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ANALYSIS OF AREAS OF PARENTAL INVOLVEMENT IN BASIC EDUCATION DELIVERY IN PRIMARY SCHOOLS IN KOGI STATE

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ABSTRACT

Basic education is education which is meant to be accessible to all children as it lays foundation upon which all other levels of education are built. This study determined areas of parental involvement in basic education delivery in primary schools in Kogi State. To guide the study, three research questions were answered and three hypotheses. The study adopted a survey research design. The population of the study comprised 11,976 respondents, which is made up of 1,996 head-teachers and 9,980 Parents Teachers Association (PTA) members from each of the 1,996 public primary schools in Kogi State. The sample for this study comprised 1,270 respondents, which is made up of 240 head teachers and 1,030 Parents Teachers Association (PTA) members and were obtained using multi-staged sampling procedure. The instrument for data collection was self-researcher developed Questionnaire Titled "Areas of Parents' Involvement in Basic Education Delivery Questionnaire (APIBEDQ). Using Cronbach Alpha method of reliability for the clusters of the instrument, the coefficients were 0.82 for maintenance of school infrastructure, 0.76 for discipline, and 0.78 for budgeting respectively while the overall reliability coefficient was 0.75. Data collected were analyzed using mean score and standard deviation for answering the research questions and t-test for testing the null hypotheses at 0.05 level of significance. The findings of the study revealed among others that, PTA members were involved in the provision of infrastructure for basic education delivery in primary schools in Kogi State. Also, the difference in the mean ratings of head-teachers and parent teacher association members on parental involvement in school infrastructure for basic education delivery in primary schools in Kogi State was not significant. Based on the findings, it was recommended among others that, parents and head teachers should organize monthly meetings to solicit funds to improve their participation in

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the provision of school infrastructure by building classrooms, purchasing school buses, erecting assembly halls, and provision of sanitary facilities.

Keywords: Analysis; Parental Involvement; Basic Education Delivery; Primary Schools.

Introduction

Basic education is education which is meant to be accessible to all children irrespective of age, sex, religious background, ability or disability and even economic status in pursuit of the provision of socio-economic rights. It lays foundation upon which all other levels of education are built. Federal Republic of Nigeria (FRN) (2014) stated that basic education is the education given to children aged 0-15 years. It further added that basic education provided by government shall be compulsory, free, universal and qualitative and it comprises; 1-year of pre-primary, 6 years of primary and 3 years of junior secondary education. The recipients of basic education acquire fundamental skills of reading, writing and computing numeric figures. Asodike and Ikpitibo (2013) stressed that basic education delivery plays a functional role by laying the academic and moral foundation for creating better opportunities for young people to acquire necessary reading and writing skills they need in the society. This also corroborates Adedoja (2016), who pointed out that the primary goal of basic education in Nigeria is to ensure the acquisition of appropriate levels of literacy, numeracy, communicative and life-long skills that would enable students to function effectively in the society as well as contribute to national development. It is crystal clear that basic education has taken a centre stage in the global comity of nations, Nigeria inclusive. There has been an overwhelming acceptance in our contemporary society about basic education, to be the foundation of every long-lasting education for children. Observation has shown that no matter the quality of education given to children, if parents and community are not actively involved, pupils may not learn effectively well. There is growing interest to improve basic education delivery in developing countries through parents and community involvement (Mansuri and Rao, 2013).

The goals of basic education are; to provide the child with diverse basic knowledge and skills for entrepreneurship, wealth creation and educational advancement; develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; inculcate values and raise moral upright individuals capable of independent thinking and who appreciate the dignity of labor; provide opportunities for the child to develop manipulative skills that will enable the child to function effectively in the society within the limits of the child's capacity. Basic education is only compulsory in Nigeria, a right for all citizens in the country, and it is

the responsibility of the parents as well as the community to make sure that children of school age attend school to acquire the basic skills, knowledge, values and attitude which will shape them for life. Even though the school lays the foundation for the skills, knowledge, values and attitudes to be acquired, and talent to be nurtured for the development of the nation, this can only be achieved through effective collaboration between the state, parents, the community as well as the teachers.

