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FACTORS IMPEDING PARENTAL INVOLVEMENT IN ACADEMIC PERFORMANCE OF STUDENTS IN THE JUNIOUR SECONDARY SCHOOLS OF ONDO STATE

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Abstract

The study investigated factors hindering parental involvement in their children's education in Akure South and North Local Government Areas of Ondo state. Despite parents' willingness to be involved, obstacles like language barriers, limited technology usage, cultural differences, and school policies hinder their participation.

The study adopted a descriptive research design of survey type. The population of the study covers all the parents in all junior secondary school in Akure metropolis and its neighbouring town Oba-Ile. The study highlights the importance of addressing obstacles hindering parental involvement in education, which include: language barriers and technology usage require further research to understand their impact on parental involvement. Cultural differences and school policies are not significant barriers for most parents. Prioritizing socio-economic status and parents' level of education may be more crucial for enhancing parental involvement. Educators, policymakers and school administrators should develop strategies to address language barrier, technology usage and other obstacles to promote parental involvement and students' success.

Keywords: Parental involvement, language barriers, academic performance, junior secondary schools, technology usage, cultural differences, school policies.

Introduction

Even though parent-teacher communication is crucial to a child's education, a lot of parents and educators find it difficult to communicate well with one another. This breakdown in communication prevents parents from being truly involved, which

might have a detrimental effect on their child's academic performance. To tackle this problem, it's critical to pinpoint the precise obstacles that stand in the way of parents and teachers having productive conversations and to devise solutions. Language hurdles, cultural disparities, differing expectations for

communication, and a lack of time and money are a few examples of difficulties. Pi (Informal correspondence, February 2023).

Language issues are one of the main obstacles to parents and teachers being able to communicate effectively, according to some academics. It can be challenging to get parents in Nigerian communities to comprehend and engage in school activities because many of them speak a language other than English, which is the official language of all Nigerian schools. Parents may not be able to communicate clearly, even if they can speak the school language. This can cause miscommunication and frustration. Cultural differences can also make it difficult for parents and instructors to communicate, in addition to linguistic problems. There are cultural standards that parents and teachers may not be aware of, and different cultures have varied expectations for communication. For instance, instructors might not be used to this degree of involvement, whereas parents from particular cultures would want teachers to communicate with them more actively. The effective collaboration between instructors and parents may be hampered by these disparities. T. Oni (2021). A further difficulty is having little time and resources available for communication. It's possible that parents work long hours and don't have much time to interact with instructors or go to school functions. In addition, teachers could be overburdened and pressed for time while answering questions from parents. These limitations on time and resources may make it difficult to have meaningful conversations. Amoah, S. (2022).

Offering translation services is crucial to overcoming the problem of linguistic barriers. Regardless of their language proficiency, parents will be able to comprehend school messages and take part in school events thanks to this. Schools can also encourage parents to participate in their child's education in other ways, like by volunteering at school, attending PTA meetings, and joining the School Based Management Committee (SBMC), among other things. Creating chances for parents and teachers to interact outside of the classroom is just as vital as providing translation and interpretation services. Events held in the community, parent-teacher conferences, and other unofficial get-togethers can accomplish this. Parents and educators can improve communication by getting to know one another, developing trust and finding points of agreement. Ezeagwu, O. (2022).

The third difficulty is cultural differences, which can be major impediments to parent-teacher communication because various cultures may have distinct communication styles and expectations. For instance, although directness and honesty may be valued more in some cultures than others, others may place greater emphasis on deference to authority. It is critical to acknowledge and comprehend cultural variations as well as to respect the beliefs and communication preferences of all parents and educators in order to solve this issue. Providing chances for parents and educators to become familiar with one another's cultures is one method to tackle this. O. Escobar & C. Conner (2022). Informational meetings, cultural events, and other initiatives that unite parents and educators can accomplish this. Offering instructors training in intercultural communication and cultural competency is another strategy. Cultural gatherings, for instance, can take many different forms, like potluck meals, traditional dances, and lectures on various cultures.

