

Student Factors and Parental Involvement on Academic Performance of Senior Secondary School Students Qualifying Examination in Osun State Secondary Schools

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Received: 28 April 2022; Accepted: 28 August 2022; Published: 29 August 2022

Abstract: The study examined Osun State senior secondary school students' performance identified factors that affect senior secondary school students' performance, and factors contributing to students' performance. The study adopted the descriptive survey research design. The population of the study comprised all 243 public senior secondary schools in Osun State. A sample of 600 Senior Secondary Two (SS II) students was selected using a multistage sampling procedure. The instruments used for data collection were questionnaire and pro-forma. Three forms of the questionnaire were used; they are Questionnaire on Student Factors and Parental Involvement on Academic Performance designed for students in secondary schools (QSFPIAPSSS), Questionnaire on Academic Performance designed for secondary school teachers (QAPSST), Questionnaire on Academic Performance designed for secondary school administrators (QAPSSA). The pro-forma on students' academic performance in 2017 qualifying examination was used to collect academic performance record. The data collected were analyzed using frequency, counts and multiple regression. The results showed that 12.2% of the students sampled had low-level academic performance, while 10.2% of them had high-level academic performance. Results also showed that study habit (18.6%), self-efficacy (16.8%), parental care (47.6%) and teachers' influence (36.3%) significantly affect students' academic performance. The study concluded that students' habit, self-efficacy, parental care and teachers' influence were the strongest factors that contribute significantly to students' academic performance in qualifying examination in Osun State Secondary Schools.

Keywords: Education, Student Performance, Academic Performance, Parental Involvement, Qualifying Examination

INTRODUCTION

The problem of candidates' poor academic achievement in Nigeria has aroused everyone's interest. The situation is so severe that it has resulted in a widely recognized drop in educational standards in Osun State and Nigeria as a whole. The quality of education is determined by the instructors' achievement in their jobs. Externally and internally evaluations of learners' educational outcomes were analyzed to evaluate instructor and teaching excellence over time (Ajao, 2001). Teachers have been shown to have a major impact on students' academic achievement, and they also play an important part in educational outcomes because they are ultimately responsible for translating policy into action and concepts into practice during interactions with learners.

According to the 4th edition of National Policy on Education (Federal Republic of Nigeria, 2004), schoolchildren that conclude higher schooling are required to have mastered abilities and to be successful in the international workforce. As a result, learners are encouraged to succeed in school or perform for the nation's satisfaction. Students educational attainment evaluation has been the subject of past studies; it is one of the most challenging fields of scholarly literature, and

scientifically performance of students is shaped by different, cognitive, socioeconomic, geographical, and psychological aspects. These factors have a substantial impact on student accomplishment, although they vary by personality and society. Scores are more well determinant of academic ability. A student's "scores" for every classroom and for their whole educational life is represented by their scores. Grades are normally computed by adding or averaging assignment and test scores, and they can be influenced by factors like attendance and the instructor's evaluation of the student. According to [Ward et al. \(2006\)](#), academic performance refers to the educational outcome, or the degree to which a student, instructor, or institution has attained their educational goals. Academic achievement is defined as the ability to learn and remember information, as well as the ability to communicate vocally or in writing what one has learned. Student's academic achievement implies understanding of the goals of the disciplines to which they are exposed in school.

The West African Examination Council has likewise confirmed the pattern of poor academic achievement among secondary school students (WAEC). The following statistics on the performance of Nigerian students in secondary schools in public examinations were provided by the WAEC result analysis in Osun state for the years 2012, 2013, 2014, 2015, and 2016. Over the years, the percentages of students that passed were reported to be 22.2, 20.5, 18.5, 21.7, and 46.3 percent. According to the findings, the proportion of Osun State students who passed with five credits in subjects such as English and Mathematics fell to a record low of 18.5 percent of all students who sat for the exams in 2014. That is, during the five years, less than a quarter of the pupils who appeared for the May/June West African Senior Secondary School Certificate Examinations received credits in five subjects, including English and mathematics (WAEC, 2012-2016). In the instance of the Osun state WAEC analysis, the data show a five-year period of significant increase in student performance, with a climax of 46.3 percent in 2016. According to [Jimoh \(2021\)](#), Poor academic performance, might discourage students, causing them to lose interest in core topics, which are important in their daily lives.

