

# Does Parental Involvement Predict Children's Future Economic Opportunities?

Martins Iyoboyi<sup>1\*</sup>, Abdul Salam S. Ademola<sup>2</sup>, Viashima Luper Veronica<sup>3</sup>

<sup>1,2</sup>*Department of Economics and Development Studies, Federal University Dutsin-Ma, Katsina State, Nigeria*

<sup>3</sup>*Department of Sociology, Federal University Dutsin-Ma, Katsina State, Nigeria*

*\*Corresponding Author*

**Abstract:** In this study, a cross-section of 197 civil servants in Katsina State Nigeria was used to determine whether parental involvement predicts children's future economic opportunities. Focusing on current employment and two strands of parental involvement, and using the binary logit regression, it was found that both parental status and parental style are good predictors of employment. Family income, child's education, marital status and age were found to be positively related to employment, while gender and level of parental education were found to be insignificant in predicting the employment potential of their children. The study draws attention to the centrality of parental involvement towards improving the future economic opportunities of their children.

**Keywords:** Employment, parental involvement, economic opportunities, Katsina State, Nigeria.

## I. INTRODUCTION

This study focuses on the imperatives of parental involvement as trajectory of economic transformation and life-long opportunities. Broadly speaking, parental involvement is linked to the family which is the first place of contact for the most children as soon as they are born into the world. Parents exert a lot of influence on the child by providing him/her with initial training. Therefore, home is where most learning begins and parents are the first and important educators of their children. The typologies articulated in the field of parental involvement were summarized by Epstein's (1995), encompassing parenting, communicating, volunteering, learning at home, decision making and collaborating with community.

Some definitions consider parental involvement as having to deal with the amount of synergy that parents have with teachers in their joint effort at raising the child. In the light of this, Ndlazi (1999) opines that parental involvement relates essentially to parents willingly making themselves available and to work in conjunction with teachers in such areas as school policy and vision, resource management and governance mechanisms. In the light of this definition, parental involvement encompasses a wide range of activities, including providing a conducive atmosphere for learning at home, and taking active part in the child's learning in the school, as all of this has direct bearing on their academic achievement (Khan & Haupt, 2006).

In this study, parental involvement is conceived as the conscious initiative given by parents to support the overall educational development of the children through engaging in both educational and non-educational activities, in order to have children and individuals who are able to fit into a globalized world, get paid or self employment and thus earn decent income. The essence of parental involvement in this context is to improve the child's overall future economic wellbeing that complements other dimensions of an individual's overall wellbeing.

Globally, education is considered as a first step for every human activity, due to its vital role in the development of human capital, individual well-being and opportunities for better living (Battle and Lewis, 2002). It promotes knowledge and skill acquisition, which enables the individual to increase productivity and improve their quality of life. The increased productivity results in new sources of earning and improved economic growth (Saxton, 2000). This entails that the quality of children's performance must necessarily remain top priority for educators, parents and governments. In this era of technological revolution, schools constitute a significant part of formal education as they make the difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been keen on determining the contributing factors to effective and quality performance of learners; most important of these variables is the role of parents in the process which sometimes encounters barriers. It is on the basis of this, that this study seeks to investigate parental role and involvement barriers in schools.

Epstein (2011), and Becker and Epstein (2014) found that children are more successful in school when their teachers and parents communicate well and work together effectively. Similarly, Henderson, Mapp, Johnson and Davies, (2007) observed that, at any level of education, there exists challenges of curriculum for students, important learning goals, effective assessments, responsive feedback for students, procurement of school materials and school fees. This means that parental involvement is important for increasing student achievement, attendance, behavior, and other important school outcomes and consequently, children benefit when parents and teachers work together as partners in the process. According to Henderson et al. (2007), parents matter greatly for their children's development and success both in and out

of school. Yet there are no manuals or sure strategies for raising successful children. Parents do their best with the information that they have or receive to teach their children and help get them ready to succeed in school. However, as they work with good intentions to guide their children, parents experience many difficulties.

