

INFLUENCE OF PARENTAL INVOLVEMENT IN SCHOOL MANAGEMENT ON ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN ORUMBA SOUTH LOCAL GOVERNMENT AREA OF ANAMBRA STATE

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Abstract

The study investigated the influence of parental involvement in school management on the academic performance of public secondary schools in Orumba South Local Government Area of Anambra State. Three research questions guided the study. The study adopted a descriptive survey design. The population of the study was made up of 1,252 teachers and registered parents in public secondary schools in Orumba South Local Government Area, Anambra State which comprises of 352 teachers and 900 registered parents. The study used a researcher-designed questionnaire. The instrument was validated by two experts: one in Educational management and one in Measurement and Evaluation from Federal College of Education (Technical), Umuze. The research questions were analyzed using the mean statistics and standard deviation. The findings of the study showed that basic parental involvement in educational activities, decision making and discipline enhance students' concentration and participation thereby improving their academic performance. Parental involvement were found to have a direct influence on students' academic performance, particularly in discipline and educational activities. Decision-making also influence academic performance conspicuously by enhancing accountability and sustainability. This motivates the students to perform well because they are fully represented in all levels of school management.

INTRODUCTION

Education is widely recognized as the foundation of national development and a vital instrument for human capacity building and societal progress. Ejide (2021) emphasized that education serve as a catalyst for socio-economic and political transformation, functioning as a powerful tool for both individual growth and collective national advancement. Education can be acquired formally or informally; however, within the formal education system, secondary education appears to represent a critical stage in shaping learners' academic, social, and vocational outcomes.

Globally, education is regarded as one of the most effective instruments for fostering human capital development. As a result, many nations, including Nigeria, prioritize education within their development strategies. The Federal Republic of Nigeria (2017) affirmed this position in the National Policy on Education by stating that education serves as an instrument par excellence for national development. Similarly, Obunadike (2018) observed that education is a fundamental process through which individuals acquire knowledge, skills, and attitudes necessary for personal competence and societal growth. Educational management, therefore, involves structured processes of planning, organizing, coordinating, leading, and controlling educational activities to promote effective teaching and learning (Simango, 2017).

Senior secondary education is the upper stage of secondary schooling that follows junior secondary education and prepares students for higher education and entry into the world of work. It generally serves learners between the ages of approximately 15 and 18 years and focuses on academic instruction, critical thinking development, and skill acquisition across core and elective subjects. The Federal Republic of Nigeria (2017) stated that senior secondary education is structured to offer a diversified curriculum aimed at equipping students with intellectual and moral competencies necessary for productive citizenship and lifelong learning. At this stage,

emphasis is also placed on discipline, specialization, and academic achievement, making effective educational management crucial for realizing educational objectives.

Educational management plays a central role in the realization of educational goals at the senior secondary school level. Simango (2017) explained that educational management involves regulatory and administrative actions carried out by individuals in positions of authority to ensure that instructional processes function effectively. Supporting this view, Obunadike (2018) observed that sound educational management enhances the acquisition of knowledge, skills, and positive learner attitudes necessary for personal development and national growth. Within this management framework, parental involvement in school management may be collective participation of parents in decision-making, monitoring, discipline, resource mobilization, and school development activities aimed at improving educational outcomes. Such involvement includes participation in Parent-Teacher Associations (PTA), school inspections, monitoring students' academic performance, provision of learning materials, communication with teachers, and contributions toward infrastructure and student welfare. According to Patrick Ward (2021), parents may function as partners, educational assistants, and stakeholders in school governance, contributing to accountability and school effectiveness.

Research seems to suggest that parental involvement enhances parents' skills and access to information, enabling them to support their children's academic activities at home (Marshall, 2016). Lareau (2016) similarly stated that when parents are actively involved in schooling, they may gain knowledge about school policies, curriculum expectations, and instructional practices, which may strengthen home-school relationships. Through interactions with teachers, parents may also understand learning challenges faced by their children. However, while these scholars highlighted the benefits of involvement, they did not clearly explain what may occur when parents are excluded from school-related activities. This gap appears to justify further investigation into how limited parental participation may influence students' academic performance.

In various national contexts, parental participation in school governance seems to be increasingly recognized as a quality indicator of effective schooling. The European Commission reportedly holds that the level of parental involvement may reflect the standard of school performance. Efforts to enhance parental participation have reportedly engaged governments, school administrators, and parent organizations across Europe, North America, Australasia, and the United Kingdom, emphasizing shared responsibility in educational improvement. In Uganda, the Education Act of 1969 reportedly outlined parental responsibilities in promoting discipline, providing learning materials, supporting teacher welfare, and contributing to infrastructural development. Although the Government White Paper (2002) did not legally mandate parental involvement in school management, it appeared to recommend active parental participation, suggesting its potential role in improving educational outcomes. In Nigeria, the education system seems to face challenges related to access, quality, funding, and teacher retention (Republic of Nigeria, 2011). Parental involvement has been described as parents' awareness of school activities, participation in schoolwork, and consistent communication with teachers concerning students' academic progress (National Middle School Association Research Summary [NMSA], 2020). Recent research appears to indicate a paradigm shift from exclusive professional control of schools toward collaborative engagement involving parents as educational partners (Symeou, 2017).

Other research studies seem to consistently link parental involvement with improved academic outcomes and positive student attitudes. Hill and Craft (2018) reported that parental engagement may contribute to increased social competence and academic success among learners. Similarly, Quiocho and Daoud (2016) and Brannon (2008) suggested that sustained parental participation may lead to higher achievement levels and improved perceptions of students' academic competence, particularly in higher primary and secondary education. Despite these documented benefits, parental involvement in public schools especially in rural and semi-urban communities

appears to remain minimal. This limited participation may negatively influence students' academic performance.

In Orumba South Local Government Area of Anambra State, anecdotal evidence and preliminary reports seem to suggest that while many parents express concern about their children's education, their actual involvement in school management remains low or passive. Records from the Post Primary Schools Service Commission (2023) indicated fluctuations in students' mean scores in the Nigerian Certificate of Secondary Education Examination, with performance appearing relatively low compared to other divisions in the state. These trends may point to underlying challenges in educational support systems, including parental engagement.