Every attendee brings a dish to share with the company at a potluck dinner. The concept of "luck of the pot," which states that attendance at the dinner is entirely dependent on chance, is where

the term "potluck" originates. A lot of cultures love potlucks. J. Talbert and M. Abbott (2017). These gatherings can give parents and educators a chance to learn more about one another's traditions and customs while also expanding their knowledge of other cultures. A potluck at a cultural gathering might provide attendees a chance to share customary foods from their respective cultures. To further promote communication between parents and teachers, consider providing intercultural training for educators. Through this program, educators can acquire the necessary skills and knowledge to effectively engage with parents from many cultural backgrounds. Conflict resolution and cultural differences in communication are two examples of subjects that the training may cover. Teachers who complete this course will be able to build the necessary skills to make the classroom more inviting and comfortable for all students and families. When a teacher comes across a parent who is uncomfortable making eye contact during a meeting, for instance, intercultural communication training can be quite helpful. The teacher adjusts their own communication style to make the parent feel more comfortable, and the meeting is successful because they have been trained in intercultural communication and recognize that this might be a cultural difference. A teacher may come across a parent who communicates concisely and directly with their students. This is an additional example. The instructor, who has received training in intercultural communication, is aware that there can be cultural differences in this situation as well and does not take the parent's communication approach personally. The parent feels understood and appreciated when the instructor answers in a straightforward and honest manner. This enables a fruitful and encouraging dialogue between the parent and the teacher. Bakhshi, N. (2020).

Also, the difficulty of financial limits is cited, research has revealed that families with low income often faced with the difficulties to giving their children with decent education. These hurdles can include a lack of financial resources to pay for school fees, books, and other educational expenses. For example, research as shown that children from low-income homes are more likely to encounter academic challenges, drop out of school, and have lower level of educational attainment. These challenges can be caused by a number of circumstances, including a lack of financial resources, a lack of access to reputable schools, and a lack of access to educational materials like books and computers. Koul, R. (2020).

In addition, some parents feel that after their child reaches secondary school, they no longer need to be involved in their child's education. This is sometimes dubbed "parental withdrawal." There are various plausible causes for this phenomena, including the perception that secondary school kids are more autonomous, and the increased workload of parents as their children get older. While it is true that secondary school children are often more independent than primary school kids, they still need parental support and direction. Research has demonstrated that parental involvement in a child's education can have a positive impact on academic attainment at all levels, including secondary school. Examples may include, helping with schoolwork and encouraging strong study habits. In addition to this, increased burden of children, is as they become older, they frequently have more extracurricular activities and schoolwork which can take up a lot of parents' time. This can make it difficult for parents to find the time to be involve in their child's education. Research has further demonstrated that this might be especially problematic for parents with low incomes or single-parent households. It is important to highlight that even while a parent's

burden may increase as their child gets older, there are still ways they may be involved in their child's education. For examples, even when a parent cannot be physically present at school events, they may still show their support by chatting to their child about their education, helping them with homework, and communicating with their teachers. Although, there are some parents who are illiterates. Canavan, P. (2020).

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In addition, the function of community groups is crucial in this study. the community can be of help in helping the parents to be involved in their child's education. Many localities have organizations that offer support and resources for parents, including parenting classes, childcare, and translation services. These organizations can enable parents to navigate the educational system and advocate for their child's needs. They can also provide a safe area for parents to connect with other parents and gain assistance. Schools have duties to play in helping parents to be involved in their child's education. The resources and services they offer can make a tremendous difference in the lives of families. In addition to the resources we have just described, schools can also give chances for parents to volunteer in the classroom, engage in decision-making and attend special events. It is crucial for schools to create a welcoming environment for all parents irrespective of

their statuses, and to make sure that parents feel valued and respected. Yuan, S, Bachani, R. & Zhoa, Z. (2021).