In Africa, Akor (2015) argued that the demands of the present world requires both spouses to work and make financial contributions to the home, a condition that takes much of their time, thus making it challenging for parents to be actively involved in the education of their children. In Nigeria, Rogers (2016) observed that language is a big barrier. He states further that, English language which is Nigeria's medium of communication is at the center of education, and since majority of the parents did not receive formal education, there exists a gap in communication between parents, school authorities and their children.

Abdullahi (2017) affirmed that in the northern parts of Nigeria, language possess a huge barrier as majority of the parents are illiterates. In the same vein, Epstein (2011) emphasized ignorance and lack of knowledge about systems and processes. It is no secret therefore that formal education system is a complex one and most times parents are not even aware of what is expected of them. As a result of these complexities, many parents find themselves overwhelmed and lost when it comes to understanding the processes and functioning of the school system despite the formation of the Parents' Teachers' Association. Garba (2012), on the importance of PTA in Secondary Schools in Nassarawa State, Nigeria reported that 56% of those surveyed did not clearly understand the role and importance of PTA in their school, while 75% responded that they were not aware that PTA meetings were open to regular parents and PTA meeting schedule.

Kagan (1984), Epstein (2011), Battle and Lewis (2002), Saxton (2000), Akor (2015), Rogers (2016) and Neelam (2017) emphasize that parent's engagement in a child's education is highly beneficial, including marked improvements in attendance, behaviors, and social skills, leading to higher graduation rates which consequently brings about greater economic transformation and life-long opportunities in the lives of children. This very important task led to the establishment of the Parents Teachers' Association (PTA) and consequently, heightened attention on supervision of children by parents around the world. School PTAs are vital in facilitating the involvement of parents in projects and policies that impact positively on students. They also play the significant role of organizing academic and non-academic programs, recruiting parents and other stakeholders to support school programs and fund-raising. However, despite the existence of this body, a lot still needs to be done especially in terms of strategies and policies to drive to get parents more involved in the process.

Although it is acknowledged that education contributes to society by imparting basic attitudes, moral values and specific

skills, producing a literate, disciplined, flexible labour force and high-quality manpower for a country (Musiban & Adetunji, 2015), parental involvement is critical towards children's enrolment in schools in the first instance in order to acquire the right education. According to Plato, "If a man neglects education, he walks lame to the end of his life." Thus, parental involvement is necessary to bring about economic transformation and life-long opportunities. In this context, lack of parental involvement implies that children might be denied the environment under which education is given to make them become useful to themselves and to the society. To this end, it can be said that the future society is dependent largely on how parents contribute to their children's formative years at school and that present societies are largely a reflection of the kind and amount of involvement of parents in the past. In light of this, parental involvement provides a lens through which current and prospective opportunities of children can be investigated.

Although previous investigations have indicated the positive impacts of education on labour market outcomes including earnings and employment (Grossman, 2005; Oreopoulos & Salvanes, 2009), none has brought the imperative of parental involvement within the domain of economic analysis, and how improving it would have lifelong benefits for children. Thus the study is motivated by the need to test the hypothesis that parental involvement does not significantly predict children's future economic opportunities.

This paper is novel in a major respect. To the best knowledge of the researchers, no previous empirical study has been done to find out whether parental involvement influences children's future economic opportunities. Most of the past studies are in educational and related domains. This study therefore brings a largely education-related domain into a socio-economic exposition.

From the foregoing, this paper investigates the role of parental involvement on children's future economic opportunities. Following the introduction, the rest of the paper is structured as follows. Methodology is covered in Section 2. The empirical findings are presented and discussed in Section 3. The study is concluded in Section 4.

## II. METHODOLOGY

### 2.1 Data Sources and instrumentation

This study used survey research design. The researchers were interested in examining the influence of parental involvement on the current job status. The population of the study was made up of civil servants in Katsina State Ministries, Departments, and Agencies of government, staff of secondary schools and youths in Katsina State, Nigeria. Out of these, two hundred (200) respondents were randomly selected for analysis.

