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9, Alli Gbadebo Street, Mokola Ibadan

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**FAMILY INVOLVEMENT AND GIRL CHILD'S ACADEMIC PERFORMANCE
IN PUBLIC SECONDARY SCHOOLS IN IBADAN NORTH LOCAL
GOVERNMENT**

**Temisanren, Olawunmi Esther; Akintayo, Ajibola Isaac & Ayo–Ayinde,
Adeola Iyabosola**

Department of Educational Foundations

Federal College of Education, Iwo

Email: temisanrenoe@fceiwo.edu.ng; akintayoai@fceiwo.edu.ng & ayo-ayindeai@fceiwo.edu.gn

Abstract

This study investigated the influence of family involvement on the academic performance of girl children in public secondary schools within the Ibadan North Local Government Area of Oyo State. In recent years, there has been growing recognition of the crucial role that family engagement plays in shaping a child's educational outcomes. However, research specifically focused on the academic performance of girl children within the Nigerian context, particularly in Ibadan North, Oyo State, remains limited. Thus, this research filled this gap by examining the influence of family involvement on the academic achievements of girl children in this region. The research adopted descriptive survey research design. Four research questions were raised. The population of the study consisted of all girl child while two hundred and seventy seven (277) were sampled. A self-designed survey questionnaire titled: "Influence of Family Involvement on the Girl Child's Academic Performance in Selected Public Secondary Schools Questionnaire (IFIGCAPSPSSQ) with reliability coefficient 0.87 was used for data collection. Data were analysed using descriptive statistics. The study found out that with a weighted mean of 3.13, socio-economic status of the family significantly impacts the academic performance of girl children, weighted mean of 2.81 shows that parenting style influences the academic performance of girl children, weighted mea of 2.73 shows that parental engagement and support initiatives to moderate extent impact the academic performance of girl children. The study concluded that family involvement have significant influence on girl children academic performance. The family members should give more attention

to their girl children in order to be vast in their academic ad e to address some challenges being faced.

Keywords: Family Involvement, Girl Child, Academic Performance

Introduction

The widespread belief is that for a society to attain full development, every citizen should have equal opportunities to cultivate the right attitudes. These attitudes, crucial for fostering civic responsibility and gaining access to quality education are seen as key to freeing individuals from the grip of poverty. Education's role extends far beyond, influencing the overall quality of people's lives, propelling economic growth, unlocking human potential, ensuring political stability, fostering tolerance, and establishing peace and unity (Adebayo, 2015).

When a nation acknowledges the pivotal role of education in propelling development, it sets the stage for significant socioeconomic growth within a relatively short time frame. In the context of a developing country like Nigeria, grasping how education can bolster the economy is paramount. The elimination of illiteracy fosters an enlightened citizenry, encouraging responsible and engaged behaviours. When citizens live virtuous lives, the entire country flourishes. Moreover, an educated and transformed individual is less likely to partake in criminal activities such as robbery, murder, kidnapping, or rape, contributing to a peaceful and harmonious nation where economic development can thrive (Turner, Irwin Jr & Millstein, 2014).

Meanwhile, the term "girl-child" refers to a biological female offspring from birth to eighteen (18) years of age, encompassing the period before she transits into a young adult. This span covers stages such as crèche, nursery or early childhood (0–5 years), primary school (6–12 years), and secondary school (12–18 years). Throughout this phase, the young child is entirely under the care of adults, which may include parents, guardians, and older siblings. This developmental period includes infancy, childhood, and both early and late adolescence stages. During this developmental period, the girl-child is malleable, constructing and shaping her personality and character. She heavily

relies significantly on others as role models, learning through observation, repetition, and imitation. Her physical, mental, social, spiritual, and emotional development initiates during this time and progresses, reaching its zenith in the young adult stage. To ensure her well-rounded development in terms of physical, mental, social, spiritual, and emotional aspects, prioritizing her academic performance becomes crucial for both parents and the nation.

The good academic performance of the girl-child holds immense importance for the overall progress of the country. The role of women in the development of any society is foundational and a deliberate neglect of their education can pose a threat to the entire community. As Amadi (2020) aptly stated, deliberate neglect of their education can pose a threat to the entire community. As Amadi (2020) aptly stated, the surest way to keep people down is to educate the men and neglect the women; if you educate a man, you simply educate an individual, but if you educate a woman, you educate a whole nation." This is because an educated woman not only imparts knowledge to her peers, but also to other family members, especially her daughters, thereby multiplying the positive effects of her own education.

