
PARENTAL INVOLVEMENT AND TEACHERS' EFFECTIVENESS IN PUBLIC PRIMARY SCHOOLS IN AKURE NORTH L.G.A OF ONDO STATE

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Abstract

The educational sphere is characterized by a complex interplay of factors that influence student learning. Among these, parental involvement and teacher effectiveness stands out as particularly salient. This study investigates the dynamic relationship between these two factors, examining how they interact to influence teachers' performance and students' academic performance in public primary schools in Akure North Local Government Area of Ondo State. The descriptive research design was adopted. Two self-developed questionnaires were used as instruments for the study titled "Parental Involvement Questionnaire" and Teachers' Effectiveness Questionnaire' with reliability coefficients of 0.78 and 0.8 respectively. The sample was 157 drawn from 17 public primary schools. The sample consisted of 72 teachers and 85 PTA Executives. Proportionate sampling technique was used to draw 50% of teachers in each school to get 72 teachers while 5 members of the parent teachers' executives were purposively taken as participants for the study to make 85. Both descriptive and inferential statistical analysis was used to analyze data for the study, and all hypotheses were tested at a 0.05 level of significance. Findings showed moderate teachers effectiveness ($\bar{X} = 3.23$) and moderate parental involvement ($\bar{X} = 3.17$) in public primary schools in Akure North Local Government Area of Ondo State. Further findings revealed a significant relationship between parental involvement and teachers' effectiveness. ($p = 0.000$); The study concluded that parental involvement influences teachers' effectiveness in public primary schools in Akure North Local Government Area of Ondo State. Based on the findings and conclusion drawn from the study, it was recommended that Teachers should encourage parents to support their children's homework and learning activities at home, providing guidance and resources as needed, among others.

Keywords: Parental Involvement, Teachers' Effectiveness, Primary School

Introduction

Education is widely regarded as the foundation of societal advancement and individual achievement (OECD, 2020). It has transformed individuals from ignorance and misery to knowledge and happiness, enabling them to develop physically, mentally, morally, spiritually, and emotionally (UNESCO, 2019; WHO, 2018). There are three main types of education: formal, informal, and non-formal (Johnson & Majewska, 2022). Formal education, which takes place in schools, is the foundation of education, and primary education is universally accepted as its cornerstone (Federal Republic of Nigeria, 2004). In Nigeria, primary education is defined as education given to children aged 6-11, with a duration of six years (Federal Republic of Nigeria, 2004). The goals of primary education in Nigeria include inculcating permanent literacy and numeracy, developing scientific and reflective thinking, providing citizenship education, moulding character and morals, developing adaptability to changing environments, and providing basic tools for further educational advancement (Federal Republic of Nigeria, 2004).

To achieve these goals, the Federal Government has implemented policies such as tuition-free, universal, and compulsory primary education, practical and exploratory teaching methods, and a teacher-pupil ratio of 1:35 (Federal Republic of Nigeria, 2004). Effective teaching is crucial to the education process, and teachers play a vital role in interpreting the curriculum (Darling-Hammond, 2015). Teacher effectiveness is generally measured by student performance, teacher behaviours, and classroom procedures (Kapur, 2018). Effective teachers possess knowledge of the curriculum, teaching strategies, and communication skills (Bardach & Klassen, 2020). They adapt instruction to students' needs, provide feedback, and integrate instruction with other subject areas. Teacher effectiveness is often judged on the basis of variables such as teachers' content knowledge, teaching skills, communication skills, classroom management, motivation, cooperation, interpersonal relationships, and personal characteristics (Swargiary & Baglari, 2018).

In the context of this study, teacher effectiveness variables include teachers' instructional quality and teachers' communication. Teachers' instructional quality refers to their ability to deliver high-quality instruction that meets the needs of all students. This encompasses various aspects, including subject matter knowledge and pedagogical knowledge (Bardach & Klassen, 2020). A teacher with strong subject matter knowledge has a deep understanding of the content they are teaching, which enables them to explain complex concepts clearly and accurately. Another crucial aspect of instructional quality is pedagogical knowledge. This refers to the teacher's understanding of how to teach and facilitate learning. A teacher with strong pedagogical knowledge knows how to create engaging lesson plans, use effective teaching strategies, and adapt their instruction to meet the diverse needs of their students. Effective classroom management is also essential for instructional quality. This involves creating and maintaining a positive and productive learning environment. A well-managed classroom is characterized by respect, empathy, and a sense of community, where students feel safe, supported, and motivated to learn, assess, and give feedback, among others. However, studies revealed that instructional quality in Nigerian primary schools is generally poor, with teachers lacking adequate training and resources (Fagbemi, 2015).

