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## PARENTAL INVOLVEMENT AND ORGANIZATIONAL CLIMATE AS PREDICTORS OF ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS

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**Abstract:** *This study was conducted to examine the relative effectiveness of Parental Involvement and Organizational Climate on the Academic Performance of students in public secondary schools in Abeokuta South Area of Ogun State, Nigeria. The study was set out to model the linear relationship that exists between the predictor variables (Parental Involvement and Organizational Climate) and the predicted variable (Academic Performance of students). Primary data by use of questionnaires were used to develop a predictive model. The population consists of all students in the thirty-one (31) public secondary schools in Abeokuta South. Total sample of one-hundred (100) randomly selected students from ten (10) randomly sampled schools were used. Using multiple regressions, multiple correlation coefficients, Coefficient of multiple determinations, t-Test, ANOVA F-Test, and Correlation Matrix to analyze the data, result shows the regression coefficient for Parental Involvement to be -0.332 with a Sig-value of 0.332 while that for Organizational Climate to be 1.081 with a Sig-value of 0.000. Findings show that Organizational Climate was more effective than Parental Involvement in predicting students' performance. Parents should learn how to help their children (i.e. helping them in their homework/assignment, school work), staying in touch with teachers and school staff.*

**Keywords:** Parental Involvement, Organizational Climate, Academic Performance

### Introduction

The academic performance of children (most especially of secondary school students) has been largely associated with many factors among which are Parental Involvement and Organizational Climate. Most students in secondary schools are daily confronted with challenges of coping with their academics under serious emotional strains occasioned by long walk to school, poor school environment, and been taught by unmotivated teachers. Academics achievement is undoubtedly a research after the heart of educational Statistician and Psychologist.

On parent involvement and academics achievement, studies have shown to date that the two constructs seems to be positively related. Findings have demonstrated that parent's involvement in the education of the children has been found to be of benefit to parent's, children, and schools (Tella and Tella 2003; Campbell, 1995; Rich, 1987). Rasinki and Fredrick's (1988) concluded that parent's play an invaluable role in laying the foundation for their children's learning, Zang and Carrasquillo (1995), also remarked that when

children's are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty. Cotton and Wikelund (2005) state that the more intensively parents are involved in their children's learning the more beneficial are the achievement effects.

Similarly, Schickedanz (1995) also reported that children of passive parent were found to perform poorly academically.

## Methodology

### Research Design

This study extensively makes use of Multiple Regression Analysis to explore the nature of the relationship or the extent of association between the independent or explanatory variables (Parental Involvement and Organizational Climate) and the explained variable (Academic Performance of students). Some of the important statistic estimated are the Multiple regression, Multiple correlation co-efficient ( $R$ ), Co-efficient of multiple determination ( $R^2$ ), t-Test, ANOVA *F-Test*, and the Correlation Matrix. The statistical package utilized was SPSS (version 21).

### Population and Sample

The population of the study covers all students in the thirty-one (31) public secondary schools in Abeokuta South Area of Ogun State, Nigeria. Total sample of one-hundred (100) randomly selected students from ten (10) randomly sampled schools were used.

### Method of data analysis

Data were collected using administered designed questionnaires and computed using statistical packages. Multiple regressions were used to develop a predictive model to explore the nature of the relationship between Parental Involvement (PI), Organizational Climate (OC) and Academic Performance of students (AP). Multiple correlation coefficient ( $R$ ) was used to report the strength of the relationship between the dependent and independent variables. Coefficient of multiple determinations ( $R^2$ ) explains the total variation in the explained variable accounted for by variations in the explanatory variables included in the model. The t-Test was used to test the explanatory power of the individual regression coefficient  $\hat{\beta}_1, \hat{\beta}_2, \dots, \hat{\beta}_k$ . The test was carried out to ascertain whether the individual explanatory variables are statistical significant in determining the explained variable. ANOVA *F-Test* for the regression model was used to test whether all the independent variables included in the work are jointly significant in determining the dependent variable.

