings of this study, persistent poor academic achievement of Nigerian secondary school students due to parental involvement and school infrastructural facilities should not continue indefinitely. There is hope that with the improvement of parental involvement and school infrastructural facilities, the situation can be changed for the better. The study discovered that parental involvement and school infrastructural facilities influence significantly the students' academic achievement in the society. As such, it is very crucial to improve these factors (parental involvement and school infrastructural facilities) so as to eradicate the persistent occurrence of poor students' academic achievement and performance in



this great country, Nigeria. In this regard, there is the need for the parents to teach, monitor the students and give adequate emotional caring in the society and the management and directors of the schools to provide conducive environment for the teachers and other staff in the society. The governments at all levels should stand up for their responsibility by providing adequate

and quality infrastructural facilities to the schools. Parents and teachers association should be strengthen in school so as to create an avenue of educating the parents on the relevance of their involvement in their children education and total upbringing in their academic performance and achievement.

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