Statement of the Problem

Despite the growing recognition of the importance of parental involvement in school management, many public schools continue to face challenges such as poor academic performance. In Orumba South LGA, concern has been raised about students' academic outcomes as recorded by PPSSC (2023). We may attribute this issue to the lack of active parental involvement in school matters. It is not yet clearly established whether parental involvement in school management has a significant influence on students' academic performance in the area. Poor academic performance of student has been of great concern to educationists, parents and counselors in particular (McCellandd, 2016). In Orumba South, there was an evident increase in the mean score on the Nigeria certificate of Secondary Education Examination from 2.99 in the year 2014 to 3.333 in the year 2017 and a drop to 2.019 in the year 2022. This mean score is still quite low as compared to other topping divisions in the state (Post Primary Schools Service Commission, 2023). Hence this background creates a need to study on the influence of parent's participation in the schools management and the performance of secondary school students in Orumba South Local Govt Area. Research conducted by scholars on academic performance has consistently shown that parents participatory in motivating learners, offering financial support, and assisting in infrastructure is crucial and important in predicting learners general achievement (Gun and Klebanov2017).

In Orumba South Local Government Area of Anambra State, anecdotal evidence suggests that while parents express interest in their children's education, their actual involvement in school management seems low or passive. There is, therefore, a need to critically assess how parental involvement, or the lack thereof, influences student performance in public schools within the Area. As the academic performance mean score of students in Orumba South Local Government Area of Anambra state, both in internal and external examinations seems to fluctuate with little or no significant increase. This therefore creates a gap to find out how parents participation influences educational performance of the students. It is therefore based on this background that this study intends to investigate the influence of parents participation in the school management and the academic performance of learners in Orumba South Local Govt Area.

Purpose of the Study

The main purpose of this study is to investigate the influence of parental involvement on students' academic performance in public secondary schools in Orumba South Local Government Area of Anambra State. Specifically the study sought to :

1. Investigate the influence of parental involvement in academic activities on students' academic performance in public schools within Orumba South Local Government Area, Anambra State.
2. Examine the influence of parental involvement in decision-making processes on students' academic performance in Orumba South Local Government Area of Anambra State.
3. Assess the influence of parental involvement in students' discipline on the academic performance of public secondary school students in Orumba South Local Government Area.

Significance of the Study

This study would be significant for various stakeholders in the education sector, including policymakers, school administrators, teachers, parents, and researchers. The findings are expected to contribute both theoretically and practically to the understanding and enhancement of learner performance through parental involvement in school management. The study would contribute to academic literature by deepening the understanding of how parental involvement impacts educational outcomes. It would provide empirical evidence on the role that parents can play beyond supporting learning at home specifically, how their participation in school management affects students' academic achievement.

It would provide policymakers firsthand information about the real needs of schools and students. Through parents' feedback, government agencies and education boards can design policies that reflect community realities rather than assumptions. As well as, help policymakers achieve policy acceptance and sustainability. Education reforms are more successful when parents understand, support, and contribute to their implementation. This reduces resistance and improves cooperation between government and school communities. It would also contribute to the development of new educational models and policies focused on community participation. Research findings can guide governments and schools in creating inclusive management structures.

For school administrators such as principals and head teachers, this research would strengthen school leadership and management effectiveness. Parents often contribute ideas, skills, financial assistance, and community support that help schools improve infrastructure, discipline, and learning resources. It also improves communication between schools and homes. Regular interaction allows administrators to understand students' backgrounds, behavioural issues, and learning challenges, making it easier to plan appropriate interventions. The study would be of practical importance to school administrators and teachers. It would provide insights on how schools can create effective communication channels for parents to participate in planning, decision-making, and implementation of school activities, which in turn could improve school governance, discipline, and resource utilization.

It would also contribute to the development of new educational models and policies focused on community participation. Research findings can guide governments and schools in creating inclusive management structures. It would help identify challenges such as low participation, socio-economic barriers, and communication gaps, leading to improved strategies for strengthening school-family collaboration. It would help empower parents to take active responsibility for their children's education and discipline. It increases their awareness of school expectations, and student progress, allowing them to provide better guidance at home. It would help parents foster shared responsibility. Instead of school leaders handling all challenges alone, parents would become partners in maintaining school discipline, attendance, and academic standards. It would help build stronger relationships between parents and school authorities, creating trust and mutual respect. This cooperation makes it easier to address academic difficulties, behavioural issues, and welfare concerns early; develop parents' leadership skills, confidence, and sense of ownership in the school system, making them advocates for educational improvement within their communities.

Scope of the Study

This study was delimited to influence of parental involvement in school management on academic performance of students in public secondary schools in Orumba South Local Government Area of Anambra State. The independent variables include: parental involvement, school management, while the dependent variable is academic performance.

Research Questions

The following research questions guided the study;

1. What are the influence of parental involvement in academic activities on students' academic performance in public schools in Orumba South Local Government Area?

2. What are the influence of parental involvement in school decision-making processes on students' academic performance in public secondary schools in Orumba South Local Government Area?
3. What are the influence of parental involvement in students' discipline on the academic performance of public secondary school students in Orumba South Local Government Area?

LITERATURE REVIEWED

Conceptual Framework: Parental Involvement

Parental involvement in education is widely recognized as a multidimensional construct that meaningfully shapes children's academic trajectories and the governance of schools (Aladejebi 2024). Parental involvement is a practical response to systemic resource gaps in public schools, where parents often help bridge infrastructural and instructional shortfalls (Oni, 2024). Through monitoring of students' learning, supervision of homework, attending joint meetings being present in school functions improve discipline and learning outcomes. Parental involvement is also described as parents' engagement in their children's schooling through active participation in educational and learning activities, which includes regular communication, collaboration with teachers, and support of students' academic and motivational needs, thus shaping learning outcomes and academic performance (Dickson, Ifeoma & Udegbugue, 2024). Other definitions stresses that parental involvement extends beyond occasional PTA meetings or financial contributions: it encompasses sustained, reciprocal actions between families and schools that create supportive learning environments, improve accountability, and enable better allocation of school resources (Goodall, 2022). Parental involvement is a practical response to systemic resource gaps in public schools, where parents often help bridge infrastructural and instructional shortfalls (Oni, 2024)

Modern definitions emphasize action, partnership, and systems thinking. Oni (2024) recommends the practical adoption of Epstein's six-type model (monitoring, communicating, volunteering, learning at home, decision-making, and community collaboration) while updating it for digital and crisis contexts i.e., recognizing remote communication, virtual volunteering, and emergency planning as legitimate contemporary forms of involvement Oni (2024). Goodall (2022) similarly argues that parental engagement must be reframed from a static list of activities to a continuum of partnership practices that schools proactively foster. Together these perspectives position parental involvement as a relational process: mutually reinforcing interactions between family, school, and community that affect student outcomes.