A woman with strong academic performance not only acquires essential life skills, such as self-confidence and active engagement in societal well-being but also protects herself from HIV/AIDS infection, sexual exploitation, early marriage pressures, and complicated childbirth (Amadi, 2020). Additionally, a high-achieving female gains the skills and competence for gainful employment, becoming an economically productive member of society. Such individuals are more likely to delay marriage, have fewer children, and provide better nourishment, ensuring healthier lives and reduce the likelihood of child mortality, despite the apparent disparity in academic performance relative to their male counterparts.

Data obtained from NECO reveals significant trends. In the June/July 2018 examinations, out of 1,036,644 candidates, 588,477 were males and 450,167 were females. However, 74.65% of females passed with five credits and above, including English and Mathematics, while 69.06% of males achieved the same. The pattern continued in 2019 and 2020, with females consistently outperforming males. In the WASSCE conducted by WAEC in May/June 2018, 51.01% of females passed compared to 45.55% of males. In 2019 and 2020, the trend

persisted, showcasing a consistent performance advantage for females. Despite these trends, some researchers question the validity of NECO and WAEC results, attributing them to various malpractices among students and schools. They argued that JAMB results offer a more accurate measure of academic performance (Nnani, Enemuo, & Onwuka, 2020).

When considering admission to tertiary institutions, data from the Unified Tertiary Matriculation Examinations (UTME) conducted by JAMB reveals a gender gap. In 2018, out of 1,653,127 candidates, 582,593 were offered admission, with only 43.82% being females and 56.18% males. The pattern continued in 2019, reinforcing the wide success rate disparity between females (43.46%) and males (56.54%). It is suggested that the academic performance gap between female and male students may not solely depend on school and teacher quality but also on the extent of family involvement in their education. This study aims to investigate the influence of family involvement on the academic performance of girl children in secondary schools (Nnani, Enemuo, & Onwuka, 2020).

Family involvement in the academic performance of a girl child can be defined as actively engaging the family in instructional matters, primarily within the home environment. According to Akinleke (2017), family involvement is characterized by the positive attitudes parents hold towards their child's education, teachers, and the school. This involvement encompasses various forms of participation in education and interactions with schools. Parents play a crucial role in supporting their daughters' education by participating in school functions and fulfilling school-related obligations, such as Parent-Teacher Association/Conferences. They can enhance their involvement by assisting their children in improving their schoolwork through encouragement, providing suitable study environments, modeling desired behaviours (such as cultivating a habit of reading for pleasure), monitoring homework, and actively tutoring their children at home.

The socio-economic status (SES) of a child is most commonly determined by combining the parent's educational level, occupational status, and income level. Social class and economic status of the parents determine the type of school and the standard of training they desire for their girl child. The occupation or profession of the parents, the educational level and whether the mothers are working or non-

working mothers places them at an advantage or disadvantage to evaluate their girl child academic work and monitor their progress. Status is often determined by the individuals' economic attainment, though it is sometimes ascribed on the individual. Suleman, Hussain & Nisa (2014) identified three distinct socio-economic groups or statuses which are common in many countries. They are: upper class- which is made up of rich business men and top government officials among others; middle class which consists of skilled workers, professionals and middle ranked government workers and the lower class- which is made up of manual workers, petty traders and low income government officials. Francis (2017) opined that the lower income families may be aware of the importance of education in the society, but at the same time, they are also aware of their limited resources to measure up with such educational demands.

According to the author, a family that can scarcely provide for the basic needs of the family which include food, shelters and clothing will hardly motivate the academic excellence of their girl child, instead they will pressurize their children to seek for job opportunities with the little education they acquired so far to support the family while some end up hawking on the road to support their parents. The implication of the agreement is that some families are likely to give their girl child poor academic background because of lack of financial support. The socio-economic status of a family is capable of affecting the behavior of the children and determines their aspiration. Families with high socio-economic status often have more success in preparing their girl child for school because they typically have access to a wide range of providing their young children with high quality ladies care, books and encourage them in various learning activities at home. They also have easy access to information regarding their girl child's health, as well as social, emotional and cognitive development (Oladeji. 2021).

