

IMPACT OF PARENTAL INVOLVEMENT ON EMOTIONAL ADJUSTMENT AND SCHOOL ACHIEVEMENT OF PRIMARY SCHOOL PUPILS

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Abstract

The study sought to determine the impact of parental involvement on emotional adjustment and school achievement of public primary school pupils. The study was carried out in primary schools in Nsukka Local Government Area of Enugu State Nigeria. The design of the study was correlational design. Four research questions and four null hypotheses were generated to guide the study. The population of the study was made up of all the 606 primary five pupils (304 males and 312 females) in Nsukka Local Government Area. The sample size for the study consisted of (204) primary five pupils (104 males and 100 females). Three instruments were used for data collection. The instruments were Parental Involvement Scale (PIS), Pupils Emotional Adjustment Scale (PEAS) and School Achievement Test (SAT). The instruments were validated by experts in Educational Psychology and Measurement and Evaluation. Regression analysis was used to answer the research questions while analysis of variance (ANOVA) and t- test statistics were used to test the hypotheses. The results of the study revealed that there is a positive relationship between parental involvement and emotional adjustment of primary school pupils' school achievement. The result also revealed that gender has a positive relationship between parental involvement and school achievement of primary school pupils in favour of the females. Based on the findings, it was recommended that parents should be educated on the need to be committed to the upbringing of their children. The government and teachers should create awareness among parents concerning the wellbeing of their children. This can be done by organizing workshops and seminars for parents. There is also need for recognition and appreciation of parents who carry out projects in schools by the school authorities in collaboration with government.

Keywords: Parental involvement, Emotional Adjustment, School Achievement.

Introduction

Parental involvement is an integral part of school children's well being. So for pupils to maximize their potentials from schooling, it is important that their parents support them fully. In that regard, governments at all levels, administrators, educators and parents' organizations have recognized the importance of parental involvement in the education of pupils. Probably, this could have been the reason for the formation of Parents Teacher Association (PTA) and School Based Management Committee (SBMC) in both primary and secondary schools in Nigeria.

Among these stakeholders, parents are fundamental in protecting and directing children's behaviours as they are deeply involved in grooming children's cognitive, social and emotional development (Meghan, Cappella, O'Connor & Sandee, 2013).

Parental involvement refers to the amount of participation a parent has when it comes to schooling and her child's life (Edwards and Alfred 2000). Mutodibo (2014) defined Parental involvement as the activities occurring between a parent and a child or between teachers at school that may contribute to the child's educational outcomes and development. Operationally, parental involvement is a situation where parents are fully committed to the provision of required needs for their children's education. Parental involvement comprises provision of writing materials, textbooks and conducive learning environment at home. It also involves communicating with the children and school authorities, giving the children moral instruction at home, to mention but a few.

Parental involvement in education has three dimensions: the home-school communication, home-based involvement and school-based involvement (Meghan, Cappella, O'Connor & Sandee, 2013). To these authors, the home-school communication includes contact between family members and school personnel, attendance to conferences and meetings organized in the school, phone contact and note writing. Home-based involvement includes family activities outside of school that encourage learning such as teaching moral instruction, helping the children to do their home work, providing a conducive learning environment, visiting educational settings in the community, for instance library and telling children stories about their personal school experiences. One of the ways of achieving the above dimension by parents is by sharing stories of their school days with their children. Finally, school-based involvement comprises conventional activities in the school setting such as volunteering to carry out one project or the other, attending workshops and participation in fundraising as well as picking up children from school in the afternoon or in the evening as the case

may be. These authors were of the view that parental involvement made a significant contribution in explaining the variation in children's academic achievement.

In support of the above view, some studies carried out by some researchers were of the opinion that parental involvement was associated with higher school achievement scores of children whose parents were fully engaged in children's upbringing than those children with less parental involvement or no parental involvement at all (Jeyness, 2005). Ngwoke and Ede (2016) conducted a study on parental support as predictor of school adjustment and academic achievement of secondary school students at Nsukka in Enugu State. The result of the study revealed that parental support significantly predicts students' school adjustment and higher academic achievement of students when their parents support them. Parental involvement in children's learning does not only affect learning outcomes but also influences learning motivation, attention, task persistence, receptive vocabulary skills and conduct problems in the classroom (Fanluzzo, 2004;McWane, 2004).