In order to qualify for other levels of education, one must first pass through primary school. Asodike and Ikpitibo (2013) stressed that primary school is an institution upon which all other levels of education and educational achievement are built. Furthermore, Asodike and Ikpitibo pointed out that it provides young learners with fundamentals of reading, writing, advanced skill acquisition, information and attitudes necessary for adjustment into the society. Adedoja (2016), pointed out that the primary goals of basic education in Nigeria is to ensure the acquisition of appropriate level of literacy, numeracy, communicative and life-long skills that will assist children to function effectively in the society and also contribute to national development. The introduction of the basic education programme seems to have led to an enrolment explosion as well as multiplicity of educational programme which appears to make the provision of primary education more capital intensive. This seems to suggest the reason behind the Federal Government of Nigeria's continuous clarion calls for collaborative partnership in providing education for her citizenry (Federal Republic of Nigeria, 2013). The National Policy on Education (Federal Republic of Nigeria, 2013) recognized the importance of parent and community in school management when it stated that local people, and particularly the parents, will be encouraged to participate in basic education delivery. The quality of basic education depends largely on the kind of parents and community participation in the school activities (Anisiobi and Obidike, 2020). In existing world education systems, basic education at primary school level is a key element in investing in productive education for any nation; it is the foundation that carries the rest of the education system and on which the quality of all other levels of education is anchored in all nation (Ekanem, Mbon, and Etor, 2013); and thus, it is a key to success or failure of the whole education system (FRN, 2013). The positive contribution of primary education to human capital development in any country is not attained by a nation leaving the primary education in the few hands, primary schools administrators and teachers alone (Ojugo and Fajoju, 2016). On the contrary, for a country to attain such achievements, it is expected that a particular nation expresses high emphasis on practicing relevant parental involvement programme which will help remedy the continued problem of poor academic performance among the basic education pupils (McNeal, 2014).

Areas of parental involvement in basic education delivery have been widely recognized as a key determinant of academic success and overall pupils' wellbeing (Beard and Thomson, 2021). Collaboration between parents and educational institutions will not only enhance academic achievements, but also nurtures individuals equipped with skills and values necessary for meaningful societal contribution (Cordova, Kilag. Andrin, Taniza, Groenewald and Abella, 2024). In addition, Ejeh, Okenjom, Chizi-Woko and Agbo (2016) posited that with the present state of the nation's economy, it will be extremely difficult, if not impossible, to implement education programme satisfactorily in the various communities across the country without the parents and communities' active involvement in the funding of such programme. Areas of parental involvement in basic education of their children can be put in two forms: the activities that are performed by parents at home but concerns their children's education such as helping a child solve homework and supervising a child to read a book; and activities that parents undertake in their children's school such as attending Parent-Teacher Association (PTA) programmes and volunteering in schools (Watson, Sanders-Lawson and McNeal, 2012). Parental involvement in basic education, are the roles played by parents to facilitate their children's academic performance and their involvement in activities in their children's schools (Makgopa and Mokhele, 2013). Parental involvement in basic education of their children on the other hand is any parental attitudes, behaviours, style, or activities that occur within or outside the school setting to support children's academic and or behavioural success in their currently enrolled school (Abdul-Adil and Farmer, 2006). In the school system, parents exist within institutions and provide a full range of support and services necessary to enhance the attainment of the goals of basic education in primary school(s) in their locality.