Questionnaire was used in data on and was designed to generate data on parental involvement, socioeconomic background and current employment status of the

respondents. To ensure face and content validities, items in the questionnaire were assessed to indicate the extent to which each question or statement measured what it was supposed to measure, while reviewing the questionnaire with three of the researchers' colleagues in order to be certain that they were clear and relevant. To ensure reliability of Instrument, the instrument was subjected to pilot testing using a group of forty (40) respondents in one of the ministries and secondary schools within the population but outside the sample. The instrument was administered and the responses analyzed using the Cronbach alpha reliability method.

2.2 Measurement of Variables

Parental involvement is conceived of as a form of social capital, in which parents are viewed as investing in their children. In light of this, McNeal (1999) viewed parental involvement as encompassing three broad relations or domains, i.e. parent-child, parent-school, and parent-parent relations. In the present study, emphasis is on parent-child and parent-school involvement. For parent-child involvement, two of the major conceptualizations of involvement are parent-child interaction and parental monitoring (see Reynolds, 1992; Sheldon & Epstein, 2005). For parent-school involvement activities, they are usually conceptualized in terms of the frequency of parents visit to the school, their interaction with teachers, the degree of volunteering efforts in the school, and the level of their involvement with the Parent-Teacher Organization (see Machen, Wilson & Notar, 2004; Kreider, Simpkins & Weiss., 2006).

To predict children's future economic opportunities, this study conceived children's future economic opportunities as a function of parental involvement and other covariates. Consequently, the following variables were constructed from the questionnaire.

*Dependent variable:* Children's future economic opportunities were measured in the form of current employment (constructed using item #7 in the questionnaire). Here the response variable is binary (1 if employed and 0 otherwise). A binary response model was considered suitable.

*Independent variables:* As parental involvement is broadly categorized into home-based involvement and school-based involvement, it thus encompasses both home and school-related dimensions. We therefore constructed two variables using item #22 in the students' questionnaire comprising: 1. Parental status (Social, political and economic); 2. Parental style; 3. Parental visit at school; 4. Parental participation in school events; and 5. Parental inspection of child's academic work.

The literature identifies some factors that can impact a child's economic opportunities, including the educational level of parents, family income, and associated socio-economic status (Lee & Burkam, 2002). Consequently, we included the respondent's level of education (item #4 in the students' questionnaire), gender (item #1 in the questionnaire), marital

status (item #3 in the questionnaire), and age (item #2 in the questionnaire), as individual-level covariates. Parental involvement indicators are expected to have a positive impact on economic opportunities, and thus on the employment.

2.3 Model Specification

To achieve the objective of the study, a model is estimated of the following specification:

$$LnY = \frac{Pi}{1 - Pi} = \beta_0 + \sum \beta_{ki} X_{ki} + \mu_i \tag{1}$$

where:

- LnY = Natural log of Y (1 = employed, 0 = otherwise)
- Bo = Intercept term
- B<sub>ki</sub> = Parameters to be estimated
- X<sub>ki</sub> = A set of socio-economic characteristics
- U<sub>i</sub> = A random disturbance term

where in each equation,  $\beta_0$  and  $\beta_i$  are parameters to be estimated and  $\epsilon_i$  is a Gaussian white noise. Y is the dependent variable (employment), while X is a vector of explanatory variables as previously defined.

III. RESULTS AND DISCUSSION

Results of the logistic regression are presented in table 1.