Similarly, the World Bank (2018) reported that poor instructional quality is a significant challenge facing education systems in Sub-Saharan Africa. UNESCO (2017) also reported that more than one-half of children and adolescents are not learning and that poor instructional quality is a major factor contributing to the learning crisis in Sub-Saharan Africa. The implication of this is that the effectiveness of the schools would be poor. Similarly, researchers have also revealed a serious problem presently facing public primary schools in Nigeria: many public primary school pupils sit on the bare floor to receive lessons at different schools in different classes, and there are so many such schools without chairs and desks across the six (6) geo-political zones of Nigeria (Ibrahim 2020). This is an indication that such public primary schools have no chairs and desks for pupils to learn. The implication of this is that effective teaching and learning cannot take place in those public primary schools with such conditions. The reason could be that the stakeholders, including the government, teachers, and parents involved in the education sector, might not be doing well enough in their commitment to and monitoring the education process.

Effective communication is crucial for any organization's survival, and schools are no exception. Schools rely on communication to facilitate the exchange of information among head-teachers, teachers, and students. Communication is a two-way process that involves the transmission of messages and a shared understanding of contexts. In today's society, schools and parents are responding to increased expectations, economic pressures, and time constraints. In these changing times, effective partnerships between teachers and parents have become even more essential in meeting the needs of the children they share. Communicating with parents is one of the six major types of parent involvement practices critical to establishing strong working relationships between teachers and parents. Unfortunately, many teachers are not specifically trained in the skills they need to communicate effectively with parents; this could lead to defects in the aspect of parental support towards the education of their children. Research suggests that because school communication practices are so fundamental to involving families in the education process, teacher preparation and professional development programs should actively promote the development of communication skills for teachers (Graham-Clay, 2024).

However, the National Bureau of Statistics (2020) reported that the Nigerian government has increased its investment in education in recent years, resulting in improved education outcomes; similarly, Adeyinka (2020) concluded that the Nigerian government has demonstrated a commitment to education through increased funding, policy reforms, and infrastructure development. Contrarily, Okebukola (2019) and Fagbemi (2020), in their separate studies, argued that the Nigerian government has made efforts to improve education outcomes. Still, more needs to be done to address the challenges facing the education sector and to improve its quality. Okeke (2018) and Afolabi (2020) submitted that lack of parent-teacher association and parental neglect, including lack of support and guidance, are significant predictors of poor academic performance in Nigerian primary schools. The present study uses parental involvement as a potent factor that influences teachers' effectiveness.

Parental Involvement could be regarded as a spontaneous activity that takes a number of forms, including 'good parenting' in the home pre-school (which provides a good foundation of

skills, values, attitudes and self-concept); visits to the school to gather relevant information and establish good relationships; discussions with teachers to keep abreast of the child's progress or to discuss emergent problems; and assisting more broadly in the practical activities and governance of the school. A child is more likely to engage in activities positively and accurately if a parent is able to encourage their achievements through meaningful feedback. However, parent involvement may also enhance children's behaviour in the classroom and at home as parents and teachers work together to enhance social functioning and address problem behaviours. Research suggests that children who are influenced by their parental involvement are more capable of understanding the difference between positive and negative social interactions. This behaviour can sometimes be influenced by what the children see or hear at home or see on television. Both parents and teachers can address these behaviours. These actions may influence a child to become a more creative and academically sufficient student. Overwhelming evidence from research suggests that when families get personally involved in education, their children improve positively in the academic atmosphere and grow up to be successful in life. Thus, parental involvement influences future academic goals and career expectations (Myers-Young, 2018). Ntekane (2018) noted that the involvement of parents in education helps to improve students' performance, reduce absenteeism, and restore parents' confidence in their students' education. Students with caregivers who are involved in learners' education earn higher grades and test scores, have better social skills, and show improved behaviour. The Editorial Projects in Education Research Center, as referenced in Donkor., Atta., Acheampong., & Atta-Asiamah, (2024), noted that most schools are unable to address student misbehaviour and describe potential solutions that could help them in their classrooms or at their schools because of little or no parental involvement in their students' education. Community involvement in education plays a determinant role in delivering quality education. This means that schools should have a sound relationship with the parents of the students they serve. Schools are service-rendering institutions; hence, a close and intimate relationship between the school and the parents improves the educational achievements of students (Donkor., Atta., Acheampong., & Atta-Asiamah, 2024).