Parental involvement refers to parents' active engagement in their children's education through behavioural actions (such as attending school events), cognitive contributions (such as assisting with homework and setting academic goals), and affective support (providing motivation and encouragement for learning), which together positively influence students' academic achievement in Nigerian schools (Angwaomaodoko, 2023). It involves participation of parents in both home-based and school-based educational activities, including communication with teachers, support for students' learning at home, and involvement in school programmes, highlighting a collaborative role between parents and schools in promoting student academic success (John & Aliyu, 2024).

Parental involvement refers to the strategy parents use to build a strong educational foundation for their children, such as assisting with homework, attending school events, and fostering a supportive learning environment at home, with a focus on overcoming socio-economic barriers that limit engagement in educational processes in Nigeria (Salisu, 2025).

School Management

Management has been defined by Sapre (2015), quoted by bush (2019) as a set of activities directed towards efficient and effective utilization of resources in order to achieve organizational goals. Managerial functions include planning, organising, directing, controlling resources, staffing, coordinating, reporting and budgeting (Koontz and O'Donnell 2006). However, parents'

representation on school management and planning committees, disciplinary boards, contributing to school budgeting and actively participating in decision-making remains essential part of management.

School management remains a vital determinant of educational quality, especially in resource-constrained public schools. It refers to the systematic coordination of human, material, and instructional resources toward achieving educational goals (Adeyemi & Afolabi, 2021). Effective school management ensures that schools operate efficiently, teachers deliver quality instruction, and learning environments are supportive factors all linked directly to learner outcomes (Okafor, Nwankwo, & Udo, 2023). Recent definitions emphasize the dynamic, participatory nature of school management. For instance, Chukwuemeka and Eze (2022) describe it as “the collaborative leadership processes that mobilize stakeholders: teachers, parents, community, and government to build a learning ecosystem that responds to student needs and national aspirations.” Similarly, Musa and Okonkwo (2024) highlight the role of adaptive planning and stakeholder engagement in school administration, especially in situations requiring resilience, such as pandemic disruptions.

School management is the systematic process of planning, organizing, directing, coordinating, and controlling the human, material, and financial resources of an educational institution to achieve its stated educational goals and objectives effectively and efficiently. This involves the leadership of school administrators (including principals and management teams) to ensure that teaching, learning, and other school functions are executed in alignment with policy, mission, and desired outcomes (Memory & Queensoap, 2024). School management denotes the leadership and coordinative actions of school principals and administrators to direct and harmonize the efforts of teachers, support staff, students, and other stakeholders in pursuit of collective educational goals. This includes strategic planning, supervision, stakeholder engagement, and oversight of school functions to improve teacher satisfaction, student learning, and institutional stability (Edu, 2025).

School management in particular refers to the application of management theory and practice to secondary school education (Okumbe, 2018). Parent's formal roles on PTA and school boards enable them to influence budgeting, hiring of non-teaching staff, discipline policies and school improvement planning. In recent study, it shows that when parents take active governance roles, schools experience improved allocation and clearer accountability mechanisms (Oni 2024). School management denotes the leadership and coordinative actions of school principals and administrators to direct and harmonize the efforts of teachers, support staff, students, and other stakeholders in pursuit of collective educational goals. This includes strategic planning, supervision, stakeholder engagement, and oversight of school functions to improve teacher satisfaction, student learning, and institutional stability (Edu, 2025).

In this study, parents' participation in school management was evaluated in relation to financing or organisational resources, disciplining, monitoring of home - School based activities, budgeting, and implementation of school policies as the major managerial functions in which parents mainly involve themselves and which aspect may directly affect students' academic performances. Traditionally, school management encompasses planning, organizing, staffing, directing, coordinating, and evaluating. These functions remain

Academic Performance

Academic Performance has been defined by Kaggwa (2016) and the World Bank (2020) as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviours and philosophy that students achieve. This achievements are evaluated by marks or grade that students attain in tests or examinations done at the end topic, term, year or education cycle. Therefore, the quality of grades and the number of students that pass in various grades determines the level of academic performance.

Academic performance remains one of the most widely studied constructs in educational research, serving as a central indicator of the effectiveness of schooling, pedagogy, and learner support systems. In contemporary discourse, academic performance is not merely the end result of standardized tests or final grades but a multidimensional construct reflecting cognitive attainment, skill acquisition, and learner development across domains (Abdulrahman & Adepoju, 2023). It captures how well learners achieve prescribed curriculum goals, how they apply acquired knowledge, and the extent to which they demonstrate competencies that are valued in both local and global contexts (Ebele, 2024). Modern definitions stress that academic performance integrates both quantitative outcomes (grades, test scores, progression rates) and qualitative indicators (learner motivation, problem-solving ability, creativity, and critical thinking). Kpolovie (2021) argues that in public school contexts, academic performance must be understood holistically, encompassing not only measurable achievements but also the socio-emotional and behavioral outcomes that underpin sustainable learning. Similarly, Yusuf and Adeniran (2022) emphasize that learner achievement in Nigeria should be assessed against contextual realities such as resource availability, parental support, and teacher effectiveness.

Academic performance refers to the extent of knowledge and skills a student acquires and demonstrates in school subjects, typically assessed through examination scores and teacher-assigned grades, showing how well students have mastered the curriculum content and learning tasks (Onwugbufo & Udebuana, 2021 in Onyekwelu, 2024). This conceptualization frames performance as both the learning gains students make and the measurable outcomes of formal assessments in educational settings. Academic performance is defined as the successful attainment of educational goals and objectives, including completing courses, performing well on tests and examinations, and demonstrating proficiency in subject matter. It reflects the effectiveness of students' learning and assesses their capacity to meet the instructional expectations set by teachers and institutions over a specified academic period (Emeasoba & Ugwuoke, 2019 in Onyekwelu, 2024). This view emphasizes performance as a marker of academic success and progression.

Theoretical Framework: Epstein's Overlapping Spheres of Influence Theory.