Research has shown that parental involvement in basic education delivery aid in the medium for cultural transformation from one generation to another. In the opinion of Hasan (2023), parental involvement in basic education aid safe learning environment for pupils and teachers. Increasingly, Castro, Exposito-cass, Lopez-Martin, Lizaoain, Navarro-Asencio and Gaviria, (2015) opined that the involvement of parents and the community in children education has been touted as a prerequisite for higher academic performance among children at basic education levels. Prioritizing parental involvement programme can aide in creating a better relationship within the schools and individual parent, these programs are based on the needs of the community and the school, and are seen as another means of encouraging parental involvement. However, successful parent school partnerships are combined with the school's overall mission and are not stand-alone or add-on programs (Durisic and Bunijevac, 2017). In addition,

getting parents engaged may require a specific explanation in order to create action. Parent input is rather important in defining what parental involvement truly is and what motivates parents to become involved (Young, Austin, and Growe, 2013).

Areas of parents' involvement in basic education is viewed by the researcher as the fulcrum for promoting successful academic performance by parents through one form of engagement or the other. A child is more likely to engage in activities positively and accurately if his/her parents are able to encourage their achievements through meaningful feedback. Research suggests that when families get personally involved in their children's education, their children improve positively in the academic atmosphere and grow up to be successful in life. Thus, parental involvement influences future academic goals and career expectations. This is behind the reason the Federal Government of Nigeria's continuous clarion call for parents' involvement in providing quality education for the citizens (Federal Republic of Nigeria (FRN), 2013). FRN recognized the importance of parents in school management when she stated that local people, particularly parents will be encouraged to get fully involved in school management. In the experience of the researcher, parents' involvement in basic education of their children can be inform of viable partnership that can occur in form of: parent-school partnerships and school-community partnerships, where conscious efforts are usually made by the school management to initiate fulcrums upon which all activities that will lead to child development are hinged. Upon this premise, parents, community and school share responsibilities.

Categories in which power is devolved to parents and community involvement as opined by Mikiko (2017) include; financing, budgeting, school infrastructures, resources procurement, monitoring and evaluation, among many others. In the same perspective, Nakpodia (2013) and Okudo (2022) opined that the area of parents' involvement in basic education delivery in schools include; planning, financing, security matters, disciplinary matters, staff management, and public relations. This study is predicated on parents' involvement in the provision of school infrastructures, maintenance of pupils' discipline, provision of secured environment, and general maintenance of school infrastructures. In another vein, Ugwulashi, (2017) pointed out other facilities that parents could provide in school to include; sport and recreational facilities, instructional aides, sanitary facilities, construction of classroom blocks, provision of electric fixtures, provision of furniture, among others. The provision of these infrastructures will go a long way to stimulate interest in learning among children, eliminate behavioural tantrum among children, reduce truancy among staff and children and therefore promote happiness in the learning environment. Research have shown that these facilities are grossly inadequate with

conspicuous features such as poor school libraries, dilapidated buildings and inadequate teaching media, among many others that bedeviled many primary schools in Kogi State. This may indicate lapses in parents' involvement in the provision of school infrastructures. In Kogi State, as in many parts of Nigeria, the challenges facing primary education include inadequate infrastructure, lack of provision of school infrastructures, discipline, budgeting, limited teaching and learning materials, teacher shortages, and low student motivation. These challenges can often be mitigated through active parental involvement.

Parental involvement in the provision of school infrastructures is a critical factor in enhancing the quality of education in schools. Parents, as key stakeholders in the educational system, play an active role by contributing resources, advocating for better facilities, and participating in school development initiatives (Ibrahim, 2025). This involvement may include providing financial support for the construction of classrooms, laboratories, libraries, and administrative offices, as well as donating furniture, instructional materials, and technological equipment. Beyond financial contributions, Iyogbele and Leonard (2019), opined that, parents also engage in monitoring and maintaining existing infrastructure, ensuring that facilities remain functional and conducive for teaching and learning. Schools that actively involve parents in infrastructural development often experience improved learning environments, increased student motivation, and higher academic performance. Moreover, parental participation fosters a sense of ownership and partnership between the school and the community, creating a collaborative culture that benefits all stakeholders.