Parents can be involved in their children's learning in a variety of ways, including assisting with homework, attending school events, being active in school decision-making, and maintaining open lines of communication with instructors (Utami,2022). For the purpose of this study parents' involvement are parental participation and parental support.

Parental participation involves parents actively engaging in their children's education and school life. This can include attending parent-teacher conferences and school meetings, volunteering in the classroom, and participating in parent-teacher organizations (Epstein, 2011). By doing so, parents foster a sense of community and collaboration with educators, take an active role in their children's learning, and stay informed about their progress and school activities.

Parental support refers to the emotional, academic, and psychological support parents provide to their children; this includes encouraging children to pursue their interests, providing help with homework and academic tasks, offering emotional support and guidance during difficult times (Hill & Tyson, 2009). Parental support fosters a positive self-image and self-esteem in

children, encourages children to take risks and explore their interests, and also helps children develop resilience and coping skills.

It could be inferred that the three variables discussed above are interconnected and can have a cumulative impact on children's academic, social, and emotional development. The present study, therefore investigates the relationship between parental involvement and teachers' effectiveness in the Akure North Local Government Area of Ondo State.

Statement of Problem

The quality of education in Nigerian primary schools is a pressing concern, as it lays the foundation for future learning. However, observations indicate that teacher effectiveness, particularly in terms of instructional quality and communication, is often inadequate. This issue may be linked to the level of parental involvement, which encompasses parental support and participation in school activities. Research suggests that when parents are actively engaged in their children's education, teachers are more likely to deliver high-quality instruction and foster effective communication. This study aims to investigate the relationship between parental involvement and teacher effectiveness in public primary schools in Akure North Local Government Area of Ondo State.

Purpose of the Study

The general purpose of this study was to examine parental involvement and teachers' effectiveness in the Akure North Local Government Area of Ondo State. Specifically, the study sought to:

- (1). Examine the level of parental involvement (support and participation) in Akure North Local Government Area of Ondo State.
2. Examine the level of teachers' effectiveness (teachers' instructional quality and teachers' communication) in the Akure North Local Government Area of Ondo State.

Research Questions

The following questions were raised to guide the study:

1. What is the level of parental involvement (support, discipline and participation) in Akure North Local Government Area of Ondo State?
2. What is the level of teachers' effectiveness (teachers' instructional quality and communication) in Akure North Local Government Area of Ondo State?

Research Hypotheses

The following research hypotheses were formulated and tested for the study:

1. There is no significant relationship between parental involvement and teachers' effectiveness in public primary schools in Akure North Local Government Area of Ondo State.
2. There is no significant relationship between parental support and teachers, instructional quality in public primary schools in Akure North Local Government Area of Ondo State.
3. There is no significant relationship between parental participation and teachers' communication in public primary schools in Akure North Local Government Area of Ondo State.

Literature Review

Hoover-Dempsey and Sandler's (1997) Model of Parental Involvement is considered relevant for this study, as it identifies three types of parental involvement: parenting, communicating, and volunteering. Parenting refers to parents' efforts to create a supportive learning environment at home. This includes activities such as providing a quiet and comfortable space for homework, encouraging reading and learning, and discussing school-related issues with their child.

Communicating, on the other hand, refers to parents' efforts to communicate with teachers, schools, and other parents about their child's education. This includes activities such as attending parent-teacher conferences, asking teachers about their child's progress, and participating in school meetings and events. Volunteering refers to parents' efforts to contribute their time and skills to support the school and their child's education.

The model also suggests that parents' involvement in their children's education is influenced by their beliefs, values, and perceptions of their role in education. Parents' beliefs about education, their children's abilities, and their role in education can impact their level of involvement. Similarly, parents' values and priorities for their child's education can also influence their involvement. Dempsey and Sandler's model highlights the importance of understanding the complex and multifaceted nature of parental involvement in education and promoting teacher effectiveness:

Concept of Parental Involvement

Parental involvement is the active engagement of parents in their children's education, encompassing various aspects such as supporting learning at home, communicating with teachers, volunteering, and participating in decision-making processes. As noted by Henderson and Mapp (2020), parental involvement plays a critical role in student success, fostering a supportive learning environment, academic achievement, and social-emotional development. Similarly, Epstein (2019) emphasizes that parental involvement encompasses various ways parents, families, and communities can support student learning and success, spanning from preschool to high school and beyond.