In another study conducted by Mapp and Henderson (2002) on the impact of school, parent and community connections on student achievement in Asia, it was revealed that most students at all levels elementary, middle and high school, want their parents to be more knowledgeable partners in their schooling and willing to take active roles in assisting communication between the home and school. The study further pointed out that when parents come to school regularly, it reinforces the view in the child's mind that the school and home are connected and that school is an integral part of the child's family life.

From the above studies, therefore, parents are expected to inculcate in their children the spirit of discipline, emotional control, and understanding of the importance of schooling and school attendance as well as increase in learning time, that is a period of teaching and learning where both the teachers and learners focus on a particular learning material and are expected to achieve the purpose of the lesson at the end. It is based on the reports from some studies about the importance of parental involvement that the Federal Government of Nigeria through the National Council on Education (N.C.E) in 2005 to give directives to establish School Based Management Committees (SBMCs) which is a wider arm of parents' association than the traditional Parent-Teacher Association (PTA) that only the parents whose children or wards are in a particular school were involved. The establishment of this committee (SBMC) was aimed at fortifying the efforts of the traditional Parent Teacher Association (PTA) in the provision of educational facilities and

equipment, monitoring, mentoring and evaluation of both the school staff and the children.

Despite the importance of parental involvement in their children's education, Jeyness (2005) observed that many parents are yet to participate actively in their children's education. This always leads the children to exhibit some anti socio-emotional behaviours including, but not limited to, inattentiveness in the class, yelling, bullying, fighting, complaining, gossiping, examination malpractices, premature sexual involvement and cultism (Jeyness, 2005). These anti socio-emotional behaviours invariably result in negative attitude of the children towards schooling and low school achievement of such children. Poor parental involvement in their children's education may be attributed to the myriad of parents' family responsibilities and commitments (McDermott and Rothenberg 2000). In Nigeria, it has been observed by some researchers that some Nigerians' have inordinate quest for material wealth to the detriment of their children's upbringing and care (Ngwoke and Ede 2016). Some parents have little or no time to stay and guide their children at home. Parents leave their homes in the morning only to come back later in the night exhausted with the day's activities. To worsen the situation, some parents prefer spending much of their time in beer palour and gossiping places in the name of recreation instead of staying and interacting with their family members at home. These and other challenges make it very difficult for adequate parental involvement in their children's education which may lead to heightened negative emotional behaviour of the children both at home and in the classroom, thus demanding for emotional adjustment among the pupils.

Emotional adjustment is the ability of an individual to adapt or the ability to control or manage emotions so as to withstand their effects (Barrette and Russell, 2015). The authors posit that emotional adjustment relates to whether or not someone has the tendency to feel negative emotions or have irrational thoughts as the control of the impulses when facing a stressful situation. According to Plutchik (2015), emotional adjustment is the maintenance of emotional equilibrium in face of internal and external stressors. Operationally, emotional adjustment is the ability of an individual to manage or control emotions in their environment so as to cope with or conquer the negative effect of unpleasant emotions or feelings in their immediate environment. For proper emotional adjustment, an individual is expected to think positively and involve himself or herself in significant learning such as active participation at home and school activities, exploration and carrying out projects. It is expected that this will stabilize the individual and move away anxiety that is associated with Nigerian learning style which is by grading and

competition. In other words, parents are expected to guide and direct their children on how to manage emotions in different ways such as: Listening and paying attention to their children, using positive words when discussing with them, encouraging the pupils always in spite of all odds, being a model to their children and providing a conducive learning environment for the pupils. Parents should avoid unfavorable comparison between their children and other children. The above mentioned parental involvement are expected to help the pupils to adjust emotionally for favourable attitudes are pre-requisites to success in school which will invariably increase the pupils school achievement.

School achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments (Hattie, 2009). Anaekwe (2006) defined achievement as something which has been carried out successfully especially by means of exertion, skill, practice or perseverance. Operationally, school achievement refers to the performance or accomplishment of pupils in an academic or learning task, School achievement can be said to be low or high depending on the level of performance of the learner in a given academic task. School achievement is termed low when in a given academic task, pupils' performance is below an expected level of accomplishment and termed high when the pupils performance are above the expected level of accomplishment. School achievement of pupils being low can be linked to the inability of some parents to provide for their children both materially and emotionally. Jeyness (2005) opined that any problem a student encounters in the school may be associated with pupils' home or family. Hafiz, Tehsin, Malik, Muhammad and Khan (2013) conducted a study on parental involvement and academic achievement of secondary school students in Pakistan and the study revealed a significant relationship between parental involvement and children's high level of academic achievement. Apart from the relationship between parental involvements on adjustment of pupils, there may also be relationship between school achievement of pupils and gender.