Samon (2015) reorganized seven ways of motivating students viz: awareness on the part of the parents of the value of education whether such parents are literate or illiterate; existence of books, newspapers, comic books; good nutrition and sleeping habit; adequate facilities for sleep, for study and for rest; satisfaction of physical needs like food, shelter and clothing; objects in the home which challenges the child's curiosity, reflected throughout the secondary school. Seltzer (2019) suggested that during primary socialization, middle-class

children receive greater attention and stimulus from their parents. This forms the basis for high performance in the educational system. Students from low socio-economic status families may not be strongly motivated to do well in school and may not be knowledgeable about techniques of being successful in school. High socio-economic status parents who have benefited in a variety of ways from education serve as effective and enthusiastic advocates of schooling (Okesina, 2018).

Parenting style is another aspect of family involvement in girl child academic performance which refers to the broad patterns of behaviours, attitudes, and strategies that parents consistently employ in their interactions with their children. It encompasses the emotional climate of the parent-child relationship, the expectations parents have for their girl child, and the methods used to meet those expectations. Munyi (2013) adds that parenting is both a biological and a social process emerging, probably like the most fundamental and universal concern in our society. A student's academic performance is thus likely to be affected by the upbringing that the child has experienced. Guarian (2012) further explains that a parenting style is the collection of parenting behaviours and goals that are primarily characterized by combinations of warmth, responsiveness and demandingness which affect the child's academic outcomes.

Parenting styles may lead to low or high academic performance of the girl-child. Students who come from family with good parenting styles that serves as support to their children education are likely to achieve higher grades than their colleagues. Thus, the academic performance of students depends much on the parenting styles in the family among other conditions. Parents are expected to impart in their children value for hard work and love for learning which eventually translates to good academic results. When parents reinforce what teachers do, students tend to do well in school and achieve higher academically. Parenting styles could therefore be an influential factor in the academic performance of a student for they play a vital role in helping or hindering academic success.

Parental support is another aspect of family involvement in which a parent invests time and energy in feeding and protecting the children. Adequate parental support means to provide the child with basic needs like food, clothing and shelter. It also ensures the girl-child health and physical safety as well as the mental, emotional and moral

values are adequately taken care of. Ogunshola and Adewale (2012) stated that other support of the parents lies in the responsibility of training a child. Ogunshola and Adewale (2012) further indicated that families, who were involved in their children's education through homework, monitor their performance in school and ask questions, have their children achieve success in school.

Nnani, Enemuo and Onwuka (2020), opined that many African homes do not emphasize the value and language of the school and also do not care for the female education like the male. Also, parents see the need to send their children to school, but do not often see the need to encourage their female children to do well in school nor do they often see the need to provide facilities for the child to support what he/she has learnt at school. While some parents are too busy to get involved in what their children are doing in school. Parental support can make or mar the academic performance of a female child.

Scholars, such as Desforges. Abouchaar (2013) has investigated the impact of parental involvement on student achievement; there remains a notable gap in the literature. Specifically, limited attention has been given to the influence of family involvement on the academic performance of girl-child in secondary schools in Ibadan North Local Government Area. Most existing research fails to differentiate between the academic performance of male and female students. This study aimed to fill this gap by exploring the influence between family involvement and the academic performance of girl-child students.

Objectives of the Study

The main purpose of the study is to examine the influence of family involvement on the girl child's academic performance in selected public secondary schools in Ibadan North Local Government. Specifically, the study to:

- i. assess the level of the academic performance of girl children in selected public secondary schools in Ibadan North Local Government.
- ii. examine the influence of socio-economic status of the family on the academic performance of girl child in selected public secondary schools in Ibadan North Local Government.

- iii. investigate the influence of parenting style on the academic performance of girl child in selected public secondary schools in Ibadan North Local Government.
- iv. assess the influence of parental support on the academic performance of girl child in selected public secondary schools in Ibadan North Local Government.

Research Questions

The following research questions were raised to guide this study;

- i. What is the level of the academic performance of girl children in selected public secondary schools in Ibadan North Local Government Area of Oyo State?
- ii. How does the socio-economic status of the family influence the academic performance of girl children in selected public secondary schools in Ibadan North Local Government Area of Oyo State?
- iii. What is the influence of parenting style on the academic performance of girl children in selected public secondary schools in Ibadan North Local Government Area of Oyo State?
- iv. To what extent does parental support influence the academic performance of girl children in selected public secondary schools in Ibadan North Local Government Area of Oyo State.