Statement of the problem

Student academic achievement is significantly influenced by parental participation. But parental involvement can be seriously hampered by language barriers, particularly when it comes to junior secondary education in public schools. Students' academic performance may suffer as a result, and their achievement levels may drop. Junior secondary schools are particularly affected by this issue since this is a crucial time in the academic and personal development of the pupils. Language challenges can result in minimal involvement in school activities, poor communication between parents and instructors, and a lack of comprehension of academic expectations. This may have a detrimental effect on kids' academic performance as well as increase the likelihood of dropouts, diminish self-worth, and sap their desire to learn. Students may have long-term effects from these issues, such as fewer employment opportunities and poorer lifetime earnings.

A stronger workforce and economy can result from improved academic performance. Higher levels of social cohesiveness and lower rates of crime are linked to stronger educational institutions. People with higher levels of education are also more likely to be involved in their community and have easier access to services and information. To put it briefly, raising young people's academic achievement can benefit society as a whole. Parents are not being proactive enough in addressing these threats because of the factors the researcher will take into consideration in this study. The case of lack of parental involvement in the academic performance of students in Akure South and North Local Government of Ondo state is on the rise, particularly in public schools. But in Akure, Ondo State, there is no record of language hurdles being the cause of a breakdown in the productive and efficient communication between educators and parents. Very little was known about how parental participation in their children's academic achievement is impacted by challenges at home or at school. In light of this, the current study will evaluate the contributing variables to junior secondary school kids' low parental participation in their academic achievement as well as the implications for Ondo State children' academic performance.

Purpose of the study

The main purpose of this study is to examine the impact of language barriers on the level of parental involvement in Junior Secondary schools of Akure, Ondo State, and to identify potential solutions to increase parental involvement and improve academic performance.

Specifically, the goals of this study are to:

- i. examine the level of parental involvement in Junior Secondary schools.
- ii. identify the impact of language barriers on parental involvement.
- iii. examine the perspectives of parents, teachers, and administrators on the issue of language barriers and parental involvement.

Some Common Barriers to Parental Involvement

Some common barriers are, lack of time. Many parents have rigorous job schedules and hectic lives, which can make it difficult to find time to be involved in their child's education. Bourke and colleagues (2020) discovered that parents who had several jobs or

irregular work schedules were less likely to be interested in their child's schooling. Additionally, linguistic hurdles might be an issue for certain families, especially those who are English language learners. A recent study by Sanchez and colleagues (2019) indicated that parents with inadequate English proficiency were less likely to attend parent-teacher conferences or engage in school events. Other obstacles are lack of transportation, and lack of confidence in the school teacher. These are only a few examples, and there may be many more that are distinctive to a particular school or community. In the study "Why parents do not volunteer: Exploring the barriers and opportunities for parental involvement in schools", Follmann and Martin (2017) found that lack of time and scheduling conflicts were the most common barriers to parental involvement, followed by lack of transportation and language barriers. These findings are consistent with prior research in the sector.

The solution to lack of time could be to offer flexible options for parental involvement, such as online resources, or evening or weekend events. Valentine and Adams (2018) They discovered that online tools were beneficial in improving parental involvement among low-income parents. For the difficulty of language barrier one approach could be to provide interpreters or translated information. Gozales, Vazquez, and Prater (2017) discovered that translated newsletters boosted parental participation for Spanish-speaking parents. And for challenge of feeling welcome, one possible answer could be to create a welcoming climate in the school and interact with parents in a respectful and inclusive way. Murphy, and Caranza (2017) discovered that parent engagement rose when schools were regarded as being more respectful of parents and their viewpoints. In addition, measures could be established for training and assistance for both parents and teachers. For parents, training can assist them realize the necessity of their involvement and how to get active in their child's education. For teachers training can allow them to create ways for engaging parents and developing healthy connections. Gutman, Valentine, and Brackett (2018) discovered that an eight-week training programme for parents enhance their sense of self-efficacy and their involvement in their child's schooling. Also, Lopez-Santamaria and Bosch (2017) found that a teacher training session on parental engagement boosted the teachers' skills and confidence in engaging with parents.