Parental Support

Parental support refers to the emotional, academic, and social backing that parents provide to their children to facilitate their educational success (Henderson & Mapp, 2020). This support can take various forms, including providing a conducive learning environment at home, setting high expectations for academic achievement, and offering guidance and encouragement to help children overcome challenges and reach their full potential.

Parental Participation

Parental participation refers to the active engagement of parents in their children's education, including activities such as attending parent-teacher conferences, volunteering in the classroom, participating in school decision-making, and engaging in other school-related activities (Epstein, 2019). Parental participation helps to foster a collaborative relationship between parents and educators, ultimately supporting student learning and achievement.

Empirical Studies

Oni and Soji-Oni (2024) investigated the relationship between parental involvement and teachers' effectiveness in Nigerian schools. A survey design was used, and a sample of 300 teachers and 300 parents was selected from 10 schools in Lagos District IV. Data were collected using a questionnaire and analyzed using descriptive statistics and Pearson's correlation coefficient. The results showed a significant positive relationship between parental involvement and teachers' effectiveness ($r = 0.75, p < 0.01$). The study also revealed that parental involvement was significantly related to student academic performance ($r = 0.63, p < 0.01$), discipline ($r = 0.58, p < 0.01$), and school administration ($r = 0.55, p < 0.01$). The study concluded that parental involvement is crucial for effective teachers' effectiveness and improved student outcomes in Nigerian schools.

Ibrahim and Mohammed (2020) assessed the level of parental involvement in public primary schools in Abuja, Nigeria. A survey of 250 parents and 75 teachers was conducted. The results showed that parents' involvement in their children's education was low, with a mean score of 1.93 out of 5. The study also found that parents' level of education, occupation, and socioeconomic status significantly influenced their involvement in their children's education. The study concluded that parental involvement is essential for children's academic success and recommended that schools and policymakers should develop strategies to encourage parental involvement."

Suvarna and Varun (2023) investigated the level of teachers' effectiveness in Mandya district of Karnataka; the study revealed that 18.2% of Science Teachers in Secondary Schools possessed a high level of Teacher Effectiveness, and 68.2% of Secondary Schools Science Teachers possessed the medium level of Teacher Effectiveness. Further, only 13.6% of Secondary Schools Science Teachers possessed a low level of Teacher Effectiveness. The result reflected that the majority of the Science Teachers have an average level of Teacher Effectiveness. Thus, researchers felt the need to enhance their Teacher Effectiveness for the benefit of the learners as well as society.

Swargiary and Baglari (2018) investigated the effectiveness of teachers in lower primary schools of Provincialized Schools under Kokrajhar District of Assam. The findings showed that 40% of the Lower Primary school teachers are above-average effective teachers, and 36% are moderately effective teachers as well.

Munir, Wattu, and Latif (2021) carried out a study on teachers' perceptions of parental involvement and its impact on students' academic achievement in Pakistan. A qualitative research approach was used, and data were collected through semi-structured interviews with 20 teachers from 10 schools. The results showed that teachers perceived parental involvement as having a significant impact on students' academic achievement. The teachers reported that parental involvement helped to improve students' motivation, attendance, and academic performance. However, the teachers also reported that lack of parental involvement was a major challenge in improving students' academic achievement.

The study concluded that parental involvement is essential for improving students' academic achievement, and teachers should encourage and support parental involvement in schools."

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Henderson and Mapp (2002) carried out a study on the topic of a new wave of evidence: the impact of school, family, and community connections on student achievement. The study found that parental involvement was positively correlated with student academic performance and social-emotional development. The study also found that schools that promoted parental involvement and community partnerships had better student outcomes than schools that did not. The study concluded that parental involvement and community partnerships are essential for improving student achievement and promoting social-emotional development.

Desforges and Abouchaar (2022) reviewed the literature on the impact of parental involvement on student achievement. The study found that parental involvement was a significant predictor of student achievement and social-emotional development. The study also found that parental involvement was positively correlated with student motivation, attendance, and academic performance. However, the study noted that the relationship between parental involvement and student achievement was complex and influenced by a range of factors, including socio-economic status, cultural background, and school policies. The study concluded that parental involvement is essential for improving student achievement and promoting social-emotional development but that schools and policymakers must take a nuanced and contextual approach to promoting parental involvement.