Gender was defined as socially or culturally constructed characteristics, qualities, behaviours and roles which different societies ascribe to either male or female (Bazilli 2010).

Bazilli (2010) further refers gender as different roles, rights and responsibilities of men, women and relations between them (Bazilli, 2010). Operationally, gender refers to the role, responsibilities or attributes attached to male and females in a society depending on the culture of such society. Some studies have found significant difference in parental involvement of male and female students' school achievement while other studies have no

significant difference. Gupta and Mehtani (2017) conducted a study on “adjustment among secondary school students titled: A comparative study on the basis of parental involvement, academic achievement and gender in India”. The result revealed that parental involvement, academic achievement and gender have a significant effect on the adjustment of secondary school students in favour of the female students. Olatoye (2008) studied the effects of income, gender and parental involvement on the education of children with single parent and the result revealed no significant difference between male and female students’ achievement. In another study conducted by Mutodibo (2014) on parental involvement and interest in schooling and science achievement revealed that there was no significant difference between male and female students’ achievement. In view of these inconsistencies with respect to gender on adjustment and academic achievement of pupils, this study therefore intend to find out if there is relationship between parental involvement and school achievement of male and female primary school pupils.

It was observed by Enugu State Universal Basic Education Board (ENSUBEB) that there is poor school achievement in Public Primary Schools which has become a source of worry to stakeholders in the education sector in Nsukka Urban. This poor school achievement is evident in a report presented by Enugu State Universal Basic Education Board (ENSUBEB) through the Quality Assurance Department (QAD) of the board. In 2015, the Quality Assurance Department of the Board rated 221 Primary Schools in Enugu State for quality assurance. The schools were randomly selected from the three Senatorial zones of the state (Enugu East, Enugu North and Enugu West). Two local government areas each were selected from the three zones making the number of the local government areas six including Nsukka local Government Area. The result revealed that at state level, 25 schools out of 221 schools rated for quality assurance representing 11.3% were graded “Good”; 150 schools representing 67.90% were graded “Fair”; 42 schools representing 19 %/ were graded “Poor”; and four schools representing 1.80% were graded “Very Poor”; None of the schools quality assured was graded “Outstanding performance ”which means “Excellent Result”.

In Nsukka Urban 12 public primary schools were gauged for quality and the result revealed that four schools in Nsukka Urban representing 16% out of the 25 schools in the state were graded “Good”; five schools representing 3.3% out of 150 schools in the state were graded “Fair”; and three schools representing 7. 1% out of 42 schools in the state were graded “Poor”. This means that in Nsukka Urban, four Schools representing 16?% were graded “Good” 5 Schools representing 3.3% were graded “Fair” and three

schools representing 7. 1% were graded “Poor”. Nevertheless, none of the schools in Nsukka Urban evaluate for quality assurance was graded “Outstanding Performance” or “Very Poor”.

Parental involvement demands that parents should be committed in the welfare of their children by providing their children with materials for learning, visit children’s school or make series of calls to teachers to inquire about their children’s welfare in the school (Meghan, Cappella, O’Connor and Sandee, 2013). From the foregoing, it could be seen that most of the studies conducted on the impact of parental involvement were with secondary school students and were focused on parental involvement on academic achievement, thereby neglecting the emotional adjustment of the students which is of vital importance to school learning and achievement at the early stage of life. It is on the premise of addressing this gap that the present study examines the impact of parental involvement on emotional adjustment and school achievement of primary school pupils.

The following four research questions and four null hypotheses guided this study.

- What is the relationship between parental involvements on emotional adjustment of primary school pupils?
- What is the relationship between parental involvement and school achievement of primary school pupils?
- What is the relationship between parental involvement and emotional adjustment of male and female primary school pupils?
- What is the relationship between parental involvement and school achievement of male and female primary school pupils?

The following hypotheses were tested at 0.05 level of significance.

- There is no significant relationship between parental involvement and emotional adjustment of primary school pupils.
- There is no significant relationship between parental involvement and school achievement of primary school pupils.
- There is no significant relationship between parental involvement and emotional adjustment of male and female primary school pupils.
- There is no significant relationship between parental involvement and school achievement of male and female primary school pupils.