Table 1. Osun State Students' Performance in WAEC 2012-2016

Year	Total Candidate	Passes with 5+ Credits Including Eng. & Maths	%
2012	51,463	11,431	22.21
2013	47,009	9,654	20.54
2014	47,686	8,844	18.55
2015	48,845	10,590	21.68
2016	36,679	16,983	46.3

Source: WAEC, October 2016

[Morakinyo \(2003\)](#), viewed the inability of instructors to use the verbal feedback strategy is to blame for the drop in academic success. [Ames \(1992\)](#) discovered that some teachers' attitudes toward their professions, as well as ineffective instructional approaches as well as other elements, contribute to students' intellectual development. Learners' poor academic performance can be linked to a variety of circumstances, including individual inability to maintain their schedule, social norms, domestic constraints, and so on. Concerns have been expressed by guardians, instructors, educational specialists, and examiners about students' poor performance in public exams. Furthermore, it is predicted that teacher evaluation would play a crucial role in this regard. Pupils who are extremely passionate regarding studying, ignore immoral evaluations, and gradually fade certification exams are intended to emerge from good classroom assessment, giving their rightful place in the global development cliff edge while also being sufficiently prepared for postsecondary learning.

Any discussion of education must include teacher education because no organized education can outperform the quality of its teachers. As a result, one of the goals of teaching and learning, according to the National Policy on Education ([Federal Republic of Nigeria, 2004](#)), is to

prepare teachers with the intellectual and personal backgrounds required for the job. Teachers have been considered as crucial promoters for education reform for several decades. They are the driving force and key element in the growth and optimal learning of learners as knowledge providers and change agents (Wallace, 2011). Effective teaching has piqued the curiosity of governments, administrators, and parents alike. The program's performance is determined by pupils' academic performance on both internal and external assessments. It is often considered that students which failed exams are trained by incompetent instructors, while those who excel are trained by very experienced teachers. Parents, on the other hand, can help their children with assignments, counseling, after-school study hours monitoring, athletics training, and motivational talks. Parents will be more than willing to invest in their children's future if they believe their input is valued and required for their children's success. Parents raised their children in the hopes that they would become better citizens when they grew up. One of the parents' objectives is to see their children succeed academically. Parents in developing countries such as Nigeria, where unemployment is high, are anxious about their children's academic success since, as things stand, good grades imply better career opportunities and white-collar jobs. Another factor contributing to students' poor academic performance in Nigerian secondary schools is a language barrier, which has a substantial impact on students' school performance. Many pupils are unable to speak in the language of instruction when they arrive in class. These languages are used in assessments to determine whether or not pupils have mastered topic material. The student may grasp the concepts in their mother tongue, but they are unable to describe them in the language of examinations. The student is finally deemed a low achiever due to the linguistic difficulty. Furthermore, academic achievement has been connected to students' home circumstances and socioeconomic status.

According to the findings, parent participation in class events has an influence on learners' career advancement and the effectiveness of the school (Halsey, 2004; Christie, 2005). Parental involvement boosts school effectiveness due to the obvious relationship that will have been established between the teachers and the students. The most important thing for school officials to do is to establish an atmosphere that nurtures parents to be involved in their children's future. Parents should be consulted not only when a donation activity is planned, but also when less major events occur. Parents can assist their children in developing in a variety of ways. In Nigeria, Parents, Teachers, and Pupils Associations (P.T.A) have lately been formed as a demonstration of the stakeholder' dedication to learners achieving the school's objectives. The institution's aim is to enhance appropriate school discipline, regulate individuals' activities, or facilitate school fee.

Parents can encourage children with schoolwork, tutoring, after-school monitoring, sports coaching, and motivational chats. Parents will cherish their children's education if they believe their involvement is valued and vital for their children's success. Parents raised their children in the intention of their becoming better citizens when they grew up. One of the aspirations of the parents is to see their children succeed in school. Parents in underdeveloped nations anxious about their school outcomes since excellent marks indicate greater career paths and white-collar jobs are concerned about their children's academic performance. In a collaborative setting with a reciprocal interaction between parents and instructors, parents are responsible for their children's coursework, additional fees for educational trips, and school attendance. To avoid disappointment, parents should show interest in their children's achievements by checking their work on a daily basis. As a result, children are more likely to take their education seriously, which leads to increased academically. As a result, parents are involved in their children's education in a significant way.

Poor external results across Nigerian students, especially those in senior secondary schools, have become an issue of frustration for prior governments and key players in the school system. Over the decades, the majority of the learners who sat for the May/June West African Examinations Council (WAEC) and November/December National Examinations Council (NECO) examinations have failed in large numbers, not only in terms of overall performance, but also in core subjects like English, Mathematics, Sciences (Biology, Physics, Chemistry), Geography, Vocational and Technical Studies, and History, where a high rate of failure has been a recurring feature of the

examinations. The data provided by the National Examination Council (NECO) and the West African Examination Council (WAEC) are typical (WAEC).