Epstein formulated the Overlapping Spheres of Influence Theory in 1987. The theory posits that a child's learning and development are influenced by three major spheres: family, school, and community. Each sphere independently contributes to the child's development, but the greatest impact occurs when the spheres overlap and collaborate, creating a supportive network that promotes academic success and behavioural development. As advanced by Adegboyega (2019) and Okoro (2020) that when parents and teachers collaborate through management boards learners display stronger academic engagement and better discipline

Epstein identifies six types model of parental involvement within the overlapping spheres, which collectively explain how family, school, and community interact to support learning and discipline. They include parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. Despite some criticisms, the theory remains foundational in understanding how collaboration among home, school, and community affects student outcomes.

The Implications of Epstein's Overlapping Spheres of Influence Theory.

The theory was particularly relevant for this study because it suggests that if parents are not involved in school management, students may struggle to perform well in academically. Epstein's model emphasizes communication and collaboration, which ensures students receive consistent behavioural guidance. Discipline is reinforced when home and school expectations align. When parents and educators communicate, discipline and monitoring is established. Students whose parents are actively engaged in these spheres tend to perform better academically due to reinforcement and structured support. Monitoring learning at home and volunteering

support instructional goals by the parents will motivate students to perform well. When family, school, and community expectations overlap, students internalize behavioural norms, promoting self-discipline, respect for authority, and adherence to school rules (Donye, Abari & Mohammed, 2025).

Participation in school-community based management boards such as volunteering or mentorship programs, P.T.A, enhances interaction, teamwork, and communication skills. Emotional support from engaged parents increases resilience and motivation to succeed academically. Parents learn strategies to guide homework, set routines, communicate effectively with teachers, and engage in constructive behavioural guidance, improving the home learning environment and the students' academic performance.

Social Capital Theory

Social Capital Theory originated in sociology as a way of explaining how social relationships and networks function as valuable resources for individuals and groups. The modern foundation of the theory was laid by Pierre Bourdieu in the late 1970s, where he described social capital as the benefits people gain from belonging to durable networks of relationships. For Bourdieu, social connections provided access to opportunities, support, and advantages that could influence life outcomes, including education. The theory was later channeled directly into education by James Coleman in 1988. Coleman demonstrated that relationships within families, schools, and communities such as trust between parents and teachers, parental supervision, and shared expectations function as social capital that significantly enhances students' academic performance and behaviour. His work made social capital a major framework for understanding educational success beyond economic resources.

As advanced by Obi and Umeh (2020) that parental involvement in school management builds trust and cooperation between schools and families. This cooperation encourages information sharing, collective problem-solving, and resource mobilization, which contribute to improved school effectiveness and learner performance. One major weakness of Social Capital Theory is that, despite being influentially developed by scholars such as Pierre Bourdieu and applied to education by James Coleman, the concept remains too broad.

Implications of Social Capital Theory

When parents participate in school governance or management committees, they establish trust, shared expectations, and mutual support with teachers and administrators. These relationships help: Align home and school expectations, ensure smoother implementation of school policies, and facilitate cooperative solutions for students' learning needs. Social capital emphasizes trust and reciprocity between stakeholders. When parents are genuinely involved in school management (e.g., joining boards, PTA governance, decision-making committees): Teachers feel supported and respected, parents feel valued and informed, and students see consistent expectations. This positive collaboration reduces behavioural issues and fosters learning commitment enhancing academic performance.

Social capital theory highlights that informal networks and shared norms increase supervision. When parents engage in management, they share insights about student challenges, collaborate with teachers on discipline strategies and help design supportive academic programs. This networked monitoring increases accountability and improves student outcomes.

Theoretical Studies

Core functions of school leadership to include managing instructional programmes (school activities), making strategic and operational decisions, and maintaining a positive school climate through effective discipline policies Bush(2019). Similarly, Oplatka (2020) noted that school managers are responsible for coordinating activities, enforcing regulations, and making informed decisions that sustain school effectiveness.

Influence of Parental Involvement in educational activities.

Parental Involvement in educational activities includes a wide range of behaviours such as monitoring students learning outcomes, supervision of assignments and homework, communication with teachers, attendance to school meetings, and involvement in educational functions and programmes and extra curricular activities(Onwuka 2020). This is within the limits of Philosophy of education. Onebunne (2025) maintains that, Philosophy of education is the application of critical thoughts on education. It is, therefore, a critical appreciation of educere (to lead out) and educare (to lead into) as regards teaching and learning. Equally, Onebunne (2025) maintains that, Education has a profound global impact, driving economic growth, social development and political stability. Theoretically, parental involvement is grounded in the belief that the family and school are complementary systems that together influence student outcomes(Odoyemi 2023). This perspective is widely supported by educational researchers who argue that when parents take part in school management, it enhances the overall educational environment. Epstein's theory of parental involvement highlights that family-school partnerships strengthen academic success by creating overlapping spheres of influence in which parents, educators, and students interact to support learning (Epstein, as applied in recent school research). Parental Involvement could be seen in the following ways :

Academic monitoring: Activities such as supervising assignments, homework, setting reading routines, and fostering study environments remain strong predictors of student achievement in recent Nigerian studies (Ebele, 2024). Home support complements school-based instruction and is often the variable that explains differential performance among students attending the same school.

Attending meetings and conferences about educational outcomes: attending PTA meetings and other quick calls ; timely communication between school and family progresses reports, teacher feedback, SMS/WhatsApp updates, builds trust and enables early intervention when learners struggle. Goodall (2022) emphasizes the need for schools to design communication systems that are inclusive, regular, and culturally appropriate.

Volunteering in school functions and in-school participation: Parents' volunteers who assist in school events, supervise extracurricular programs, or contribute expertise in committees increase the school's human capital and strengthen home-school ties. Recent work notes that technology-enabled volunteering (virtual mentoring, PTA webinars) has become an effective supplement, especially when parents' time or geography constrain physical presence (Oni, 2024).

Community collaboration, advocacy: Community collaboration and advocacy are interconnected pillars of effective parental involvement in school management. Through collaboration, parents and community members pool resources, ideas, and support to improve learning conditions. Advocacy then gives this collective effort a voice, pushing for better policies, facilities, and educational opportunities for students. Discipline ties both together by ensuring that the supportive environment created is sustained through positive behaviour, regular attendance, and focus on learning. (Aladejebi, 2024).

The concepts of “Role Construction” and “Parental Self-Efficacy” in relation to parental involvement in education as identified and developed by Kathleen V. Hoover-Dempsey and Howard M. Sandler.