Parental Support and Teachers' Instructional Quality

Adeyinka (2019) investigated the relationship between parental involvement and teacher effectiveness in Nigerian secondary schools. The study found a significant positive relationship between parental involvement and teacher effectiveness. Oladele (2018) examined the relationship between parental participation and teacher effectiveness in Nigerian primary schools. The study revealed a significant positive relationship between parental participation and teacher effectiveness. Lerang, Ertesvåg, and Virtanen (2021) explored the relationship between instructional support quality and teacher effectiveness in Norwegian lower secondary schools. The study found that instructional support quality was positively correlated with teacher effectiveness. Hanisch, Hanke, Hennemann, Jost, Kaspar, Rott, and Strauß (2023) examined the relationship between teacher education effectiveness and instructional quality. The study found that teacher education effectiveness was positively correlated with instructional quality.

Parental Participation and Teachers' Communication

Maman Rachman, Saeful Muslim, Dendi Suparman, and Efrita Norman (2024) investigated effective communication strategies between teachers and parents through a collaborative approach to improve students' academic achievement in primary schools. The study found that structured, transparent communication, particularly supported by technology, significantly

enhances teacher-parent collaboration, leading to improved student motivation and academic outcomes. On the other hand, Murray, McFarland, and Harrison (2015) investigated the nature of parent involvement and parent-educator communication in prior-to-school early childhood settings and school. The study found that parental involvement and communication decreased as children moved from prior-to-school settings to school.

Method

Research Design

The research design adopted for this study was descriptive research of the survey type. The choice of this particular design is based on the premise that data were collected from a representative sample upon which inferences and generalizations were made on the entire population.

Population of the Study

The population of the study comprised of all parents and teachers of public primary schools in Akure South Local Government Areas of Ondo State.

Sample and Sampling Technique

The sample of the study is 157 which consisted of 72 teachers and 85 parents' teachers' association executives. The simple random technique was used to select 17 public primary schools in Akure South Local Government Area of Ondo State. From each of the schools selected, a proportionate sampling technique was used to draw 50% of teachers in each school to get 72 teachers due to the small size of the population. Also, the chairman, secretary, public relations officer and two other executive members of the Parents' Teachers Association of each school were purposively selected to make a total of 85 executive members from the 17 schools, making a total of 157 respondents for the study. Table 1 below shows the distribution of the sample.

Results

On the research questions, mean scores below ($<$) 2.5 are considered low, mean scores above (\geq) 2.5 and below ($<$) 3.5 are considered moderate, while the mean scores above (\geq) 3.5 are considered high.

Research Question 1: What is the level of parental involvement (support and participation) in Akure North Local Government Area of Ondo State?

To answer research question one on the level of parental involvement (participation and support), data obtained on each variable was analyzed, and the results are presented in Tables 1 and 2. A summary of the results is presented in Table 3.

Table 1**Observed Teachers' Responses to Level of Parental Participation**

S/ N	ITEMS	SA	A	D	SD	\bar{X}	St.d
1.	Parents communicate regularly with teachers through phone calls, emails, or messages.	19(26%)	31(43%)	14(10%)	8(11%)	2.90	.22
2.	Parents volunteer in the classroom or school to support teaching and learning.	26(36%)	30(42%)	9(13%)	7(10%)	3.20	.32
3.	Parents participate in school decision-making processes through committees or councils.	22(31%)	41(57%)	4(6%)	5(7%)	3.11	.27
4.	Parents help with organizing and supporting school events and activities.	34(47%)	26(36%)	8(11%)	4(6%)	3.30	.40
5.	Parents attend parent-teacher conferences and meetings regularly	26(36%)	38(53%)	5(7%)	3(4%)	3.21	.32
	Grand Mean/Percentage	25(35%)	33(46%)	7(10%)	5(8%)	3.20	.31

N = 72: Low (<2.5); Moderate ($\geq 2.5 < 3.5$); High (≥ 3.5)

Key: (SA) Strongly Agree; Agree (A), Disagree (D), Strongly Disagree (SD)

Source: Field Survey 2025

The analysis of data on Table 1 by percentage points revealed the level of parental participation; strongly agree (35%), agree (46%), disagree (10%) and strongly disagree (8%) with a mean of 3.20 and St. D of .40. The grand mean of 3.20 implied that the majority of the parents have moderate level of participation in public primary schools in Akure North Local Government Area of Ondo State.