Despite enormous investments made by the government, both at the federal and state levels, as well as parents, every time the WAEC and NECO results are revealed, they show that pupils are not fulfilling the required criteria; nonetheless, some students continue to pull their weight. However, some of the numerous issues confronting Osun State's Senior Secondary Schools will surely have an impact on students' performance in WAEC tests, either positively or negatively. Lack of management of school buildings, facilities, and materials, such as books, libraries, science, vocational, and language laboratories, instructional materials for the teaching and learning process, discipline, management, and administration of senior secondary schools, inspection and supervision of school curriculum and timetable by the State Ministry of Education, and interpersonal relationships between school and community are just a few of these fads. Teachers and students' indiscipline in schools, insufficient monitoring of pupils' behavior in the house, lack of active learning in school decision-making, lack of student participation in co-curricular activities in schools, and erroneous strategies of evaluating students' academic work are all factors that may have an impact on students' academic performance in WAEC examinations. The Osun State government introduced a qualifying examination for all public Senior Secondary School Two (SS II) students in order to select those who are qualified for government sponsorship or have the ability to perform well in the Senior School Certificate Examination as a result of low performance in external examinations (SSCE). Scholars have investigated the factors that influence students' high or low performance in internal and external examinations, and studies have revealed that parental care, parental involvement, peer influence, students' self-efficacy, study habit, and self-compassion all play a role in their academic performance. The majority of research, on the other hand, failed to identify the characteristics that influence students' academic performance. This study is needed to determine the magnitude and severity of the contributing elements that affect students' academic progress.

Objective of the study

The specific objectives of the study are to:

- i. assess the performance of Osun State senior secondary school students.
- ii. identify factors that influence the performance of senior secondary school students in the state.

Research Questions

- i. Appraise the performance of senior secondary two students in the Osun State qualifying examination?
- ii. What factors influence students' academic performance on examinations?

METHOD

The study employed the descriptive survey research. The population of the study comprised all 243 public senior secondary schools in Osun State. A sample of 600 Senior Secondary Two (SS II) students was selected using a multistage sampling technique. From the three senatorial districts in the State, two Local Government Areas (LGAs) were selected using simple random sampling technique. From each of the two LGAs selected, two schools were also selected using a simple random sampling technique to make a total of 12 schools. From each of the 12 Senior Secondary Schools, fifty SS II students were selected using simple random sampling technique. From each school, 10 teachers and four school administrators were selected using a purposive sampling technique to make a total of 120 teachers and 48 school administrators respectively. The instruments used for data collection were questionnaire and pro-forma. Three forms of the questionnaire were used; they are Questionnaire on Student Factors and Parental Involvement on Academic Performance designed for students in secondary schools (QSFPIAPSSS), Questionnaire on Academic Performance designed for secondary school teachers (QAPSST), Questionnaire on

Academic Performance designed for secondary school administrators (QAPSSA). The pro-forma on students' academic performance in 2017 qualifying examination was used to collect academic performance record. The data collected were analyzed using frequency, counts and multiple regression.

RESULT AND DISCUSSION

Result

Research Question 1: Appraise the performance of senior secondary two students in the Osun State qualifying examination?

To answer this question students' overall percentage scores in nine subjects they sat for in the State qualifying examination were obtained and from the percentage scores, the minimum and maximum scores obtained were 11 and 88 with a mean and Standard Deviation (SD) scores ($\bar{x} = 55.34, SD = 9.12$). Based on these descriptive results, students with scores that ranged between the minimum and the mean minus one standard deviation (11 – 46) were considered to be having low academic performance level, while those with scores higher than the mean minus one SD but less than the mean plus one SD (47 – 63) were regarded as students with average academic performance level and students whose ranged between the mean plus one SD and the maximum score were regarded as high performing students. Using frequency and percentage, Osun State students' performance is as presented in Table 2

Table 2. Performance of SS II students in Qualify Examination

Performance Level	Frequency	Percent (%)
Low	73	12.2
Average	466	77.7
High	61	10.2
Total	600	100.0

The result presented in Table 2 showed that of the 600 sampled students, 73 (12.2%) of them had low-level academic performance, while the academic performance level of 61 (10.2%) of the students was high and the majority of the students, 466, (as contained in Table 2) had average academic performance level.

Research Question 2: What are the factors that affect Osun State students' academic performance?

To answer this question, sampled students' responses to study habit, self-efficacy, self-compassion, parental-care, peer influence, teacher influence and students' involvement in remedial scales were scored and cumulative scores were obtained for every individual respondent on each scale.