Two concepts help to explain why parents involve in school management differently: role construction and parental self-efficacy. Role construction refers to how parents perceive their responsibilities in their child's education. Adeyinka (2021) observed that parents in urban Nigerian communities often see themselves as partners with teachers and school managers, while in rural communities, many parents limit their role to financial support and discipline at home. Parental self-efficacy, on the other hand, refers to the confidence parents have in their ability to influence their children's schooling. Nwankwo (2020) found that Nigerian parents with higher

education levels exhibited greater self-efficacy and actively participated in school management, while those with limited formal education were less likely to engage. Umeano (2022) confirmed that parents with strong self-efficacy often initiate school development projects and demand accountability from teachers, thereby positively affecting learner outcomes. These two constructs demonstrate

Influence of parental involvement in school decision-making processes.

Decision-making in school management determines how effectively a school achieves its educational objectives. It involves identifying problems, evaluating possible options, and selecting the most appropriate course of action to promote school effectiveness. According to Adewale and Afolabi (2021), decision-making in educational management is the backbone of school administration because it guides planning, implementation, and evaluation of activities. Similarly, Johnson and Samuels (2022) describe decision-making as a participatory and systematic process through which school leaders coordinate resources and policies to achieve desired educational outcomes through management. School management seeks to establish channels for effective communication among teachers, administrators, students, and parents. Engagement of parents in school governance and classroom activities is part of this objective, as it strengthens accountability and aligns home-school expectations. Literature on parental engagement emphasizes that structured communication enhances learning environments and stakeholder collaboration, thereby supporting management goals.

Decision-making in school management spans academic, administrative, financial, and student welfare dimensions. Contemporary scholars such as Adewale and Afolabi (2021), Nguyen (2020), Alabi and Mensah (2023), and Amadi and Bello (2024) affirm that effective decision-making enhances organisational effectiveness and contributes to improved student performance. When school leaders adopt systematic, inclusive, and well-informed decision-making processes, the school is more likely to achieve its goals through the following ways :

Financial accountability, and resource mobilisation: Oluwole (2019) notes that poor financial decisions often lead to inadequate teaching materials, neglected infrastructure, and limited support for student activities. In contrast, participatory financial decision-making where school leaders and stakeholders, such as the Parent-Teacher Association (PTA), collaborate. enhances transparency and ensures that funds are used for priority needs like instructional materials, facility maintenance, and staff welfare.

Strategic Planning: Schools now require flexible planning capable of responding to emergencies (e.g., COVID-19-related closures). Research by (Udo 2022) shows that schools with agile planning mechanisms manage remote learning transitions more effectively.

Coordination and Communication: schools coordinate internal activities and also align with external stakeholders (PTA, SBMCs, local education authorities). Okechukwu and Obasi (2021) argue that this coordination facilitates timely resource delivery and reinforces accountability.

Monitoring and Evaluation: Monitoring and evaluation also promote accountability and transparency in school-parent partnerships. When schools assess how parents contribute to financial decisions, infrastructure development, and policy implementation, trust and collaboration are strengthened. According to Baku and Agyman (2021), effective monitoring systems in schools foster shared responsibility among stakeholders and enhance academic performance. Regular evaluation reports also help school leaders refine strategies for increasing meaningful parental participation. Digital dashboards and data-driven monitoring tools are increasingly used. In a pioneering study, Nwachukwu and Amos (2023) found that schools implementing tablet-based performance tracking improved student attendance by 12%.

Stakeholder Roles in School Management

In public school settings, management is shared among:

Policymakers : they play a foundational role in shaping how schools are managed and how effectively they function. (Ibrahim and Etuk, 2023). They develop education laws, policies, and guidelines that define school structures, curriculum standards, funding systems, teacher recruitment, and accountability measures. Through these policies, they set clear goals for quality education and ensure uniform standards across schools (Ibrahim and Etuk, 2023)

They also allocate budgets and resources, determining how funds are distributed for infrastructure, learning materials, teacher training, and student support services. Proper funding decisions directly influence school performance and learning outcomes.

In addition, policymakers monitor and evaluate school systems through inspections, assessments, and reforms to ensure schools comply with national education objectives. When challenges arise—such as low academic performance, inequality, or teacher shortages—they introduce reforms to improve management efficiency and educational quality.

School Leaders (Principals/Head teachers): They are expected to exhibit transformational leadership, encourage teacher innovation, and maintain strong school–community partnerships (Adigun & Salisu, 2022).

Teachers: they participate in decision-making through mentorship programs and action research projects aimed at improving teaching and learning (Ibrahim & Etuk, 2023).

Parents and Community: Active involvement through PTA, School-Based Management Committee (SBMC) has become more institutionalized. For example, Uzochukwu, Nnamdi, and Okeke (2024) show that inclusive SBMCs contribute reliably to infrastructure improvements, decision making and learner supervision.

The influence of parental involvement in students' discipline.

Discipline is a key indicator of effective administrative leadership. It refers to the degree to which students adhere to school rules, regulations, and expected behavioural norms, in an orderly environment conducive to teaching and learning (Donye, Abari & Mohammed, 2025). Parental involvement positively influences student discipline by reinforcing school rules, creating and regulating standard study time at home, promoting moral values, improving communication and, enabling early intervention. Scholars such as Epstein (2019), Wilder (2020), and Jeynes (2022) affirm that active parental engagement is closely linked to reduced behavioural problems and improved student conduct. Therefore, strengthening parental involvement remains essential for maintaining discipline and promoting a conducive learning environment in schools.

Discipline in school management is beneficial in these ways :

- **Discipline Reduces Disruptions and Academic Loss**
Indiscipline in schools such as fights, trauncy, noise, or classroom disruptions negatively affects learning. A disciplined student minimizes interruptions, ensuring teachers can cover curricula efficiently. Research in Nigerian schools highlighted that classroom discipline positively correlates with students' academic achievement, especially in standardized examination (Oni 2023). From a management perspective, it is the outcome of systematic organizational strategies, policies, and leadership practices that align teachers, students, and parents toward a shared vision of school order and learning excellence.
Implication of discipline as a management outcome include:
- **It is an indicator of Leadership Effectiveness:**
High levels of student discipline indicate that school management is performing its leadership and organizational roles successfully (Memory & Queensoap, 2024).
- **It facilitates Academic performance**
A disciplined school environment reduces disruptions, enhances focus, and improves learning outcomes, making discipline a strategic outcome of educational management (Role of Parents' Involvement ... IJRIS, 2023).
- **Enhances Focus and concentration**
Discipline fosters self-control, time management, and adherence to study routines. Students who follow rules, attend classes punctually, and avoid distractions are better able to concentrate on

lessons and complete assignments. Research in Nigerian secondary schools shows that disciplined students tend to have higher attention spans, better classroom engagement, and improved learning outcomes (Donye, Abari & Mohammed, 2025)