Table 2**Observed Teachers' Responses to Level of Parental Support**

S/ N	ITEMS	SA	A	D	SD	\bar{X}	St.d
1	Parents attend to their children's physical and health needs to ensure they come to school ready to learn.	25(35%)	39(54%)	4(6%)	4(6%)	3.20	.32
2.	Parents help their children with homework and project completion.	18(25%)	40(56%)	6(8%)	8(11%)	3.00	.22
3	Parents show interest in their children's academic progress and achievements.	36(50%)	30(42%)	2(3%)	4(6%)	3.40	.44

4	Parents provide resources and materials necessary for their children's academic success.	23(32%)	39(54%)	6(8%)	3(4%)	3.11	.27
5.	Parents provide emotional support to their children to help them cope with academic challenges	20(28%)	37(51%)	7(10%)	8(11%)	3.00	.22
	Grand Mean/Percentage	24(34%)	37(51%)	5(7%)	5(8%)	3.14	.30

N = 72: Low (<2.5); Moderate ($\geq 2.5 < 3.5$); High (≥ 3.5)

Key: (SA) Strongly Agree; Agree (A), Disagree (D), Strongly Disagree (SD)

Source: Field Survey 2025

The analysis of data on Table 2 by percentage points revealed the level of parental support; strongly agree (34%), agree (51%), disagree (7%) and strongly disagree (8%) with a mean of 3.14 and St. D of .30. The grand mean of 3.14 implied that the majority of the parents have moderate level of support in public primary schools in Akure North Local Government Area of Ondo State.

Table 3

Weighted Average of Parental Involvement

	ITEMS	SA	A	D	SD	\bar{X}	St.d
	Parental Participation	25(35%)	33(46%)	7(10%)	5(8%)	3.20	.31
	Parental Support	24(34%)	37(51%)	5(7%)	5(8%)	3.14	.30
	Grand Mean/Percentage	25(35%)	35(49%)	6(8%)	5(8%)	3.17	.31

N = 72: Low (<2.5); Moderate ($\geq 2.5 < 3.5$); High (≥ 3.5)

Key: (SA) Strongly Agree; Agree (A), Disagree (D), Strongly Disagree (SD)

Source: Field Survey 2025

The analysis of data in Table 3 by percentage showed the level of parental involvement by percentage points. It revealed 34% strongly agreed, 50% agreed, while 8% disagreed and 8% also disagreed. However, the grand mean (3.15) showed that the parents have moderate level of involvement (parental participation and parental support) in public primary schools in Akure North Local Government Area of Ondo State.

Research Question Two: What is the level of teachers' effectiveness in public primary schools in Akure North Local Government Area of Ondo State?

To answer research question two on the level of teachers' effectiveness in (instructional quality and communication) data obtained from each variable was analyzed in Tables 4 and 5. The summary of the result is presented in Table 6.

Table 4**Observed Parents' Responses to the Level of Teachers' Instructional Quality**

S/ N	ITEMS	SA	A	D	SD	\bar{X}	St.d
1.	My child seems to enjoy learning and is enthusiastic about going to school.	17(20%)	65(76%)	2(2%)	1(1%)	3.20	.32
2.	My child is able to explain what they learned in school and seems to understand the material	14(16%)	69(81%)	1(1%)	2(2%)	3.14	.30
3.	The teacher provides my child with opportunities to ask questions and seek help.	38(45%)	42(49%)	2(2%)	3(4%)	3.40	.44
4.	My child's homework and assignments seem relevant and challenging	23(27%)	56(66%)	2(2%)	4(5%)	3.20	.32
5.	The teacher keeps me informed about my child's progress and provides regular updates	19(22%)	58(68%)	3(4%)	5(6%)	3.10	.27
	Grand Mean/Percentage	22(26%)	58(68%)	5(6%)	8(9%)	3.21	.33

N = 85: Low (<2.5); Moderate ($\geq 2.5 < 3.5$); High (≥ 3.5)

Key: (SA) Strongly Agree; Agree (A), Disagree (D), Strongly Disagree (SD)

Source: Field Survey 2025

The analysis of data in Table 4 by percentage points revealed the level of teachers' instructional quality as observed by parents strongly agree (26%), agree (68%), disagree (6%) and strongly disagree (9%) with a mean of 3.21 and St. D of .33. The grand mean of 3.21 implied that the majority of the teachers have moderate level of instructional quality in public primary schools in Akure North Local Government Area of Ondo State.