Table 1: Results of Logistic Regression  
Dependent variable (Employment)

Variable	Coefficient	Std. Error	z-Statistic	Odds ratio
<i>Parental status</i>				
Social	0.45981***	0.23474	1.97	1.5837***
Political	0.31523*	0.091637	3.44	1.3706*
Economic	0.4257**	0.1781	2.39	1.5307**
<i>Parental style</i>				
Parental visit at school	0.39049***	0.209941	1.86	1.4777**
Parental participation in school events	0.1857**	-0.08255	2.25	1.2041**
Parental inspection	0.3138*	0.09203	3.41	1.3686*
<i>Other covariates</i>				
Parental education level	0.10917	0.069535	1.57	1.1154
Family income	0.91255*	0.214214	4.26	2.4907*
Child's education	0.31931**	0.123764	2.58	1.3762**
Male	0.20463	0.165024	1.24	1.2271
Married	0.4432**	0.21399	2.07	1.5577**

Age	0.213**	0.097706	2.18	1.2374**
<i>Interaction variables</i>				
Social*Parental education level	0.32441**	0.1352	2.39	1.3832**
Political*Parental education level	0.3502**	0.1492	2.35	1.4193**
Economic*Parental education level	0.2477**	0.1204	2.06	1.2810**
Male*Married	0.2371	0.2734	0.87	1.2675
Male*Age	0.2306	0.905	0.25	1.25935
Male*Child's education	0.1333**	0.0615	2.17	1.14259**
Constant	0.0418	0.035726	1.17	-
No of observations	200			
Pseudo R <sup>2</sup> = 0.512; Likelihood Ratio $\chi^2$ Statistic = 239.72; Prob. (Likelihood Ratio $\chi^2$ Statistic = 0.0000)				

Note: \*, \*\* and \*\*\* denote rejection of the null hypothesis at 1%, 5% and 10% level of significance respectively.

Source: Authors' computations

Results in table 1 indicate that all parental status coefficients (social, political and economic) are directly related to employment and are statistically significant, an indication that parental status positively influences their children's employment potential. For a unit increase in social status of parents, the log odds of their children being employed increases by 0.46. In terms of the odds ratio, a unit increase in social status of parents, the odds of their children being employed increase by a factor of 1.58, implying that the probability of being employed by children from homes where the social status is high increases by 58%. Similarly, political and economic statuses of parents are positively related to their children's employment. For a unit increase in the political and economic statuses, the probability of their children being employed increases by 37% and 53% respectively. Thus, parental status is critical in predicting the future opportunities of children. While parents play an integral role to adolescent development (Zellman & Waterman, 1998), they also significantly affect the decisions made by adolescents (Gati & Saka, 2001).

Moreover, the coefficients of parental style as a component of parental involvement are all positively related to employment and statistically significant. Consequently, for a unit increase in parental visit at school, parental participation in school events, and parental inspection of children's school work, the log odds of their children being employed increases by 0.39, 0.19 and 0.31 respectively. In terms of odd ratio, a unit increase in parental style increases the odds of their children being employed by a factor of 1.48, 1.20 and 1.37 respectively. In probability terms, given that parental style improves (via higher parental visit, parental participation in school events, and inspection of children's school work), the likelihood of their children being employed increases by 48%, 20% and 37% respectively. The important role that parental

style can play in improving the future economic opportunities of children is underscored by this evidence.

The coefficient of parental education level is positively related to employment but not statistically significant, implying that parental education is not very critical towards predicting the future economic opportunities of their children. It is likely that the influence of parental education on their children's future economic opportunities works through their statuses. To evaluate this proposition, we included interaction terms between parental education level and each of the indicators of status. As shown in the results, all three interaction terms are statistically significant, suggesting that the role of education on children's economic opportunities work through its influence on the status of parents. This suggests that parental involvement is critical towards the career choices of children, as majority of respondents viewed the involvement of their parents as vital to their present statuses. This is in line with the empirical literature which emphasises the role of the family in effectively cultivating students' preparedness for career orientedness (Bottoms, Young & Han 2009; Hattie, 2009; Krieder, Caspe, Kennedy & Weiss, 2007; Rowan-Kenyon, Bell & Perna, 2008). Many of the respondents agreed that their parents were important during the distinctive experiences which occurred in their lives when growing up, leading to the choice of careers and job. This is consistent with the literature linking parental role to the shaping of emerging adults to the world of work and long-term goals. The empirical findings are clear as to the active influence that parents and other influential family members exert on the career opportunities of emerging adults. Overall, the results of parental involvement are in line with findings which suggest that apart from being an integral part to successful student academic performance, parental involvement in school activities and their student's schoolwork, promotes the child's positive exploration of career options as another opportunity for growth (Comer & Haynes, 1991). Thus parental guidance is critical towards making important decisions (Ketterson & Blustein, 1997).