Methodology

The design adopted for this study was descriptive survey research design. The design was considered accurate because it enabled the researchers to acquire data through acceptable and recognized procedures based on well-structured research instruments, reliable variables, and well-defined concepts. The population of the study consisted of 35,515 Students of the senior secondary school located in Ibadan North Local Government Area, Ibadan, Oyo State. The sample size for this study comprised 277 girl child students in public schools in Ibadan North Local Government Area of Oyo State. A simple random sampling technique was used to select twenty three percent (23%) of the 42 schools in Ibadan North Local Government Area of Oyo State which gave a total of 10 schools. At the second stage, a proportionate-to-size sampling technique was employed to sample eight percent (8%) of the female students in each of the chosen schools which gave a total

of Two hundred and seventy-seven (277) female students. This multistage method ensured that each element of the population had equal and independent chance inclusion in the sample to avoid bias. A designed questionnaire titled “Influence of Family Involvement on the Girl Child’s Academic Performance in Selected Public Secondary Schools Questionnaire (IFIGCAPSPSSQ) with reliability co-efficient of 0.87 was used for data collection. Data collected was analyzed using descriptive statistics such as mean, standard deviation, frequency count.

Results and Discussion

Research Question 1: What is the level of the academic performance of girl children in selected public secondary schools in Ibadan North Local Government?

Table 1: Summary of the Achievement Test Results of the Surveyed Students

Subject	Very Low (0 - 39%)	Low (40 - 49%)	Moderate (50 - 59%)	High (60 - 69%)	Very High (70 - 100%)	N	M	SD
English Language	119 (43.0%)	58 (20.9%)	35 (12.6%)	33 (11.9%)	32 (11.6%)	277 (100.0%)	3.93	2.02
Mathematics	130 (46.9%)	61 (22.0%)	35 (12.6%)	29 (10.5%)	22 (7.9%)	277 (100.0%)	3.73	1.89
WEIGHTED MEAN SCORE							3.83	

Table 1 presented the academic performance results of girl children in English Language and Mathematics in selected public secondary schools in Ibadan North Local Government. For English Language, the majority of girl children scored in the Very Low category (43.0%), followed by Low (20.9%), Moderate (12.6%), High (11.9%), and Very High (11.6%) categories. The mean score was 3.93 (SD = 2.02) out of a total possible mark of 10.

In Mathematics, a similar trend was observed, with the highest proportion of girl children scoring in the Very Low category (46.9%), followed by Low (22.0%), Moderate (12.6%), High (10.5%), and Very High (7.9%) categories. The mean score for Mathematics was slightly lower at 3.73 (SD = 1.89) out of a total possible mark of 10. The overall weighted mean score for the two subjects combined was 3.83.

This descriptive analysis of these students' performance indicated that the academic performance of girl children in selected public secondary schools in Ibadan North Local Government Area was low. A large proportion of students scored in the Very Low and Low grade in both English Language and Mathematics. The overall weighted mean score for the two subjects further showed that their academic performances were low. These findings revealed that a significant number of girl children were struggling academically in these subjects.

Research Question 2: To what extent does the socio-economic status of the family influence the academic performance of girl children in selected public secondary schools in Ibadan North Local Government?

Table 2: Influence of socio-economic status of the family on the academic performance of girl child

S/N	Items	VLE	LE	HE	VHE	Mean	Std. Deviation
1	Many parents struggle financially to cater for the educational needs of their children	23 (8.3%)	39 (14.1%)	96 (34.7%)	119 (43.0%)	3.12	0.94
2	My school fees are always paid late and this usually affects my performance in examinations.	25 (9.0%)	25 (9.0%)	113 (40.8%)	114 (41.2%)	3.14	0.92
3	My parents are financially okay and they adequately provide me with school materials	19 (6.9%)	35 (12.6%)	98 (35.4%)	125 (45.1%)	3.19	0.91
4	Educational	25	39	86	127	3.14	0.97

