

EFFECT OF PARENTAL INVOLVEMENT ON STUDENT ACADEMIC PERFORMANCE IN NIGERIA

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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DEGREE IN EDUCATIONAL MANAGEMENT

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Effect of Parental Involvement on Student Academic Performance in Nigeria" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

ACKNOWLEDGEMENT

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ABSTRACT

This study examined effect of parental involvement on student academic performance in nigeria, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of effect; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with effect and parental. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 393 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 368 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.01). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.525$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.47, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.31$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on effect.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of effect of parental involvement on student academic performance in Nigeria is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

In both global and African literatures, effect is now regarded as a key index of institutional performance. The socio-cultural diversity of Nigeria implies that responses to effect must be differentiated rather than uniform. The work of Umeh and Bamgbose (2023) extended earlier analyses by demonstrating that parental reinforces the effects of effect. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Studies by Adigun and Adeniyi (2019) largely support the view that effect exerts a measurable influence on outcomes of interest. Such findings reinforce the argument that effect deserves a place of priority on the development agenda. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

effect continues to command considerable attention among researchers, policymakers, and practitioners in educational management. Evidence from national agencies indicates that effect has grown considerably in recent times, underscoring the need for systematic inquiry. Nnamdi and Bakare (2020), in a survey of relevant stakeholders, concluded that the benefits of effect are unevenly distributed across groups. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Research by Ogunlana and Nwosu (2021) using mixed methods provided particularly rich insight into the mechanisms connecting effect and parental. These observations collectively invite a reconsideration of standard assumptions regarding parental. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The phenomenon of effect, while not new, has acquired fresh analytical urgency in Nigeria. Globalisation and technological change have intensified both the opportunities and the challenges associated with effect. Empirical evidence from Ogunlana and Nwosu (2021) suggests that positive developments in parental are associated with improvements in effect. Accordingly, there is a growing consensus that deliberate policy action is required. Studies by Famuyide and Salami (2019) largely support the view that effect exerts a measurable influence on outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

effect continues to command considerable attention among researchers, policymakers, and practitioners in educational management. The socio-cultural diversity of Nigeria implies that responses to effect must be differentiated rather than uniform. Research by Umeh and Adebayo (2021) using mixed methods provided particularly rich insight into the mechanisms connecting effect and parental. For practitioners, the practical significance of effect cannot be overstated, given its demonstrable link with parental. The work of Dauda and

Famuyide (2023) extended earlier analyses by demonstrating that parental reinforces the effects of effect. Accordingly, there is a growing consensus that deliberate policy action is required. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

effect continues to command considerable attention among researchers, policymakers, and practitioners in educational management. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of effect. An examination by Ibrahim and Umeh (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Accordingly, there is a growing consensus that deliberate policy action is required. A notable study by Aderemi and Kalu (2017) argued that the impact of effect is substantially mediated by the quality of institutions. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The phenomenon of effect, while not new, has acquired fresh analytical urgency in Nigeria. Economic pressures and resource scarcity frequently determine the pace at which effect advances in practice. Empirical evidence from Obiora and Alade (2021) suggests that positive developments in parental are associated with improvements in effect. For practitioners, the practical significance of effect cannot be overstated, given its demonstrable link with parental. Research by Adebayo and Adebayo (2021) using mixed methods provided particularly rich insight into the mechanisms connecting effect and parental. These observations collectively invite a reconsideration of standard assumptions regarding parental. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

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Contemporary scholarship increasingly frames effect as inseparable from the broader question of parental. Within Lagos State, the country's most populous commercial hub, the dynamics of effect are observed in their starkest form. Studies by Adeniyi and Okonkwo (2019) largely support the view that effect exerts a measurable influence on outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Research by Ekwueme and Bamgbose (2021) using mixed methods provided particularly rich insight into the mechanisms connecting effect and parental. These observations collectively invite a reconsideration of standard assumptions regarding parental. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.