Family income is positively related to employment and statistically significant at 1%. A unit increase in income raises the log odds of being employed by 0.91. It is also a very strong predictor of employment, given that the chances of being employed are increased by as much as 149%. The implication of this is that the higher the family income, the higher the chance of a child getting employment. Thus higher family income prepares a child to be more readily employed compared to a child from a home with low income, other factors remaining the same.

The evidence is also provided of the positive influence of education on employment. A unit (year) increase in education is associated with a rise in the log odds of being employed by 0.31. Consequently, the probability of getting employment is increased by about 38% given an addition year of education. This is consistent with the literature linking education to a range of monetary and non-monetary returns to the individual

including the community where they live. The monetary benefits that accrue from education include earnings, income, wealth and productivity, while at the level of the community, they include tax revenues, social transfer costs, and health care costs (Schuller, 2007).

The gender (male) coefficient is positively related to employment but is not a strong predictor. Compared to female, the log odds of a male being employed is increased by 0.20 and have a higher probability of being employed by about 23%. As shown by the non-statistically significant coefficient, it can be concluded that females have a much chance as male in getting employed. This conclusion is reinforced by the interaction terms (Male\*Married, Male\*Age, and Male\*Child's education), which indicates that only a male with education has a relatively better chance of being employed (about 14% higher probability). Being a married male or being older than the female (Male\*Age) has no significant impact on employment.

Being married is positively associated with employment. The log odds of being employed by a married person (male or female) are increased by 0.44 and they have higher chances of getting employment (about 56%) compared to unmarried persons. This may be due to employers' perception of married persons being more trustworthy and committed to tasks, including being more concerned about not losing their jobs. It may also be due to cultural norms which make the people marry early, given that majority of the respondents were married at the time of employment.

Age is also directly and significantly associated with employment, given that the log odd of being employed given an additional year increases by 0.21. An additional year raises the probability of being employed by 24%. This may be related to the experience associated with age and the advantage that it brings when employers consider those to be engaged.

In summary, results are positive of the role of parental involvement in social and personal growth. It is known that the family promotes the development of an optimistic view of life in the individual, making them to have strong confidence in overcoming obstacles, thereby accepting what they cannot change and offering opportunities at mastering important skills. Additionally, parents set a standard for their children, which in turn help them to set goals for themselves and to encourage them to work hard to achieve these goals (Amatea, Smith-Adcock & Villares, 2006). Parents make children aware of this expectation for purposeful action in several ways. Parents typically initiate the process through frequent talks with their children about future life goals and the necessary steps to getting there (Zellman & Waterman, 1998). Consequently, they encourage their children to dream, to make plans for the future, and to seek "a better life." Parents use themselves as examples or a means to encourage their children to do better in educational and occupational attainment (Amatea, Smith-Adcock & Villares, 2006). These

parents will also teach their children how to set goals and act purposefully by systematically stressing that their children commit themselves to purposeful schooling.

#### IV. CONCLUSIONS

This study examined whether parental involvement predicts children's future economic opportunities, with a focus on employment. Utilizing a cross-section of 197 civil servants in Katsina State Nigeria, estimates from the binary logit regression indicated that family income, child's education, marital status and age are significant predictors of employment, while gender and level of parental education are not. Consequently, parental involvement indicators used in the show that the current employment of children are significantly influenced by them.

Although a novel study, as it brings a largely educational issue within the precincts of social science, it encourages the need to investigate the link between parental actions towards their children and the future of the latter. The positive and significant effects of parental involvement on employment reinforce the role of the family for the future economic opportunities of children. In light of the findings, the study draws attention to the imperative of parental involvement as a step towards securing better economic life for children. The study therefore recommends active parental involvement, in both its school and home dimensions.