	status of my parents affects my performance by not helping with home works	(9.0%)	(14.1%)	(31.0%)	(45.8%)		
5	Educational status of parents affects my performance by not helping with home works	24 (8.7%)	43 (15.5%)	93 (33.6%)	117 (42.2%)	3.09	0.96
6	Income of parents affects my performance by not catering for extra-lessons to the children	28 (10.1%)	34 (12.3%)	100 (36.1%)	115 (41.5%)	3.09	0.97
7	Income of parents affects my performance by not paying school fees as at when due	25 (9.0%)	33 (11.9%)	98 (35.4%)	121 (43.7%)	3.14	0.95
8	Income of parents affects my performance through poor nutritional provision	34 (12.3%)	30 (10.8%)	82 (29.6%)	131 (47.3%)	3.12	1.03
9	Parents that are not working in one way or the other affect the students' or children's academic	32 (11.6%)	32 (11.6%)	90 (32.5%)	123 (44.4%)	3.10	1.01

	performance.						
10	Parental occupation has no influence on students' academic performance	21 (7.6%)	29 (10.5%)	107 (38.6%)	120 (43.3%)	3.18	0.90
Weighted Mean = 3.13							

Key: 4 = 'Very High Extent (VHE)', 3 = 'High Extent (HE)', 2 = 'Low Extent (LE)', 1 = 'Very Low Extent (VLE)'; Decision value: 'High' = 2.50 - 4.00. 'Low' = 0 - 2.49

The second research question investigated how the socio-economic status of the family influenced the academic performance of girl children in selected public secondary schools in Ibadan North Local Government, Oyo State. Table 4.5 presents the findings based on responses from surveyed girl children in selected secondary schools in Ibadan North Local Government, Oyo State. The results showed several key points on the influence of the socio-economic status of the family on academic performance. For instance, a significant proportion of the students indicated that their parents struggle financially to cater to their educational needs (M = 3.12). Many also reported that their school fees were often paid late, which adversely affected their performance in examinations (M = 3.14). Despite the challenges faced by some families, there were also reports of financial stability, with parents adequately providing school materials for their children (M = 3.19). From the response gathered, the educational status of parents was perceived to affect academic performance, particularly in terms of not assisting with homework (M = 3.14) and not providing extra lessons (M = 3.09).

The students also noted that their academic performance was affected by their parents' income, especially when it comes to not being able to afford extra lessons (M = 3.09) and paying school fees promptly (M = 3.14). Poor nutritional provision due to income constraints was also cited as a factor affecting academic performance (M = 3.12). The occupation of parents was perceived to have varying degrees of influence on students' academic performance. While some indicated that parents not working negatively impacts academic

performance (M = 3.10), others reported that parental occupation had no significant influence on academic performance (M = 3.18).

In conclusion, with a weighted mean of 3.13, the findings revealed that the socio-economic status of the family significantly impacts the academic performance of girl children in selected public secondary schools in Ibadan North Local Government, emphasizing the need for interventions to address economic disparities and support students from economically disadvantaged backgrounds.

Research Question 3: What is the influence of parenting style on the academic performance of girl children in selected public secondary schools in Ibadan North Local Government?

Table 3: The influence of parenting style on the academic performance of girl child

S/N	Items	VLI	LI	HI	VHI	Mean	Std. Deviation
1	Whenever my parents told me to do something as I was growing up, they expected me to do it immediately without asking questions	41 (14.8%)	61 (22.0%)	92 (33.2%)	83 (30.0%)	2.78	1.03
2	While I was growing up my parents felt that in a well-run home the children should have their way in the family as often as the parents do	38 (13.7%)	54 (19.5%)	90 (32.5%)	95 (34.3%)	2.87	1.04
3	My parent has	51	57	77	92	2.76	1.10

	always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable	(18.4%)	(20.6%)	(27.8%)	(33.2%)		
4	As I was growing up my parents did not allow me to question any decision they had made	50 (18.1%)	53 (19.1%)	96 (34.7%)	78 (28.2%)	2.73	1.06
5	My parents felt that wise parents should teach their children early just who is boss in the family	48 (17.3%)	50 (18.1%)	86 (31.0%)	93 (33.6%)	2.81	1.08
6	My parents have always felt that more force should be used by parents in order to get their children to behave the way they are supposed to	37 (13.4%)	54 (19.5%)	99 (35.7%)	87 (31.4%)	2.85	1.01
7	As I was growing up my parents would get very upset if I tried to disagree with them	36 (13.0%)	52 (18.8%)	96 (34.7%)	93 (33.6%)	2.89	1.02