Role of Policies and Programmes in Promoting Parental Involvement.

Mandatory parent-teacher conferences are one type of regulation that might boost parental involvement. A recent study by Harris and McWayne (2016) found that districts with mandatory conferences had higher rate of parent participation than districts without mandatory parent-teacher conferences. . another example is home visit programmes which have been shown to increase parent-child interaction and improve child outcome. According to Azen, McGovern, and Wasik (2017), home visitation programs increased parents' engagement in their kids' education and growth. This initiative may face difficulties due to the equity issue. Even when rules and programs are in place, research indicates that families of color and those with low incomes are less likely to be involved in their child's education. The claims made by Meisels and Bradley (2016) were validated. In spite of a home visiting program, low-income families were less likely than higher-income families to be involved in their child's education, according to their study.

Additionally, Holochwost and McLoyd (2017) looked at how race affected parental participation. They discovered that compared to white families, African American and Hispanic families were less likely to take part in school events and parent-teacher conferences. They also discovered that families who identified as African American or Hispanic had a lower likelihood of learning about their child's academic standing and advancement in school. With report, equity should be a critical issue in education, and policies and programmes must be designed to be inclusive of all families. In order to ensure that all families have equal opportunities to be involved in their child's education, schools and policymakers must consider the unique needs and circumstances of different families. February 2023: Pi. Giving families who are having trouble becoming involved more resources and support is one possible way to help. This could include things like transportation assistance, childcare, and translation services. Also, schools and districts can collaborate to ensure that all parents are made aware of available programmes and resource, regardless of their income level or cultural background. Lichtenberg, and Seguino (2017) discovered that providing greater help to low-income families led to increased rates of involvement in their child's schooling. A recent study by McConnell and Rosen (2018) found that translation services increased the number of Spanish-speaking families who attended parent-teacher conferences

Importance of Parental Involvement for Students with Disabilities.

Furthermore, the importance of family participation for students with impairments is also account for. Research has demonstrated that students with disabilities can benefit from more parental involvement in their education, but there is often another obstacle to participation. Power, Marder & Parsons (2015). In their study, they discovered that parents of children with disabilities experience a number of challenges to involvement, including lack of awareness about the school system, lack of confidence in their own capacity to support their kid, and difficulties accessing information and resources. These hurdles were observed to be particularly severe for parents of children with serious disabilities.

Roles of Cultural Diversity in Parental Involvement in the Academic Performance of Children

Studies have indicated that families with varying cultural backgrounds may hold distinct views and anticipations regarding their involvement in their children's education. Garcia and Mapp's (2016) paper, "Cultural considerations in parental involvement," is one that is pertinent. The authors of this study discovered that parental engagement can be impacted by cultural variations in communication styles, expectations regarding authority and respect, and views regarding the importance of education. Teachers and schools might therefore endeavor to get through these obstacles. One tactic is to give educators assistance and training on how to interact with parents from a variety of backgrounds. Summers, Hyun, and Nguyen's (2018) study, "Communicating with Culturally Diverse Families in Early Childhood Education," is one that backs up this tactic. According to this study, parent satisfaction with their child's school and parents' awareness of their role in their child's education can both rise with teacher training in culturally sensitive communication.