Although the current study is limited to the role that parental involvement can play in predicting children's future economic opportunities, it is by no means exhaustive. Thus, the current research efforts open up potential areas for future studies. First, there is the need to explore current parental involvement in schools in Katsina state and Nigeria in general. In other words, the examination of parental involvement as a predictor of future economic opportunities could be replicated in other states, in order to deepen the understanding of the links between current parental involvement efforts and their impact on the future generations. This is germane, given that improved improving parental involvement has benefits not only on the provision of a conducive atmosphere for learning at home, but its wider impact on children's academic achievement and parent-teacher relationships, all of which can affect the child's economic trajectory.

Additionally, investigations dealing with specific areas of parental involvement would be helpful, as against a generic approach as done in the current study. This will offer a more comprehensive outlook on parental involvement, and help parents and schools address problems inherent in the specific areas. Thus, parental involvement as used in the present study can in future be a subject of extensive investigation.

Furthermore, the present study is limited to workers and how their parental involvement contributes to their current economic status. However, it is known that parental involvement also deals with community participation in schools, an area that was not investigated in the present study.

It can be surmised that better community collaboration can improve parental involvement and result in better economic outcomes for children. An exploration of how community collaboration directly improves future economic outcome via parental involvement is vital. Overall, these areas identified can be helpful in fostering better parental involvement, parent-school relationships as well as offer mechanisms for policy formulation that improves the administration of schools.

#### ACKNOWLEDGEMENTS

This study benefited from the funding of the Tertiary Education Trust Fund (TETFund) under the auspices of the Institutional-based Research (IBR).