8	As I was growing up I knew what my parents expected of me in the family and they insisted that I conform to those expectations simply out of respect for their authority	39 (14.1%)	53 (19.1%)	105 (37.9%)	80 (28.9%)	2.82	1.01	
9	My parent feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up	39 (14.1%)	49 (17.7%)	101 (36.5%)	88 (31.8%)	2.86	1.02	
10	My parent tries to tell me how to run my life	42 (15.2%)	67 (24.2%)	80 (28.9%)	88 (31.8%)	2.77	1.06	
Weighted Mean							=	2.81

Key: 4 = 'Very High Influence (VHI)' , 3 = 'High Influence (HI)' , 2 = 'Low Influence (LI)' , 1 = 'Very Low Influence (VLI)'; Decision value: 'High' = 2.50 - 4.00. 'Low' = 0 - 2.49

The third research question examined the influence of parenting style on the academic performance of girl children in selected public secondary schools in Ibadan North Local Government Area of Oyo State. Table 4.6 presents the findings based on responses from surveyed girl children in these schools. The results showed that many of

the students reported that their parents expected immediate compliance with instructions without questioning ($M = 2.78$), indicating a more authoritarian parenting style. Similarly, some of the students indicated that their parents did not allow questioning of decisions made ($M = 2.73$).

The presence and prevalence of an authoritarian parenting style was still further supported by the response from a notable proportion of the students who reported that their parents felt wise parents should teach children early who was boss in the family ($M = 2.81$). In addition to that, many students reported that their parents felt more force should be used to get children to behave as expected ($M = 2.85$), their parents would get upset if they tried to disagree ($M = 2.89$), and their parents' expectations and were expected to conform simply out of respect for their authority ($M = 2.82$).

In conclusion, with a weighted mean of 2.81, the findings show that parenting style influenced the academic performance of girl children in selected public secondary schools in Ibadan North Local Government

Research Question 4: To what extent does parental support influence the academic performance of girl children in selected public secondary schools in Ibadan North Local Government?

Table 4: Influence of parental support on the academic performance of girl child in selected public secondary schools

S/N	Items	LE	E	ME	HE	Mean	Std. Deviation
1	Receive extra teaching at home	46 (16.6%)	50 (18.1%)	83 (30.0%)	98 (35.4%)	2.84	1.09
2	Parents check your school work	54 (19.5%)	53 (19.1%)	77 (27.8%)	93 (33.6%)	2.75	1.12
3	Parents help you with your home-work	46 (16.6%)	69 (24.9%)	88 (31.8%)	74 (26.7%)	2.69	1.04
4	Receive gifts from your parents when you perform	52 (18.8%)	64 (23.1%)	78 (28.2%)	83 (30.0%)	2.69	1.09

	well at school						
5	Have personal reading time at home	57 (20.6%)	62 (22.4%)	80 (28.9%)	78 (28.2%)	2.65	1.10
6	Have time to do your homework	51 (18.4%)	56 (20.2%)	78 (28.2%)	92 (33.2%)	2.76	1.10
7	Have novels, television and computers at home	48 (17.3%)	57 (20.6%)	76 (27.4%)	96 (34.7%)	2.79	1.10
8	Placed on special allowances/bank accounts	56 (20.2%)	48 (17.3%)	81 (29.2%)	92 (33.2%)	2.75	1.12
9	Parents explain school work to you to help you in school	52 (18.8%)	71 (25.6%)	72 (26.0%)	82 (29.6%)	2.66	1.09
10	Parent care about you going late to school	58 (20.9%)	47 (17.0%)	93 (33.6%)	79 (28.5%)	2.70	1.10
Weighted Mean = 2.73							

Key: 4 = 'High Extent (HE)', 3 = 'Moderate Extent (ME)', 2 = 'Extent (E)', 1 = 'Low Extent (LE)'; Decision value: 'High' = 2.50 - 4.00. 'Low' = 0 - 2.49