Table 3. Different Factors that Affect the Students' Performance

		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
R = 0.671						
R ² = 0.450						
Adj R ² = 0.444						
F = 69.30*						
1	(Constant)	21.980	2.631		8.354	.000**
	Students. Study Habit**	.186	.039	.227	4.755	.000**
	Students Self-efficacy**	.168	.029	.278	5.898	.000**
	Students' Self Compassion	.019	.050	.019	.390	.697
	Parental Care**	.476	.079	.220	6.016	.000**
	Peer influence	.025	.023	.040	1.099	.272
	Teachers' Influence**	.363	.142	.099	2.552	.011**
	Student's Involvement Remedial	.030	.078	.014	.380	.704

a. Dependent Variable: Academic Performance

**Factors that affect the students' performance
($\beta=0.186$, $P < 0.05$)

The obtained scores on the scales were used as independent variable scores while the cumulative score obtained from nine subjects the students sat for in the State qualifying examination served as the dependent variable score. The result as presented in Table 3 showed how the different factors affected students' performance.

The Model Summary as presented in Table 3 showed the multiple R and coefficient of determination (R^2) for the regression model. The $R^2 = 0.450$ indicated that 45.0% of the variance in students' academic performance score can be explained by the regression model. The significant F-value ($F = 69.30$, $p < 0.05$) as observed in Table 3 indicated that the model predicted the outcome accurately. Table 3 also showed the constant or intercept term and the regression coefficients, β , which specified the contribution of each independent variable to the regression model. The constant value (21.98) represents the intercept, which is the predicted students' academic performance not accounted for by the independent variables. The unstandardized beta (β) values are 0.186, 0.168, 0.476 and 0.363 respectively for students' Study Habit (SH), Self-efficacy (S-e), Parental Care (PC) and Teachers' Influence (TI) significantly. The results mean that each of the four variables significantly predicts students' academic performance by 18.6%, 16.8%, 47.6% and 36.3% respectively. However, for every unit increase in students' Self-compassion (S-c), Peer Influence (PI) and Involvement in Remedial (IR), there is a non-significant increase of 1.9%, 2.5% and 3.0% in students' academic performance. The regression equation therefore is Students' academic performance (AP) = 21.98 + 0.186 (Study Habit) + 0.168 (Self-efficacy) + 0.476 (Parental Care) + 0.363 (Teachers' Influence) + 0.019 (Self-compassion) + 0.025 (Peer Influence) + 0.030 (Involvement in Remedial); i.e AP = 21.98 + 0.186 (SH) + 0.168 (S-e) + 0.476 (PC) + 0.363 (TI) + 0.019(S-c) + 0.025 (PI) + 0.030 (IR)

Discussion

The study looked at the elements that influence Osun State senior secondary school students'(SS) academic achievement. Majority of pupils in the study had low academic performance, while only a minority had strong academic performance, according to the results of the research question one. This outcome matched the findings of a study conducted by (Farooq et al., 2011) on the factors influencing learners' achievement quality. They claimed that while comparing the effect of socioeconomic status (low, average, and high) on student performance scores in the subjects of Mathematics and English, they found that students with a high socioeconomic status do better overall than those with a low socioeconomic status. The current study's findings also revealed that students' study habits, self-efficacy, parental care, and instructor influence all had a substantial impact on their academic success. Furthermore, Emeke & Adeniran (2013) found that out of the school characteristics such as school type, teacher quality, and academic self-concept, only academic self-concept significantly influences students' achievement both directly and indirectly. Adeyemi & Adeyemi (2014) confirmed this finding, indicating that a range of personal characteristics (such as study habits, parental support, and students' interest) were important predictors of academic achievement. However, a similar study conducted by Adekunle (2017) indicated both parental and student factors have a detrimental impact on pupils' academic achievement in school exams.

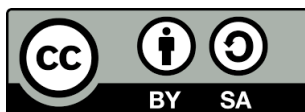
CONCLUSION AND RECOMMENDATION

The study found that students' study habits, self-efficacy, parental care, and instructors' influence all had a significant impact on academic performance, but that students' sex, self-compassion, peer influence, and enrolment in remedial classes had no direct impact. The following recommendations were made based on the findings of this study: Provision of adequate resources for teaching and learning should be a requirement; full parental participation in their children's welfare should be seriously considered in schools; school leadership should take the lead when it comes to student performance; school counsellors assist and manage students with low academic

achievement; school management should encourage teachers to participate in external examinations in order to improve their preparation.

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