#### REFERENCES

- [1] Abdullahi, W. (2017). The effects of a responsive parenting intervention on parent-child interactions during shared book reading. *Journal of Developmental Psychology*, 48(4), 969-986.
- [2] Akor, L. (2015). Parental efficacy: Predictor of parenting behavior and adolescent outcomes. *Parenting*, 2(2), 127-150.
- [3] Amatea, E. S., Smith-Adcock, S., & Villares, E. (2006). From family deficit to family strength: Viewing families' contributions to children's learning from a family resilience perspective. *Professional School Counseling*, 9(3), 177-189.
- [4] Battle, J., & Lewis, M. (2002). The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. *Journal of Poverty*, 6(2), 21-35.
- [5] Becker, H.J., & Epstein, J.L. (2014). Parent involvement: A study of teacher practices. *Elementary School Journal*, 166, 25-46.
- [6] Bottoms, G, Young, M and Han, L. (2009). *Ready for Tomorrow: Six Proven Ideas to Graduate and Prepare More Students for College and 21st Century Careers*. Atlanta, GA.: Southern Regional Education Board.
- [7] Comer, J.P., & Haynes, N.M. (1991). Parent involvement in schools: An ecological approach. *Elementary School Journal*, 91(3), 271-277.
- [8] Dearing, E., Kreider, H. Simpkins, S., & Weiss, H. (2006). Family involvement in school and low-income children's literacy: Longitudinal associations between and within families. *Journal of Educational Psychology*, 98(4), pp. 653-664.
- [9] Epstein, J.L. (1995). School/family/community/ partnerships: caring for the children we share. *Phi Delta Kappan*, 76(9), 701-712.
- [10] Epstein, J.L. (2011). *School, family and community partnerships: Preparing educators and improving schools*. 2nd ed. Boulder: Westview Press.
- [11] Garba, A. (2012). High educational expectations and the importance of PTA in Secondary Schools in Nassarawa State. *Journal of Educational Research*, 93, 356- 366.
- [12] Gati, I., & Saka, N. (2001). High school students' career-related decision-making difficulties. *Journal of Counseling & Development*, 79(3), 331.
- [13] Grossman, M. (2005). Education and nonmarket outcomes. NBER Working Paper 11582.
- [14] Hattie, J. (2009) *Visible learning: A Synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge. p70.
- [15] Henderson, A.T., Mapp, K.L. Johnson, V.R. & Davies, D. (2007). *Beyond the bake sale*. New York: New Press.
- [16] Kagan, S.L. (1984). *Parent involvement research: A field in search of itself*. Boston: Institute for Responsive Education.
- [17] Ketterson, T. U., & Blustein, D. L. (1997). Attachment relationships and the career exploration process. *Career Development Quarterly*, 46(2), 167-178.
- [18] Khan, Z., & Haupt, T. (2006). Community participation- a necessary element of community development projects. *ActaStuctilia*, 13(2), 39-61.
- [19] Krieder, H., Caspe, M., Kennedy, S., & Weiss, H. (2007). *Family involvement in middle and high school students' education* (Family Involvement Makes a Difference, No 3). Cambridge, MA: Harvard Family Research Project. Retrieved from [http://www.hfrp.org/content/download/1340/48835/file/fi\\_adolescent.pdf](http://www.hfrp.org/content/download/1340/48835/file/fi_adolescent.pdf)
- [20] Lee, V.E., & Burkam, D.T. (2002). Inequality at the starting gate: Social background differences in achievement as children begin school. Washington, D.C.: Economic Policy Institute.
- [21] Machen, S., Wilson, J., & Notar, C. (2004). Parental involvement in the classroom. *Journal of Instructional Psychology*, 32, 13-16.
- [22] McNeal Jr. R. (1999). Parent involvement as social capital: differential effectiveness on science achievement, truancy and dropping out. *Social Forces*, 78(1), 117-144.
- [23] Musiban, A., & Adetunji, O. (2015). Invisible inequality: Social class and childrearing in North West Nigeria. *Journal of Educational Review*, 5, 47-76.
- [24] Ndlazi, S.M. (1999). An investigation of parental non-involvement in the governance of a Duncan Village school and its implications for the management of the school: A case study. Unpublished Master's Treatise. Rhodes University: Grahamstown.
- [25] Neelam, C. (2017). Barriers to parental involvement in schools and what PTAs can do about it. *Africa Confidential*, 56(4), 20 February. Available from <[http://www.africaconfidential.com/article/id/6004/Democracy\\_de](http://www.africaconfidential.com/article/id/6004/Democracy_de) laye d> [Accessed 28 November, 2018].
- [26] Oreopoulos, P., & Salvanes, K. (2009). How large are returns to schooling? Hint: Money Isn't Everything. Mimeo.
- [27] Reynolds, A. (1992). Comparing measures of parental involvement and their effects on academic achievement. *Early Childhood Research Quarterly*, 7, 441-462.
- [28] Rogers, N. (2016). 38 easy ways to get involved in the classroom. *Oprah.com*. Retrieved from <http://www.oprah.com/relationships/38-Ways-for-Parents-to-Get-Involved-in-the-Classroom-Back-to-School>. [Accessed 5 March, 2017].
- [29] Rowan-Kenyon, H.T., Bell, A.D., & Perna, L.W. (2008). Contextual influences on parental involvement in college going: Variations by socio-economic class. *Journal of Higher Education*, 79(5), 564-586.
- [30] Saxton, J. (2000). Investment in education: Private and public returns. Retrieved from <http://www.house.gov/jec/educ.pdf>. [Accessed 17 May, 2002].
- [31] Schuller, T. (2007). *Understanding the social outcomes of learning*, Second OECD World Forum on Statistics, Knowledge and Policy, Istanbul, Turkey, June 30.
- [32] Sheldon, S., & Epstein, J. (2005). Involvement counts: Family and community partnerships and Math achievement. *The Journal of Educational Research*, 98, 196-206.
- [33] Zellman, G.L., & Waterman, J.M. (1998). Understanding the impact of parent school involvement on children's educational outcomes. *Journal of Educational Research*, 91(6), 370.