Table 5**Observed Parents' Responses to the Level of Teachers' Communication**

S/ N	ITEMS	SA	A	D	SD	\bar{X}	St.d
11	The teacher regularly communicates with me about my child's progress and performance.	35(41%)	48(56%)	1(1%)	1(1%)	3.40	.44
12	The teacher provides constructive feedback that helps my child improve.	21(25%)	60(71%)	1(1%)	3(4%)	3.20	.32
13	The teacher demonstrates a genuine interest in my child's well-being and success.	13(15%)	71(84%)	-	1(1%)	3.13	.30

14	The teacher involves me in decision-making processes about my child's education.	42(49%)	37(44%)	4(5%)	2(2%)	3.40	.44
15	The teacher is approachable and welcoming to me as a parent.	25(29%)	58(68%)	1(1%)	1(1%)	3.30	.40
	Grand Mean/Percentage Mean	27(32%)	55(65%)	1(1%)	2(2%)	3.28	.38

N = 85: Low (<2.5); Moderate ($\geq 2.5 < 3.5$); High (≥ 3.5)

Key: (SA) Strongly Agree; Agree (A), Disagree (D), Strongly Disagree (SD)

Source: Field Survey 2025

The analysis of data in Table 5 by percentage points revealed the level of teachers' communication as observed by parents strongly agree (32%), agree (65%), disagree (1%) and strongly disagree (2%) with a mean of 3.28 and St. D of .38. The grand mean of 3.28 implied that the majority of the teachers have a moderate level of communication with parents in public primary schools in Akure North Local Government Area of Ondo State.

Table 6

Weighted Average of Teachers' Effectiveness

S/N	ITEMS	SA	A	D	SD	\bar{X}	St.d
1	Teachers' Instructional Quality	22(26%)	58(68%)	5(6%)	8(9%)	3.21	.33
2	Teachers' Communication	27(32%)	55(65%)	1(1%)	2(2%)	3.28	.38
	Grand Mean/Percentage Mean	25(29%)	57(67%)	3(4%)	5(6%)	3.23	.36

N = 85: Low (<2.5); Moderate ($\geq 2.5 < 3.5$); High (≥ 3.5)

Key: (SA) Strongly Agree; Agree (A), Disagree (D), Strongly Disagree (SD)

Source: Field Survey 2025

The analysis on data presented on Table 6 by mean shows that teachers' communication has the higher mean of 3.28 and the lower mean was teachers' instructional quality. However, the grand mean of 3.23 shows a moderate level of teachers' effectiveness in public primary schools in Akure North Local Government Area of Ondo State.

Testing of Hypotheses

H₀₁: There is no significant relationship between parental Involvement and teachers' effectiveness.

To test the hypothesis, data collected on teachers' instructional quality and teachers' communication were merged to measure teachers' effectiveness. They were pooled with the variables of parental involvement to arrive at Table 7

Table 7

Relationship between Parental Involvement and Teachers' Effectiveness

Variables	Unstandardized coefficients		Standardized coefficients		Sig.	R	R2	F
	B	Std. Error	Beta	t				
(Constant)	4.765	2.586		0.681	0.614			
Parental Support	2.074	.082	.302	6.168	.001			
						0.851	0.724	
								52.566
Parental Participation	.654	.056	.534	1.185	.000			

Dependent Variable: Teachers' Effectiveness

The regression model shown in Table 7 reveals that R-square is 0.724, which infers that 72.4% of the variance in teachers' effectiveness is attributed to parental involvement. The contribution of each of the variables of parental involvement to the prediction of teachers' effectiveness in their order of magnitude was: parental participation (53.4%, $p = 0.000$); parental support (30% $p = 0.001$); The F-ratio is 52.566, and the p-value is 0.000, the tested relationship between parental involvement and teachers' effectiveness' is statistically significant. This inferred that there was a significant relationship between parental involvement and teachers' effectiveness' in public primary schools in Akure North Local Government Area of Ondo State.

Research Hypothesis Two: There is no significant relationship between parental support and teachers' instructional quality in public primary schools in Akure North Local Government Area of Ondo State.

Table 8

Relationship between Parental Support and Teachers' Instructional Quality

Variables	N	Df	r	p-value	decision
Teachers' Instructional Quality	17				
		32	.764	0.00	Rejected
Parental Support	17				

Table 8 above reveals that there is a strong relationship between teachers' instructional quality and parental support thus, parental support has a good proportional direction with teachers' instructional quality in public primary schools in Akure North Local Government Area of Ondo State. This implies that increase in parental support leads to increase in teachers' instructional quality. Statistically, the result shows that there is significant relationship between teachers' instructional quality and parental support, $P < 0.01$, therefore the null hypothesis is rejected.

Research Hypothesis Four: There is no significant relationship between parental participation and teachers' communication in public primary schools in Akure South Local Government Area of Ondo.