Parental involvement in the provision of school infrastructures is a vital aspect of educational development, and it often intersects with the broader concept of parental discipline. When parents actively contribute to school facilities such as classrooms, libraries, laboratories, and furniture they not only enhance the physical learning environment but also model a sense of responsibility, accountability, and commitment to education (Phoebe and Adelegan, 2024). This engagement reflects the discipline parents instill in their children, emphasizing the value of hard work, community contribution, and respect for shared resources. Moreover, Akahomen (2018) explained that parents who demonstrate discipline in their own roles by fulfilling financial pledges, attending school meetings, or supervising infrastructural projects encourage similar behaviors in pupils. Such disciplined involvement promotes a culture of orderliness, adherence to rules, and respect for the school environment, which often translates into improved student behavior and academic performance. Conversely, limited parental discipline may result in inconsistent support for school development, affecting both the

quality of infrastructure and students' attitudes toward learning.

Parental involvement in the provision of school infrastructures is closely tied to budgeting. When parents actively contribute to school development such as funding classrooms, laboratories, libraries, and other facilities, they are required to exercise financial planning and responsible budgeting (Adesina, 2020; Okudo, 2024). This process demands discipline, as parents must prioritize educational needs, manage personal or family resources effectively, and allocate funds systematically to support school projects without compromising other obligations. Such disciplined budgeting not only ensures consistent contributions toward school infrastructure but also models sound financial management for students. Parents who plan and execute these contributions responsibly demonstrate the importance of goal-setting, resource allocation, and accountability core principles of both financial discipline and general life skills. This dual impact benefits schools by providing reliable support for infrastructure and reinforces positive behavioral and financial habits among students, who observe and emulate their parents' organized approach (Ikwueke, 2020). Conversely, lack of budgeting discipline may lead to irregular or insufficient support for school infrastructure, undermining both the quality of learning environments and the values of responsibility and planning that students can internalize.

Despite the recognized importance of parental involvement, there is evidence that in many primary schools in Kogi State, parents' engagement remains limited and uneven. Factors such as socio-economic status, cultural beliefs, lack of awareness of their roles, and inadequate communication between schools and parents may hinder their participation. Understanding the specific areas in which parents are actively involved, as well as areas that require improvement, is essential for developing strategies to enhance parental contributions to basic education delivery. This study, therefore, seeks to analyze the areas of parental involvement in primary schools in Kogi State. By identifying the forms of parental engagement and the extent of their contributions, the research aims to provide insights for policymakers, educators, and stakeholders to foster stronger home-school partnerships, improve resource mobilization, and enhance the overall quality of primary education in the state.

Statement of the Problem

The success of basic education in primary schools largely depends on the collaboration between schools and parents. Parental involvement is crucial for enhancing the quality of teaching and learning, providing necessary resources, ensuring discipline, and supporting the overall development of pupils. However, in many primary schools in Kogi State, parental participation appears to be limited, inconsistent, or poorly structured. This has contributed to persistent challenges such as inadequate school infrastructure,

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insufficient teaching and learning materials, low student motivation, and weak academic performance. Despite policies and programs encouraging parents to actively engage in their children's education, many parents are either unaware of their roles or lack the resources to support school activities. Moreover, the specific areas in which parents contribute such as school governance, financial support, supervision of schoolwork, and participation in disciplinary measures remain poorly documented. This lack of empirical evidence makes it difficult for policymakers and school administrators to design interventions that can strengthen home-school partnerships and community effectively. Consequently, there is a need to investigate the areas and extent of parental involvement in primary schools in Kogi State.

Research Questions

The following research questions were raised to guide the study.

1. What are the areas of parent involvement in the provision of infrastructure for basic education delivery in primary schools in Kogi State?
2. What are the areas of parental involvement in discipline for basic education delivery in primary schools in Kogi State?
3. What are the areas of parental involvement in budgeting for basic education delivery in primary schools in Kogi State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of parents' teachers' association and head teachers on areas of parental involvement in school infrastructure for basic education delivery in primary schools in Kogi State.
2. There is no significant difference in the mean ratings of parents' teachers' association and head teachers on areas of parental involvement in discipline of pupils for basic education delivery in primary schools in Kogi State.
3. There is no significant difference in the mean ratings of parents' teachers' association and head teachers on areas of parental involvement in budgeting for basic education delivery in primary schools in Kogi State.