## Results and Discussion

### Evaluation Based on Economic Criterion

From the analysis, the Academic Performance (AP) predictive model is deduced as:

$$AP = 12.043 - 0.332PI + 1.081OC$$

$\hat{\beta}_0 = 12.043$  implies that without prior knowledge of the Parental Involvement (PI), Organizational Climate (OC), the Academic Performance (AP) will be approximately 12.043.  $\hat{\beta}_1 = -0.332$  implies that for every unit increase in Parental Involvement while the Organizational Climate is kept constant, the AP will decrease by 0.332. The PI did not conformed to its expected sign. The negative sign suggest that there is an inverse relationship between the PI and the AP. This indicates that increase in PI score will bring about a fall in the AP.  $\hat{\beta}_2 = 1.081$  implies that for every unit increase in the OC while the PI is kept constant, the AP will increase by 1.081. The OC conformed to its expected sign. The positive sign suggest that there is a positive relationship between the OC and the AP. This indicates that increase in OC will bring about a rise in the AP.

### Evaluation Based on Statistical Criterion

#### i. Goodness of fit Test ( $R^2$ )

We got  $R$  value to be 0.493. This indicates that there is a weak but positive relationship between the dependent variable (AP) and the independent variables (PI and OC).  $R^2$  value of 0.243 implies that approximately 24.3% of the variation in the AP is being explained by the PI and OC.

#### ii. Student's t-Test

The *Sig-value* of 0.332 for the PI which was greater than the set level of significance ( $\alpha = 0.05$ ) indicates that the PI does not exerts significant influence on AP while the *Sig-value* of 0.000 for the OC which was less than the set level of significance ( $\alpha = 0.05$ ) indicates that the OC exerts significant influence on AP. In addition, the OC was found to have higher explanatory powers (i.e actually contributes more to the model) than the PI in predicting the AP, with *t-value* of 5.459 for the OC and -0.975 for the PI.

#### iii. F-Test

The *Sig-value* of 0.000 from the Regression ANOVA result which is less than the set level of significance ( $\alpha = 0.05$ ) indicates that both the independent variables (PI and OC) are jointly significant in predicting the AP. In addition, the result also implies that the 24.3% variation in the AP explained by the model is not due to chance.

#### iv. Correlation Matrix

The Correlation matrix shows that there was a weak but positive correlation between AP & PI and between AP & OC. While the correlation between AP and PI was not significant at (0.01) level of significance, the correlation between AP and OC was found to be significant.

#### Conclusion

It can be concluded that even though Organizational Climate and Parental Involvement were jointly important in predicting the Academic Performance of students, Organizational Climate was more effective (i.e. actually contributes more) than Parental Involvement.

#### Recommendations

- Parent should learn how to help their children (i.e. helping them in their homework/assignment, school work), staying in touch with teachers and school staff.
- Parents should provide time and quiet place to study with their children at home.
- Parents should visit their children school regularly in order to know their performances in school.

#### References

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Result Output

Correlations

		AP	PI	OC
AP	Pearson Correlation	1	.103	.486**
	Sig. (2-tailed)		.306	.000
	N	100	100	100
PI	Pearson Correlation	.103	1	.377**
	Sig. (2-tailed)	.306		.000
	N	100	100	100
OC	Pearson Correlation	.486**	.377**	1
	Sig. (2-tailed)	.000	.000	
	N	100	100	100

\*\* . Correlation is Significant at the 0.01 level (2-tailed).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493 <sup>a</sup>	.243	.228	15.065

a. Predictors: (Constant), OC, PI

ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7072.647	2	3536.323	15.583	.000 <sup>a</sup>
	Residual	22013.143	97	226.940		
	Total	29085.790	99			

a. Predictors: (Constant), OC, PI

b. Dependent Variable: AP

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.043	11.896		1.012	.314
	PI	-.332	.341	-.093	-.975	.332
	OC	1.081	.198	.521	5.459	.000

a. Dependent Variable: AP

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