Table 9

Relationship between Parental Participation and Teachers' Communication

Variables	N	Df	r	p-value	decision
Teachers' Communication	17				
		32	.851	0.00	Rejected
Parental Participation	17				

Table 9 above reveals that there is a good relationship between teachers' communication and parental participation; thus, parental participation has a very good proportional direction with teachers' communication in public primary schools in Akure North Local Government Area of Ondo State. Statistically, the result shows that there is a significant relationship between teachers' communication and parental participation; $P < 0.01$, therefore the null hypothesis is rejected.

Discussion

Findings from research question one showed a moderate level of parental involvement in public primary schools in Akure Local North Government Area. Furthermore, parental participation has the highest mean. This implies that moderate parental involvement may not

provide enough support for students who need additional help or guidance. Also, parents who are moderately involved may not be fully engaged with their child's education, potentially leading to missed opportunities for involvement. The reason could be attributed to the fact that parents may need to balance work and family responsibilities, limiting the amount of time they can devote to involvement. The finding agrees with Adewale and Ogunyemi (2022) who revealed that parental involvement in public primary schools in Ibadan North Local Government Area was moderate. The study did not align with Ibrahim and Mohammed (2020) who assessed the level of parental involvement in public primary schools in Abuja, Nigeria. The finding revealed a low parental involvement.

Findings from research question two showed a moderate level of teachers' effectiveness in public primary schools in Akure North Local Government Area. Furthermore, teachers' communication has the highest mean. This implies that teachers' moderate effectiveness may not inspire students to reach their full potential, leading to a lack of motivation and engagement. Also, teachers might struggle to differentiate instruction, failing to cater to the diverse needs and abilities of their students. The reason may be that teachers receive inadequate training or support, hindering their ability to develop and implement effective teaching strategies. This aligns with Suvarna and Varun (2023), who investigated the level of teachers' effectiveness of Secondary School Science Teachers in Mandya district of Karnataka and found that the majority of the science teachers have an average level of teacher effectiveness. The result contradicts Swargiary and Baglari (2018), who revealed that teacher effectiveness is above average at the primary school level.

In hypothesis one, regression analysis, the result revealed a significant joint contribution of the independent variables parental participation and parental support to the prediction of teachers' effectiveness. The relationship between parental involvement and teachers' effectiveness was significant. The implication of this is that collaborative partnerships between parents and teachers enable them to work together and share resources, expertise, and information to support student learning.

The reason for the result could be that Parents and teachers share a common goal: to support students' academic and personal growth. This shared purpose fosters collaboration and cooperation. The finding agrees with Adeyinka (2019), who revealed a significant positive relationship between parental involvement and teacher effectiveness. The study also agrees with Desforges and Abouchaar (2022), who found that parental involvement was a significant predictor of student achievement and social-emotional development.

Findings on hypothesis two revealed a significant relationship between teachers' instructional quality and parental support. This implies that a significant relationship between teachers' instructional quality and parental support can foster increased collaboration between parents and teachers, leading to a more cohesive and supportive learning environment. The reason could be that parents who are involved in their child's education are more likely to support teachers' instructional efforts, leading to a stronger relationship between instructional quality and parental support. The result agrees with Lerang, Ertesvåg, and Virtanen (2021), who found that instructional support quality was positively correlated with teacher effectiveness.

Findings of hypothesis three revealed a significant relationship between teachers' communication and parental participation. This implies that effective teacher communication can increase parental participation, leading to a more engaged and supportive parent community. The reason could be that teachers provide regular updates and feedback to parents to increase parental participation and engagement. The study agrees with Rachman, Saeful Muslim, Dendi Suparman, and Efrita Norman (2024), who found that structured, transparent communication, particularly supported by technology, significantly enhances teacher-parent collaboration, leading to improved student motivation and academic outcomes. However, the result did not agree with Murray, McFarland, and Harrison (2015), who found that parental involvement and communication decreased as children moved from prior-to-school settings to school.

Conclusion

The study examined the relationship between parental involvement and teachers' effectiveness in public primary schools in Akure North Local Government Area of Ondo State. From the results obtained, it was concluded that parental involvement influences teachers' effectiveness. Findings equally showed that parental involvement made significant contributions to teachers' effectiveness. Parental participation was the best predictor of the variables for teachers' effectiveness.

Recommendations

Based on the findings and conclusion drawn from the study, the following recommendations were made:

1. Teachers should encourage parents to support their children's homework and learning activities at home, providing guidance and resources as needed.
2. The government should provide teachers with opportunities for professional development, such as workshops, training sessions, and conferences, to enhance their teaching skills and knowledge.
3. Parents and teachers should be encouraged to work together to monitor student progress, using data and feedback to inform instruction and support student learning.

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