Materials and Method

The study adopted a survey research design. The population of the study comprised 11,976 respondents, which is made up of 1,996 head-teachers and 9,980 Parents Teachers Association (PTA) members from each of the 1,996 public primary schools in Kogi State. The sample for this study comprised 1,270 respondents, which is made up of 240 head teachers and 1,030 Parents Teachers Association (PTA) members and were obtained using multi-staged sampling

procedure. The instrument for data collection was self-researcher developed Questionnaire Titled "Areas of Parents' Involvement in Basic Education Delivery Questionnaire (APIBEDQ). Using Cronbach Alpha method of reliability for the clusters of the instrument, the coefficients were 0.82 for maintenance of school infrastructure, 0.76 for discipline, and 0.78 for budgeting respectively while the overall reliability coefficient was 0.75. Data collected were analyzed using mean score and standard deviation for answering the research questions and t-test for testing the null hypotheses at 0.05 level of significance.

Presentation of Results

Research Question 1: What are the areas of parent involvement in the provision of infrastructure for basic education delivery in primary schools in Kogi State?

Table 1: Mean Rating on Areas of Parent Involvement in the Provision of Infrastructure for Basic Education Delivery in Primary Schools in Kogi State (N = 1260)

S/N	Items / Areas	X	SD	Remark
1	Provision of infrastructure to aid learning in school	3.30	0.80	Accepted
2	Building comfortable classrooms for learning	2.51	1.00	Accepted
3	Providing computer equipment	2.71	1.19	Accepted
4	Setting up library to enhance pupils learning	3.05	0.80	Accepted
5	Building administrative block to facilitate management of pupils	2.84	0.86	Accepted
6	Supplying electrical fittings in school to fast-track learning activities	2.85	1.06	Accepted
7	Providing first aid materials for pupils' emergency needs	2.93	1.05	Accepted
8	Provision of clean water for all round uses	2.84	1.03	Accepted
9	Purchasing school bus for quick movement of pupils	2.79	1.03	Accepted
10	Provision of sanitary facilities for the comfort of pupils	2.97	1.01	Accepted
11	Supplying furniture for the comfort of the pupils	2.94	1.02	Accepted
12	Provision of sporting materials for pupils' exercises	3.02	0.96	Accepted
13	Provision of assembly hall for pupils' comfort	2.86	1.10	Accepted

Table 1 shows that with mean scores ranging from 2.51 to 3.30 the respondents accepted that parents are involved in the provision of infrastructure for basic education delivery in primary schools in Kogi State of Nigeria in all the 13 areas studied.

Research Question 2: What are the areas of parental involvement in discipline for basic education delivery in primary schools in Kogi State?

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Table 2: Mean Rating on Areas of Parent Involvement in Discipline for Basic Education Delivery in Primary Schools in Kogi State (N = 1260)

S/N	Items/Areas	X	SD	Remark
14	Ensuring punctuality of pupils to school through community task-force	3.03	0.96	Accept
15	Rendering of counseling services to pupils	2.97	1.04	Accept
16	Providing adequate information that will enhance pupils discipline	3.16	0.90	Accept
17	Get involved in formulating pupils code of conduct in school	2.85	1.10	Accept
18	Correcting misconduct behavior of pupils inside and out of school	2.98	1.02	Accept
19	Limiting some erring pupils of too much privileges, as recommended by parent and the community	3.02	0.95	Accept
20	Punishing some pupils for erring behaviour as recommended by parents and the community	2.94	1.08	Accept

Table 2 reveals that with mean scores above 2.50 the respondents accepted that parents are involved in all the seven areas of parental involvement in discipline for basic education delivery in primary schools in Kogi State.