Method

The study adopted correlational research design. The study was conducted in public primary schools in Nsukka Urban Local Government Area. The population was made up of all the 616 primary five pupils (304

males and 312 females). The sample size consisted of 204 primary five pupils (104 males and 100 females) which were drawn through simple random sampling technique. Three instruments were used for data collection. Parental Involvement Scale (PIS), Pupils Emotional Adjustment Scale (PEAS) and School Achievement Test (SAT). PIS is a-15 item questionnaire adapted and modified by the researchers from Parent and Family Involvement a-27item scale developed by Edward & Alldred (2000).

The PEA is also a-15 item questionnaire developed by the researchers. PIS and PEAS questionnaires were used to elicit information from the respondents used for the study, while School Achievement Test (SAT) is a-15 item researcher constructed test used to ascertain the level of school achievement of the pupils. The instruments were validated by experts, two from Educational Psychology and one from Measurement and Evaluation all from the University of Nigeria, Nsukka. PIS and PEAS used four-point likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instruments were administered to the pupils by their teachers under the guidance of the researchers. The reliability of the instrument was determined using Cronbach Alpha statistics and an estimated value of 0.84, 0.86 and 0.78 were obtained respectively for (PIS, PEAS and SAT) Data collected were analyzed using Regression analysis which was used to answer the research questions while Analysis of variance (ANOVA) and t-test statistics were used to test the hypotheses at level of 0.05 significance.

Results

Table 1: Regression analysis of the relationship between parental involvement and emotional adjustment of primary school pupils

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.156 ^a	.024	.019	7.91097

a. Predictors: (Constant), Parental Involvement

Table 1 shows that the correlation coefficient between parental involvement and emotional adjustment of primary school pupils is 0.156 with coefficient of determination of 0.024. This shows that there is a positive relationship between parental involvement and emotional adjustment of primary school pupils meaning that the higher the parental involvement, the higher the emotional adjustment of primary school pupils. Besides, the coefficient of determination of 0.024 means that 2.4% variation in the pupils' emotional adjustment can be as a result of their parental involvement.

Table 2: Analysis of variance of the relationship between parental involvement and emotional adjustment of primary school pupils

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	313.363	1	313.363	5.007	.026 ^b
	Residual	12641.868	202	62.584		
	Total	12955.230	203			

a. Dependent Variable: Pupils Emotional Adjustment

b. Predictors: (Constant), Parental Involvement

Table 2 shows that associated probability value for the calculated value of F(5.007) for the relationship between parental involvement and pupils' emotional adjustment is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significant, the null hypothesis was rejected. Thus, there is a significant positive relationship between parental involvement and pupil's emotional adjustment.

Table 3: Regression analysis of the relationship between parental involvement and school achievement of primary school pupils

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.592 ^a	.350	.347	5.27061

a. Predictors: (Constant), Parental Involvement

Table 3 shows that the correlation coefficient between parental involvement and school achievement of primary school pupils is 0.592 with coefficient of determination of 0.350. This shows that there is a positive relationship between parental involvement and school achievement meaning that the higher the parental involvement, the higher the school achievement of primary school pupils. Besides, the coefficient of determination of 0.350 means that 35% variation in the pupils' school achievement can be as a result of their parental involvement.

Table 4: Analysis of variance of the relationship between parental involvement and school achievement of primary school pupils

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	3021.339	1	3021.339	108.762	.000 ^b
	Residual	5611.421	202	27.779		
	Total	8632.760	203			

a. Dependent Variable: Pupils Achievement

b. Predictors: (Constant), Parental Involvement

Table 4 shows that associated probability value for the calculated value of $F(108.762)$ for the relationship between parental involvement and pupils' school achievement is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significant, the null hypothesis was rejected. Thus, there is a significant positive relationship between parental involvement and pupils' school achievement.

Table 5: Regression analysis of the moderating influence of gender on the relationship between parental involvement and emotional adjustment of male and female primary school pupils

Model	Gender	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	Male	.121 ^a	.015	.005	5.30225
	Female	.250 ^a	.062	.053	9.26938

ctors: (Constant), Parental Involvement

Table 5 reveals that the correlation between male pupils' emotional adjustment and parental involvement is 0.121 with a coefficient of determination of 0.015. This indicates that 1.5 percent variation in male pupils' emotional adjustment can be accounted by their parental involvement. On the other hand, the correlation between female pupils' emotional adjustment and parental involvement is 0.250 with a coefficient of determination of 0.062 indicating that 6.2 percent variation in female pupils' emotional adjustment can be accountable by their parental positive involvement.