- **Promotes Regular Attendance and Participation**
Students who adhere to school rules and understand the importance of attendance are more likely to be present for lessons, actively participate, and submit homework on time. Azeh Lucy et al. (2025) found that parental involvement and school-enforced discipline jointly reduce truancy and absenteeism, which directly impacts students' academic achievement.
- **Encourages Positive Learning Behaviour**
Discipline instills responsibility, respect for authority, and cooperative behaviour in classroom settings. Students learn to engage respectfully with teachers and peers, follow instructions, and collaborate in group activities. Social Learning Theory (Bandura, 1977) explains that disciplined behaviour is reinforced through modeling, supervision, and positive feedback from teachers and parents..

Parental involvement influences students' academic performance when it is combined with proper discipline. Discipline includes setting clear academic expectations, monitoring homework, regulating study time, and correcting misconduct constructively. According to Epstein (2019), effective parental involvement requires establishing consistent learning standards at home. Wilder (2020) and Jeynes (2022) further note that parental supervision and behavioural guidance reduce indiscipline and promote better academic outcomes. Therefore, when parents actively guide and discipline their children in supportive ways, students develop responsibility, self-control, and stronger commitment to their studies.

Empirical Review

Anierobi (2020) conducted a research in Nnewi North Local Government Area of Anambra State on the topic "Parental Home-Based Involvement and social self-efficacy as Correlates of social Engagement of Secondary School Students." The study adopted a correlational design and focused on a population of 1,065 Senior Secondary Two (SS2) students drawn from eight public secondary schools in the area. Standardized questionnaires were used as the instrument for data collection. Data were analyzed using correlation and regression techniques. The findings indicated that parental home-based involvement, such as assisting with homework and monitoring learning, significantly enhanced students' social self-efficacy, which in turn improved their general engagement.

The relevance of this study is similar to the present research because it examines how parental support and involvement influence learner engagement and confidence, which are critical mediating factors in student performance. By extension, parental involvement in school management structures can further strengthen these pathways and promote improved social outcomes (Anierobi, 2020). However it defers from the current study as it focuses on social engagement of students in Nnewi North whereas, the current research is on academic performance of Students in Orumba South.

In another study, Ananomo (2021) investigated the "Relationship Between Parental Involvement in the Child's Learning and Academic Achievement in English and Mathematics among Secondary School Students in Anambra State." The study covered public secondary schools across the state, with a total population of 6,279 Senior Secondary Two (SS2) students. A representative sample was drawn, and data were collected using researcher-designed questionnaires. Pearson's Product Moment Correlation Coefficient and hypothesis testing at the 0.05 level of significance were employed to analyze the data. The findings showed a significant positive relationship between parental involvement and students' achievement in core subjects, specifically English Language and Mathematics. The implication is that learners whose parents were actively involved in their academic activities performed better in English and Mathematics than their counterparts with low parental involvement.

This study is relevant to the present research because it highlights the measurable impact of parental participation on learner performance in core academic subjects, thereby underscoring the importance of parental involvement in school management for improving performance in English and Mathematics in public schools (Ananomo, 2021). It is similar to the study because it examines the parental involvement in child's learning and academic outcomes. However, it differs from the current research as this research is on overall academic performance not particularly English and Mathematics.

Furthermore, Alimba (2024) carried out a study on the "Extent of Parental School Involvement for Improved Pupils' Academic Performance in Anambra State." This research focused on public primary schools in the state, with a survey design used to capture parents' participation in school activities. The population comprised pupils and their parents across selected schools, with a sample size determined through stratified random sampling. Data were collected using questionnaires designed to measure parental involvement in school-related activities such as attendance at Parent-Teacher Association (PTA) meetings, participation in school committees, and support for school projects. Both descriptive and inferential statistical tools were used to analyze the data. The results revealed that higher levels of parental involvement in school activities were positively associated with improved academic performance among pupils.

The study relates to the present research by providing evidence that parents' participation in school governance and activities is not merely symbolic but has tangible effects on learner outcomes in public schools, especially at the foundational primary level (Alimba, 2024). However, the population differs. The current research population is public secondary schools in Orumba South Local Government Area whereas this study examines the pupils in Anambra State.

Summary of Review of Related Literature.

The reviewed literature shows that parental involvement in school management seems to impact learners' social, academic and general performance by improving accountability, teacher effectiveness, and school-community collaboration. Nigerian researchers between 2015 and 2025 consistently affirm this relationship. However, several gaps remain:

Many studies have focused on urban schools, with limited attention to rural public schools where challenges of poverty and cultural barriers are more pronounced. Existing literature has underexplored the role of parental self-efficacy and how it shapes parental decision-making in rural school management. While there is evidence of parental involvement improving infrastructure and discipline, few studies have empirically linked specific types of involvement (e.g., financial support vs management or decision making) to distinct areas of academic performance. Additionally, other studies either based their research on primary school students, specific subjects or social achievements.

However, this study, seeks to bridge these gaps by examining the effect of parental involvement in school management on learner performance in secondary schools in Orumba South Local Government Area of Anambra State, with attention to both rural contexts and academic achievements.

RESEARCH METHODOLOGY

Research Design

The study adopted a descriptive survey research design. According to Mba and Udegbe (2012), a survey design is one in which data is collected and analysed from a group of items or individuals considered to be representative of the entire population. It is meant to obtain information on the influence of social amenities on the academic performance in the Colleges of Education in Anambra State.

Area of the Study

The study was conducted in Orumba South Local Government Area of Anambra State. Orumba South lies in the south-central part of Anambra State and is bounded by Orumba North(Ajalli)to the north, Imo state (Arondizuogu) to the south, Abia State (Isuochi) to the east and Aguata (Umuchu) to the west. Orumba South comprises of 16 towns, they are : Umunze, Akpu, Umuomaku, Eziagu, Ezira, Ihite, Nkerehi (Umuchukwu), Nawfija, Ogboji, Ogbunka, Owerre-Ezukala, Agbudu, Onneh, Isulo, and Enugwu-Umuonyia.