Research Question 3: What are the areas of parental involvement in budgeting for basic education delivery in primary schools in Kogi State?

Table 3: Mean Rating on Areas of parental Involvement in the budgeting for Basic Education Delivery in Primary Schools in Kogi State (N = 1260)

S/N	Items / Ares	X	SD	Remark
21	Parents are involved in shaping education budget	3.12	0.93	Accept
22	parents assess the effectiveness of budget allocation to basic education	3.09	0.96	Accept
23	parents get involved in budgeting process	3.11	0.95	Accept
24	Parents prioritize education budget	2.99	1.01	Accept
25	Parents put measures in place for transparence in budgeting	3.11	0.91	Accept

Table 3 shows that under the areas of parental involvement in budgeting for basic education delivery in primary schools in Kogi State, they accepted that they get involved in budgeting in all the five areas with mean scores ranging from 2.99 to 3.12 which are above 2.50.

Hypotheses 1: There is no significant difference in the mean ratings of parents' teachers' association and head teachers on areas of parental involvement in school infrastructure for basic education delivery in primary schools in Kogi State.

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Table 4: *t-test on the Mean Ratings of Areas of Parents' Teachers Association and Head Teachers on Areas of Parental Involvement in School Infrastructure for Basic Education Delivery in Primary Schools in Kogi State*

S/N	Areas	Status	N	X	Sd	df	Cal.t	Pvalue	Remk
1	Provision of infrastructure to aid learning in school	Head Teach	233	3.32	0.81				
		PTA	1027	3.30	0.80	1258	0.39	0.67	NS
2	Building comfortable classrooms for learning	Head Teach	233	2.40	1.00				
		PTA	1027	2.52	1.01	1258	1.88	0.07	NS
3	Providing computer equipment	Head Teach	233	2.61	1.22				
		PTA	1027	2.73	1.19	1258	1.39	0.17	NS
4	Setting up library to enhance pupils learning	Head Teach	233	2.99	0.79				
		PTA	1027	3.06	0.80	1258	1.14	0.26	NS
5	Building administrative block to facilitate management of pupils	Head Teach	233	2.79	0.84				
		PTA	1027	2.85	0.87	1258	1.03	0.30	NS
6	Supplying electrical fittings in school to fast-track learning activities	Head Teach	233	2.72	1.05				
		PTA	1027	2.86	1.06	1258	1.76	0.08	NS
7	Providing first aid materials for pupils emergency needs	Head Teach	233	2.80	1.10				
		PTA	1027	2.95	1.04	1258	1.98	0.05*	S
8	Provision of clean water for all round uses	Head Teach	233	2.75	1.08				
		PTA	1027	2.86	1.02	1258	1.46	0.15	NS
9	Purchasing school bus for quick movement of pupils	Head Teach	233	2.67	1.04				
		PTA	1027	2.81	1.03	1258	1.75	0.08	NS
10	Provision of sanitary facilities for the comfort of pupils	Head Teach	233	2.87	1.07				
		PTA	1027	2.99	1.00	1258	1.59	0.11	NS
11	Supplying furniture for the comfort of the pupils	Head Teach	233	2.87	1.06				
		PTA	1027	2.96	1.01	1258	1.21	0.23	NS
12	Provision of sporting materials for pupils exercises	Head Teach	233	2.93	1.01				
		PTA	1027	3.04	0.95	1258	1.64	0.10	NS
13	Provision of assembly hall for pupils comfort	Head Teach	233	2.72	1.16				
		PTA	1027	2.89	1.08	1258	2.11	0.04*	S

The result on Table 4 shows that at 1258df the calculated P-values of 0.04 and 0.05 which are less than or equal to 0.05 the first null hypothesis is not accepted in only two out of the 13 areas of parental involvement in the provision of school infrastructure and accepted in 11 areas. Therefore, parents' teachers' association and head teachers do not differ significantly on areas of parental involvement in school infrastructure for basic education delivery in primary schools in Kogi State except in the areas of Provision of assembly hall for pupils' comfort and providing first aid materials for pupils' emergency needs.