Establishing parent-school partnerships that welcome all families, regardless of their circumstances or skill level, is another tactic. Trust may be established and a more inviting atmosphere can be created for parents from a variety of backgrounds through inclusive

partnerships. One such is the research by Dauber and Epstein (2017) titled "Building successful parent-school partnerships: Tips for early childhood teachers." According to this study, schools can establish inclusive partnerships by encouraging many channels of communication, offering services for translation and interpretation, and offering child care during parent-teacher conferences. Involving parents in the process of developing the curriculum is yet another tactic. By doing this, you can make sure that the curriculum is useful and applicable to all families. The National Center for Families Learning (2018) published a report titled "Inviting parents to the table: Research-based strategies for family engagement in early childhood education," which supports this strategy by offering evidence-based recommendations for incorporating parents in curriculum planning that are based on research from a variety of sources.

Roles of Technology on Parental Involvement in Children's Academic Performance.

Many schools and teachers are adopting technology to engage with parents, such as email, text-messaging, and online communication tools. However, many experts are examining the impact of technology on parental participation, and the findings are highly hopeful. One example is the study of Washington R. & Robbins (2015). In their study titled "The use of texting in early childhood education." This study indicated that texting can be an effective strategy to promote parent-teacher contact and parental involvement. One way that technology is affecting communication is through the use of social media platforms like Facebook, Twitter, Ticktock, and Instagram. These platforms can be used to share information, post photographs and videos, and engage in two-way discussion. Another way technology is changing things is through the introduction of virtual parent-teacher conferences, which allow parents to connect with instructors remotely.

And lastly, there are many apps and websites that are developed expressly for parent-teacher discussions. A newer study by Mahoney, Hanover, and Trach (2019) indicated that the usage of technology-mediated communication (such text messages and email) is connected with improved engagement of at-risk parents. And a second study by Battistich and colleagues (2015) indicated that parent-teacher communication apps were connected with higher parental involvement and improved educational outcomes.

Roles of Schools in Facilitating Parental Involvement

There are few crucial things that schools may do to enhance parental involvement in students' education. Firstly, they can establish a welcome setting where parent feel valued and respected. Secondly, they provide clear and consistent information about the school and the program. Thirdly, they can provide opportunity for parent to participate in their child's education. And finally, they can provide assistance for parents who are struggling to be involved. Carter, Ramey & Clements (2019). This study indicated that a child-centered strategy, which focuses on the particular needs of the child, is connected with increased parental participation. And a second study by Kim, Melton, and Larsen (2016) indicated that giving parents with a clear grasp of school policies and expectations is connected with higher levels of parental

Benefits of Parental Involvement in Improving Academic Performance.

Parental participation is related with increased academic performance and test scores. Additionally, children whose parents are interested in their schooling are more likely to have higher self-

esteem, stronger social skills, and better emotional well-being. They are also more likely to feel a wonderful sense of belonging at school. Van Voorhus, August, and Stephen (2016) discovered that parental involvement was connected with greater academic attainment and school engagement. In addition, Atschul and O'Brien (2014) found that parental participation was connected with greater academic performance, enhanced social skills, and higher self-esteem. For families, parental participation is related with healthier family ties, improved communication, and increased trust. For communities, parental involvement can lead to enhanced school-community interactions, and increased community engagement. Haramhoure, Lengua, and Rudolph (2015) showed in their study that parent involvement was related with greater communication between schools and community, as well as more positive community opinions towards schools. In order to obtain these benefits, parents might be involved in the creation and implementation of policies and programmes. By integrating parents in decision-making process, schools and communities may ensure that the needs of all families are taken into consideration. For example, a recent study by Stewart and Doss (2019) indicated that incorporating parents in the drafting of school improvement plans boosted their engagement in their child's education. Also, another potential option is to boost parental involvement through community collaborations. For example, schools can cooperate with local groups to provide services and resources that match the needs of families. A recent study by Bier, Bolger, and Smith (2018) indicated that these partnerships were beneficial in improving parental involvement and had a positive influence on student outcomes.