Population of the Study

The target population of this study consists teachers and parents in the 15 public secondary schools in Orumba South Local Government Area. According to records obtained from the Post-Primary Schools Service Commission (PPSSC) as of the 2023/2024 academic session, the schools collectively have 281 teachers and 900 registered parents in Parents Teachers Associations (PTAs). The total population was 1,181 respondents. See appendix II

Sample and Sampling Technique

The samples of teachers and parents were 111 and 199 respectively. This is done after Taro Yawane was used to determine the sample size, thereafter; stratified proportionate random sampling technique was used in selecting both the teacher and the parents because the population was not homogeneous. Therefore the total sample size of 320 was selected for the study. See appendix III

Instrument for Data Collection

The primary instrument for data collection was a structured questionnaire titled the influence of parental Involvement in school management on students" academic Performance designed by the researcher. The questionnaire consisted of two parts: part 1 and part 2. Part 1 focused on demographic information; part 2 is for questionnaire items.

The items were rated on a four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1) :

Strongly Agree (SA)	–	4 points
Agree. (A)	–	3 points
Disagree. (D)	–	2 points
Strongly Disagree. (SD)	–	1point

A sample of the instrument will be enclosed in the appendix.

Validation of the Instrument

The instrument (questionnaire) was given to three experts; 2 from Educational Management and one in Measurement and Evaluation from the Federal college of Education (T), Umunze Their suggestions led to modification of ambiguous items, rephrasing of questions, and alignment of items with the research objectives

Method of Data Collection

The researcher personally administered the questionnaires to respondents (students and teachers) with the assistance of one research assistants. Prior to distribution, consent was obtained from school authorities and participants. Respondents were assured of confidentiality and anonymity. Questionnaires were retrieved immediately after completion to minimize loss. A total of 310 copies of the questionnaire were administered to respondents, consisting of 111 teachers and 199 parents in public secondary schools in Orumba South Local Government Area.

Method of Data Analysis

Data was collected, analysed using mean and standard deviation. Mean scores were used to analyze the research questions while standard deviation indicates the extent of variation in respondents' responses.

Responses:	Rating Scale.
Strongly Agree (SA)	4points
Agree (A)	3points

Strongly Disagree (SD) 2points

Disagree (D) 1point

The mean responses of the students was computed thus:

The mean formular used was $\bar{x} = \frac{\sum fx}{N}$

Where $\bar{x}$ = Mean

$\sum$ = Summation

F= Frequency of response for a category

X= Nominal score of each response category

N= Total number of respondents

The mean of the rating scale which was used as the reference point for decision making was calculated as follows:

The mean of the rating scale which was used as the reference point for decision making was calculated as follows:

$$\bar{x} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

Decision Rule

Mean scores of 2.50 and above indicated agreement while Mean scores below 2.50 indicated disagreement. Cluster means were computed for each research question by averaging the mean scores of the items under each research question.

However, an additional 0.50 is added to eliminate indecision, giving a criterion mean of 3.00. Therefore, any item with a mean score of 3.00 and above was accepted while items below 3.00 were rejected.

RESENTATION AND ANALYSIS OF DATA

In this chapter, data for this study were analyzed and presented based on the research questions that guided the study.

Research question one: What are the influence of parental involvement in academic activities on students' academic performance in public schools in Orumba South Local Government Area?

Table 1: Mean responses of the respondents on the influence of parental involvement in academic activities on students' academic performance in public schools in Orumba South Local Government Area

S/N	ITEMS	SA	A	D	SD	N	$\bar{X}$	S.D	REMARK
1	Parents' participation in monitoring students' learning enhances their academic performance	230	30	40	10	310	3.54	0.91	Agreed
2	Parental supervisio of homework promotes academic success	235	40	18	17	310	3.54	0.83	Agreed
3	Joint meetings between parents and teachers on Educational Outcomes improve students' learning habits	240	42	13	15	310	3.61	0.81	Agreed
4	Parents' presence. in academic functions motivates students to perform better in school	225	57	10	18	310	3.57	0.86	Agreed
5	Volunteering in. school extra curricular activities motivates students to do better	236	31	43	0	310	3.62	0.90	Agreed
Grand Mean							3.59		Agreed
S.D								0.86	Agreed

From the analysis in Table 1, items 1, 2, 3, 4 and 5 with mean score of 3.54, 3.59, 3.63 and 3.59 respectively were agreed as the influence of parental involvement in school activities on students' academic performance in public schools in Orumba South Local Government

Research Question Two: What are the influence of parental involvement in school decision-making processes on students' academic performance in public secondary schools in Orumba South Local Government Area?

Table 2 : Mean responses of the respondents on the influence of parental involvement in school decision-making processes on students' educational performance in public secondary schools in Orumba South Local Government Area

S/N	ITEMS	SA	A	D	SD	N	$\bar{X}$	S.D	REMARK
6	Parents involvement in planning school programs strengthen home-school cooperation.	229	50	31	0	310	3.63	0.86	Agreed
7	Parents' contribution to school budgeting influences resource availability for students' success.	226	31	38	15	310	3.50	0.71	Agreed
8	Parents involvement in evaluation of resource utilization promotes	230	43	23	14	310	3.57	0.83	Agreed

9	accountability in school management Parents' representation on school management committees improves Transparency.	243	46	33	15	310	0.7	3.84	
10	Parental involvement in communication channels improves school decision-making.	229	30	38	13	310	3.53	0.46	Agreed
	Grand Mean						3.61		Agreed
	S.D							0.80	Agreed

From the analysis in Table 2, items 6, 7, 8, 9 and 10 with mean score 3.63, 3.40, 3.57, 3.84 and 3.53 were agreed as the influence of parental involvement in school decision-making processes on students' educational performance in public secondary schools in Orumba.

Research Question Three: What are the influence of parental involvement in students' discipline on the academic performance of public secondary school students in Orumba South Local Government Area?

Table 3: Mean responses of the respondents on the the influence of parental involvement in students' discipline on the academic performance of public secondary school students in Orumba South Local Government Area.