Hypotheses 2: There is no significant difference in the mean ratings of parents' teachers' association and head teachers on areas of parental involvement in discipline of pupils for basic education delivery in primary schools in Kogi State.

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Table 5: *t-test on the Mean Ratings of Areas of Parents' Teachers Association and Head Teachers on Areas of Parental Involvement in Discipline of Pupils for Basic Education Delivery in Primary Schools in Kogi State*

S/N	Areas	Status	N	X	Sd	df	Cal.t	Pvalue	Remk	
14	Ensuring punctuality of pupils to school through community task-force	Head Teach	233	2.91	1.00					
		PTA	1027	3.06	0.95	1258	2.05	0.04*	S	
15	Rendering of counseling services to pupils	Head Teach	233	2.79	1.14					
		PTA	1027	3.00	1.02	1258	2.70	0.01*	S	
16	Providing adequate information that will enhance pupils discipline	Head Teach	233	3.11	0.96					
		PTA	1027	3.17	0.89	1258	0.83	0.41	NS	
17	Get involved in formulating pupils code of conduct in school	Head Teach	233	2.63	1.15					
		PTA	1027	2.89	1.08	1258	3.20	0.00 *	S	
18	Correcting misconduct behavior of pupils inside and out of school	Head Teach	233	2.88	1.05					
		PTA	1027	2.98	1.02	1258	1.31	0.19	NS	
19	Limiting some erring pupils of too much privileges, as recommended by parent and the community	Head Teach	233	2.90	0.97					
		PTA	1027	3.03	0.94	1258	1.91	0.06	NS	
20	Punishing some pupils for erring behaviour as recommended by parents and the community	Head Teach	233	2.80	1.12					
		PTA	1027	2.95	1.07	1258	1.95	0.05*	S	

Table 5 indicates that at 1258df the calculated P-values of 0.00 and 0.05 which are less than or equal to 0.05 the second null hypothesis is not accepted in four out of the seven areas of parental involvement in the discipline of pupils and accepted in three areas. Therefore, parents' teachers' association and head teachers do not differ significantly on four areas of parental involvement in discipline of pupils for basic education delivery in primary schools in Kogi State except in the areas of Providing adequate information that will enhance pupils discipline, correcting misconduct behavior of pupils inside and out of school and limiting some erring pupils of too much privileges, as recommended.

Hypotheses 3: There is no significant difference in the mean ratings of parents' teachers' association and head teachers on areas of parental involvement in budgeting for basic education delivery in primary schools in Kogi State.

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Table 6: t-test on the Mean Ratings of Parents' Teachers Association and Head Teachers on Areas of Parental Involvement in Budgeting for Basic Education Delivery in Primary Schools in Kogi State

S/N	*Areas*	*Status*	*N*	*X*	*Sd*	*df*	*Cal.t*	*Pvalue*	*Remk*
21	Parents are involved in shaping education budget	Head Teach	233	3.04	0.99				
		PTA	1027	3.13	0.92	1258	1.31	0.19	NS
22	parents assess the effectiveness of budget allocation to basic education	Head Teach	233	2.89	0.98				
		PTA	1027	3.10	0.96	1258	1.63	0.10	NS
23	parents get involved in budgeting process	Head Teach	233	2.98	1.00				
		PTA	1027	3.13	0.94	1258	2.20	0.03*	S
24	Parents prioritize education budget	Head Teach	233	2.80	1.11				
		PTA	1027	3.03	1.00	1258	3.12	0.00 *	S
25	Parents put measures in place for transparence in budgeting	Head Teach	233	3.01	0.97				
		PTA	1027	3.13	0.89	1258	1.79	0.75	NS

Table 6 indicates that at 1258df the calculated P-values of 0.00 and 0.03 which are less than 0.05, the third null hypothesis is not accepted in two out of the five areas of parental involvement in the budgeting for basic education delivery in primary schools in Kogi State and accepted in three areas. Therefore, parents' teachers' association and head teachers do not differ significantly in two areas of parental involvement in budgeting for basic education delivery in primary schools in Kogi State.