The descriptive analysis conducted to answer the fourth research question assessed the extent to which parental support influenced the academic performance of girl children in selected public secondary schools in Ibadan North Local Government. Table 4.7 presented the findings based on the responses of female students surveyed regarding parental support. Each item on the scale was rated on a scale of 1 to 4, with 4 indicating "High Extent (HE)," 3 indicating "Moderate Extent (ME)," 2 indicating "Extent (E)," and 1 indicating "Low Extent (LE)." The decision value was set between 2.50 and 4.00 for a classification of "High" extent of parental support and below 2.50 for "Low" extent of parental support. The weighted mean calculated for the influence of parental support on the academic performance of girl children was

found to be 2.73. The interpretation of the findings therefore indicated that female students generally perceived a moderate level of parental support influencing their academic performance in selected public secondary schools in Ibadan North Local Government.

In conclusion, based on these findings, it can be inferred that fostering increased parental engagement and support initiatives positively impact the academic performance of girl children in the region

Discussion of Findings

The findings of the research question two implied that the socio-economic status of the family significantly impacts the academic performance of girl children in selected public secondary schools in Ibadan North Local Government Area of Oyo State. The findings of this study was similar to the work of Adelman and Taylor (2017), who reported that the poor homes and background of some girls in mixed day public schools in a district in Kenya reflected in their academic performance as they could not afford to purchase textbooks and other needed materials for their studies. The study was from the background that girls attending such schools performed poorly; lack of reading materials and references in their homes also contributed to their poor performance. Other problems such girls experienced at home included poor lighting systems, interference, noise pollution, lack of reading company, inadequate food and societal attitudes. These factors made it difficult for girls in such schools to excel thus resulting in poor academic performance. In his view, these challenges were influenced by factors like socioeconomic background, parents' educational level, proximity of the school and parental involvement in girls' studies. In addition, Adigun and Aborisade (2021), who had earlier indicated that girls in poor homes and rural areas undertake the major part of domestic duties. Parents of such girls think their daughters were taken away from such domestic duties if they were in school. This idea affected the girls academically.

The findings in research question three that parenting style influences the academic performance of girl children in selected public secondary schools in Ibadan North Local Government. The findings of this research question were in consonance with the work of Asiamah (2013) that adolescent girls of authoritative mothers showed the best

adjustment of all parenting styles. According to the authors, girls of authoritative mothers showed better fit for school that is they exhibited better academic performance. Similarly, it was revealed that authoritative parenting style had a significant positive relationship with girls' grade point average.

Similarly, Changelwa, Ndurumo and Poipoi (2012) found that authoritativeness was more effective with females than males in respect of academic performance. This implied that girls of authoritative parents tend to benefit academically than their male counterparts. That is, boys tend to perform better academically when raised by undemocratic parents. In other words, strictness encourages creativity.

This is also in agreement with Díaz-Morales, and Escribano (2015), who all opined that there was no gender difference in the academic performance of male and female students in relation to authoritative parenting style.

Conclusion

This study sheds light on the critical role of family involvement in shaping the academic performance of girl children in selected public secondary schools in Ibadan North Local Government Area of Oyo State. The study concluded that family involvement influenced girl children academic performance. Family interventions would address the challenges faced by these students, particularly in subjects like English Language and Mathematics where a significant proportion of them are struggling academically. The research highlighted the undeniable impact of socio-economic status, parenting style, and parental support on the educational outcomes of girl children, emphasizing the importance of fostering increased parental engagement and support initiatives. By recognizing the collective influence of these factors, policymakers, educators, and parents alike can work collaboratively to create a conducive environment that nurtures the academic success of all students, ensuring that no girl child is left behind.

Recommendations

Based on the findings of the study, the following are recommended:

- i. Government should develop and implement support programmes tailored to address the specific needs of girl child who is struggling academically, particularly in subjects like English Language and Mathematics.
- ii. Family members should give more attention to their girl child in order to be vast in their academic and to address some challenges being faced.
- iii. Government can conduct workshops or seminars for parents to educate them about the importance of their involvement in their children's education.
- iv. The school principal can foster collaboration between schools and parents by establishing regular communication channels, such as parent-teacher meetings or newsletters, to keep parents informed about their children's progress and academic needs.
- v. Schools can provide professional development opportunities for teachers to enhance their knowledge and skills in addressing the diverse needs of students, including strategies for supporting girl child from different socio-economic backgrounds and parenting styles.

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