Furthermore, the concept of community schools is another alternative. Community schools are schools that work closely with the community partners to give students and families with wide range of services and resources. A recent study by Sheilds and Dahlkemper (2017) indicated that community schools were effective in improving parental engagement, especially among low-income households. Also, another viable approach is to give professional development for teachers and staff on how to engage with and assist parents. A recent study by Ballen, Hohaus, and Erilichson (2017) indicated that this form of training was successful in boosting teacher-parent communication and increasing parental involvement. Finally, the use of technology to promote parental involvement is an excellent alternative. For example, some schools have built parent portals that allow parents to access information on their child's academic progress, attendance, and behavior. Han and Davis (2017) discovered that parent portals were connected with improved degree of communication and involvement. All of these options are only a handful of many ways that schools can boost parental involvement. One thing to bear in mind is that what works for one school or community may not work for another. Therefore, it is crucial for schools to appraise their own particular needs and devise tactics that are adapted to their own setting.

Also, Nigeria is a culturally diverse country. And there are differences in parenting practices across different regions and ethnic groups, however, some general trends have been identified. In general, Nigerian parents place a high value on education, and they are often very involved in their children's schooling. They may attend parent-teacher conferences, help with homework, and even supplement their children's learning with private tutoring. A recent study by Anyanwu Emenike, and Isokpehi (2020) looked at parental involvement in education in the Edo region of Nigeria.

The study found that both mothers and fathers were very involved in their children's education, and they used a variety of strategies to support their children's learning. This study is an example of how culture can influence parenting practices and parental involvement. One of the key findings of the study in the Edo region of Nigeria was that parents were more likely to use informal educational activities, such as storytelling, rather than formal educational activities, such as homework help. The study also found that parents were more likely to use a mixture of western and traditional education strategies. This shows how cultural values and beliefs can influence the way that parents approach education. Another interesting finding of this study is that parents in Edo region were more likely to use rewards and praise to motivate their children, rather than punishment. This finding highlights the importance of positive reinforcement in education. The study also found that parents tended to place a greater emphasis on moral values and discipline than on academic performance. Aluede, Esene, and Ogunro (2020) also looked at parental beliefs about education in Edo region. The study found that parents valued education for a variety of reasons, including personal development, economic stability, and social status. They study also found that parents were more likely to emphasize the importance of education for girls than for boys.

Discussion of findings

Based on the overall data gathered from parents from Akure South and North Local Government of Ondo state, hypothesis 1, supports that majority of parents are very ready to support their children in their academic pursuit regardless of their level of education socioeconomic status and other factors that may stands as impediment. But it was observed that parents turnout to volunteering to teach in their child's school was very low which may be due to factors such as time constrain, lack of interest, communication barriers, distance, socioeconomic factors, level of education, nature of job, or probably the school policies. This is supported by Follmann and Martin (2017) who found that lack of time and scheduling conflicts were most common barriers to parental involvement. in addition, Malambo, C & Vibrock, P. (2019) in their journal, "Why Parents Do Not Volunteer : A case Study of a Primary School in Kenya." This study explore reasons why parents do not volunteer to teach in their child's school in Kenya. It was observed that parents are very ready to attend school PTA meetings so as to be informed about their child's progress, so many of our parents agreed to creating time to read with their children at home and to support them with homework assignments and then communicate with teachers in other to monitor their child's progress in school. This corroborate the findings of Kucsera and, and Zamarro (2017) who have explore the impact of parental involvement as a means of improving the academic performance of children..

Conclusion and recommendations

To compare the viewpoints of administrators and teachers with those of parents, it would be helpful to collect data from them. For instance, we could ask administrators to rate the efficiency of language support services provided by their school, and teachers to rate the influence that language obstacles have on the capacity to communicate with parents.

According to the research available thus far, it seems that parental participation is impacted by language obstacles, however to

varying degrees depending on the individual and community. Comparing the results of this investigation with those of related investigations carried out in various cultural contexts may prove to be fascinating. This could shed light on how parental participation is affected by language obstacles in various groups and guide the creation of interventions that are more sensitive to cultural differences.

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