Discussion of the Findings

Findings from research question one shows that parents are involved in the area of provision of infrastructures for basic education delivery in primary schools in Kogi state are accepted. Also, findings from hypothesis one shows that difference in the mean ratings of head teachers and parent teachers' association members on parental involvement in school infrastructures for basic education delivery in primary schools in Kogi state was not significant. This mean that parents and head teachers are always involved in the area of infrastructural provisions for basic education delivery in primary schools in Kogi state. This finding is in agreement with the findings of Kalay and Oz (2018) who revealed a positive attitude of parents towards their in basic education. The finding also revealed that parents are aware of academic and psychological aspects of education among primary school pupils. The finding of this current study is in variance with that of the findings of Robert (2016) who revealed that although parental

engagement was in place, in practice, many members of the school management committee were unable to contribute fully to school management. This could be as a result of cost of equipment and lack of policies designed to encourage parents in their involvement in school governance within the time.

Findings from research question two shows that under the area of parental involvement in discipline for basic education delivery in primary schools, they were all accepted to fully involve in the area of discipline by the parents. Also, findings from hypothesis two indicated that difference in the mean ratings of head teachers and parent teacher association members on parental involvement in discipline of pupils for basic education delivery in primary schools in Kogi state was not significant. This finding is in alignment with that of Yudan (2013) and that of Nwufo and Otor (2017) who revealed that teachers and parents displayed positive involvement in disciplinary actions on the pupils such as non-aggressive strategies. The findings of the current study are a total conformity with that of Ismail, Busa and Tini (2018) which showed a high percentage rate of teacher and parents' involvement in disciplining the pupils in elementary classes. Yudan (2013), and Ismail, Busa and Tini (2018) also revealed a non-significant difference in the disciplinary strategies among teachers, parents on primary school pupils.

The result obtained in research question three shows that parents accepted their involvement in the area of budgeting for basic education delivery in primary schools in Kogi state. This finding is in agreement with the finding of Nnebedum and Akinfolarin (2018), who agreed that parents are involved to some extent in the budgeting process for basic education delivery. Though Nnebedum and Akinfolarin, do not agreed on total involvement but to some extent. This little disparity could be as a result of time and location of the study. The finding of this current study was also in alignment with that of Charles and Paul (2017), that teachers are involved in the budgeting process in schools and not only in primary schools, but also in secondary schools. Also result from hypotheses three indicated that difference in the mean ratings of head teachers and parent teachers' association members on parental involvement in budgeting for basic education delivery in primary schools in Kogi state was not significant. this is in agreement with that of Ejeh, Okenjom, Chizi-nwoko and igbo (2020).

Conclusion

Based on the findings of this study, it was concluded in the mean ratings of parents and parent teachers' association (PTA) members that they participate in their involvement in specific areas for basic education delivery in primary schools such as; maintenance of school infrastructure, discipline, except for budgeting. Furthermore, the difference in the mean rating of head-teachers and parent

teacher association members on the extent of parents' participation for basic education delivery in primary schools in Kogi State was not significant except for budgeting.

Recommendations

The following recommendations were made for the study;

1. Parents, head teachers and the community members should organize monthly meetings to solicit funds to improve their participation in the provision of school infrastructure by building classrooms, purchasing school buses, erecting assembly halls, and provision of sanitary facilities.
2. Government should sponsor head teachers, parents and members of the community to workshops, seminars and conferences to keep-abreast with modern findings to improve their participation in the maintenance of pupils' discipline through utilization community task force.
3. Government should sensitize the community members and parents on the need to be involved in school development.

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