Table 6: t-test analysis of the moderating influence of gender on the relationship between parental involvement and emotional adjustment of male and female primary school pupils

Gender	R	R ²	Standardized Beta	T	Sig
Male	.121 ^a	.015			
Female	.250 ^a	.062	-.250	-2.553	.012

Table 6 shows that the probability associated with the calculated t (-2.553) for the moderating influence of gender on the relationship between parental involvement and emotional adjustment is 0.012. Since the probability value of 0.012 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that gender significantly moderates the positive relationship between parental involvement and emotional adjustment in favour of the female pupils.

Table 7: Regression analysis of the moderating influence of gender on the relationship between parental involvement and school achievement of male and female primary school pupils

Model	Gender	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	Male	.368 ^a	.135	.133	4.53357
	Female	.456 ^a	.208	.200	5.60958

b. Predictors: (Constant), Parental Involvement

Table 7 reveals that the correlation between male pupils’ school achievement and parental involvement is 0.368 with a coefficient of determination of 0.135. This indicates that 13.5 percent variation in male pupils’ school achievement can be accounted by their parental involvement. On the other hand, the correlation between female pupils’ school achievement and parental involvement is 0.456 with a coefficient of determination of 0.208 indicating that 20.8 percent variation in female pupils’ school achievement can be accountable by their parental positive involvement.

Table 8: t-test analysis of the moderating influence of gender on the relationship between parental involvement and school achievement of male and female primary school pupils

Gender	R	R ²	Standardized Beta	T	Sig
Male	.368 ^a	.135			
Female	.456 ^a	.208	.456	5.070	.000

Table 8 shows that the probability associated with the calculated t (5.070) for the moderating influence of gender on the relationship between parental involvement and school achievement of primary school pupils is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that gender significantly moderates the positive relationship between parental involvement and school achievement of primary school pupils in favour of the female pupils.

Discussion

The findings of the study revealed a positive relationship between parental involvement and pupils’ emotional adjustment. This implies that parental involvement could improve pupils’ emotional adjustment especially when parents were found emotionally adjusted. This will help parents to guide pupils on how to manage and control emotions in schools and outside the school environment. The findings are in line with the findings of Ngwoke and

Ede (2016) who reported that parental support significantly predicts school adjustment.

This study also revealed that there is a positive relationship between parental involvement and pupils' high school achievement. The above findings imply that pupils' school achievement could be promoted positively if parents monitor, mentor and provide necessary learning materials for their children's education. The finding agrees with the findings of Hafiz, Tehsin, Malik, Muhammad and Khan (2013) who found a significant relationship between parental involvement and academic achievement of the students.

The study further revealed that there is a positive relationship between parental involvement and emotional adjustment in favour of the female pupils. This shows that female pupils adjust emotionally more than their male counterparts. This is in consonance with the research work of Gupta and Mehtani (2017) whose work revealed that parental involvement, academic achievement and gender has significant effect on the adjustment of the secondary school students in favour of female students. This implies that parents should provide equal support to their children to maintain a balance between male and female pupils so that none will be more favoured than others

The result also indicated that there is a difference between parental involvement and school achievement of male and female primary school pupils in favour of female pupils. This implies that female pupils' had a higher school achievement more than their male counterparts. However, the result negates the findings of Mutodibo (2014) who found no difference between male and female school achievement.

Conclusion

In conclusion, it was found that there is a positive relationship between parental involvement and emotional adjustment of pupils and positive relationship between parental involvement and pupils' school achievement. There is therefore, the need to encourage parents to teach their children how to adjust emotionally and promote their school achievement by being a model to their children. Parents should also deem it necessary to listen and pay attention to their children as well as using positive words when discussing with them. Parents should always encourage their children in spite of all odds; this can be done by providing learning materials, visiting their various schools. Finally, parents could make series of calls to teachers to inquire about their children's welfare in the school. All these efforts of parents will help to boost the emotional adjustment as well as school achievement of the pupils.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Parents should play a leading role in supporting, monitoring, mentoring and evaluating their children's emotional behaviour early in life for their children's wellbeing.
2. There should be cordial relationship between the parents, head teachers, teachers and pupils through constant visits and phone calls, holding Parents Teachers Association (PTA) meetings regularly so that parents should be aware of their children's progress.
3. Parents should be recognized and appreciated when they carry out reasonable projects like repairing school band or procuring a new set of band, promoting sports in one way or the other in a school. Repairing a damaged school roof to mention but a few. This appreciation of parents can be done by the school authority in collaboration with the community and the Government.
4. The federal government, state and local government authorities should organize workshops and seminars for parents to educate them concerning their children's wellbeing.

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