S/N	ITEMS	SA	A	D	SD	N	$\bar{X}$	S.D	REMARK
11	Promotion of moral values reduces academic loss during school hours.	243	33	31	0	310	3.69	0.66	Agreed
12	Reinforcement of school rules at home enhances concentration	236	44	25	5	310	3.66	0.71	Agreed
13	Correction of disruptive behaviour increases orderliness among student during classes.	243	41	26	0	310	3.70	0.36	Agreed
14	Creating standard study time at home enhances students' performance	247	31	30	2	310	3.68	0.70	3.84
15	Enabling early interventions for disruptive behaviour increases effective school management	235	47	16	19	310	3.65	0.87	Agreed
	Grand Mean						3.67		Agreed
	S.D							0.66	Agreed

From the analysis in Table 3, items 11, 12, 13, 14 and 15 with mean score of 3.69, 3.66, 3.70, 3.68 and 3.65 were agreed as the influence of parental involvement in students' discipline on the academic performance of public secondary school students in Orumba South Local Government Area.

Summary of the Findings

The findings of the study is summarized as follows;

1. Parental involvement in school activities influences students' academic performance in public secondary schools in Orumba South Local Area, Anambra State were agreed in all items ($\bar{X} = 3.63$, $S.d.=0.86$) through parents' participation in monitoring students' learning, parental supervision of homework, joint meetings between parents and teachers and Volunteering in school extra curricular activities motivates students to do better and improves academic performance of students.

2. In research question two, it was found that parental involvement in school decision making through parents' contribution to school budgeting, parents' representation on school management committees, parental involvement in communication channels and parents involvement in planning school programs in public secondary schools influences students academic performance in Orumba South Local Government Area, Anambra State were agreed in all items ($X = 3.59$. $S d . = 0.80$)
3. In research question three, it was found that parental involvement in students' discipline through promotion of moral values, reinforcement of school rules, correction of disruptive behaviour and early interventions for disruptive behaviour increases effective school management influences academic performance in public secondary school students academic performance in Orumba South Local Government Area, Anambra State were accepted in all items ($X = 3.67$, $S d . = 0.66$) .

Discussion of Findings

The discussion of the Findings was done according to the different research questions and data collected on them. The study revealed in research question one that parental involvement in school activities significantly improves students' academic performance. Specifically, participation in PTA meetings, academic conferences, volunteering, and home-based supervision were found to positively influence students' academic engagement and achievement. This study supports Goodall (2022), who emphasized that meaningful parental engagement enhances students' academic motivation and confidence. Similarly, Wilder (2020) maintained that home-based involvement, particularly monitoring homework and setting academic expectations, has a strong positive relationship with student achievement. The result also aligns with Epstein (2019), whose Overlapping Spheres of Influence theory explains that students perform better when family and school collaborate closely. The theory suggests that shared responsibility between parents and teachers strengthens learning support systems. Furthermore, the findings corroborate Oni (2024), who noted that when parents participate actively in school programmes, students develop stronger commitment to academic work. In addition, Ebele (2024) found that parental supervision and structured study routines significantly predict improved examination outcomes. The study confirms that parental involvement in school activities enhances communication, academic monitoring, student motivation, and overall academic performance.

The study revealed in research question two that parental involvement in school management positively influences students' academic performance through participatory decision-making, financial contribution, strategic planning, and monitoring. Decision-making was identified as central to effective school administration. When parents are included in policy formulation and administrative discussions through PTA and school boards, transparency and accountability improve. Inclusive decision-making ensures that policies reflect students' needs and community expectations. Parental participation in financial matters and resource mobilization contributes to improved infrastructure, instructional materials, and welfare facilities. Adequate learning resources directly impact the quality of instruction and students' academic outcomes. Schools that enjoy strong parental support tend to experience fewer shortages in teaching materials and better maintenance of facilities. Strategic planning was also found to be more effective when parents are involved. Collaborative planning ensures that school goals align with community realities, thereby enhancing implementation success. Monitoring and evaluation processes are strengthened when parents share responsibility for tracking attendance, academic progress, and behavioral compliance. This shared accountability promotes institutional effectiveness and improved student outcomes.

The study revealed in research question three that parental involvement significantly influences student discipline, which in turn enhances academic performance. This finding aligns with Donye, Abari, and Mohammed (2025), who noted that disciplined students exhibit higher levels of concentration, punctuality, and academic engagement. When parents reinforce behavioural expectations at home, students develop self-control and responsibility. The study also agrees with

Jeynes (2022) and Wilder (2020), who found that consistent parental involvement reduces behavioural problems and improves academic outcomes. Oni (2023) emphasized that effective discipline minimizes classroom disruptions and enhances instructional efficiency. Aladejebi (2024) reported that positive behavioural reinforcement involving both parents and teachers improves attendance and academic consistency. The findings are further supported by Memory and Queensoap (2024), who linked strong disciplinary systems with improved school climate and performance.

Implications of the Study

- The results of this study bear positive contribution to existing body of knowledge and it has some educational implications.
- The findings revealed that parental involvement in school management which include school activities, decision making and discipline can enhance students academic performance.
- The failure of schools and educators to involve parents in school activities, strategic planning, decision making and discipline will definitely lead to poor academic performance of students in public secondary schools and vise-visa.

Recommendations

Based on the finding of the study, the following recommendations were made :

1. Schools should actively engage parents through meetings, workshops, and extracurricular programs to foster a supportive learning environment and improve students' academic performance.
2. Parents should be included in school decision-making bodies and trained on governance to contribute effectively to school policies and administration.
3. Schools and parents should work together to enforce consistent disciplinary measures, monitor students' behavior, and provide counseling to enhance academic outcomes.

Limitations of the Study

The researcher faced a number of difficulties in the course of carrying out this study.

There was difficulty in collecting data for the study due to reluctance of some patents who complained that they do not understand why their data should be recorded. Also, financial constraints was a big challenge especially cost of transportation to the area of study. Another limitation met by the researcher was getting the actual numbers of registered parents in the local government. Some parents do not understand the need to be registered when they are not the students, as a result, some parents are not recorded in the schools' record.

All these notwithstanding, the researcher was able to overcome these limitations and successfully completed the research

Suggestions for Further Studies

1. Research should be conducted on factors affecting parental involvement in public secondary schools in Orumba South Local Government Area.
2. Similar research should be carried out on other local government areas of the state.

Conclusion

Based on the study, it was concluded that parental involvement in school management in public secondary schools is in Orumba South is very vital. . Specifically, parents' active participation in school programs enhances learning outcomes by providing additional academic support and fostering a positive educational environment. When parents are involved in educational activities, decision-making, and discipline, it strengthens school governance and creates structures that enhances academic performance. Collaboration between parents and schools in discipline ensures consistent behavior management, which positively affects students' focus, motivation, and academic achievements performance.

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