

PARENTS' KNOWLEDGE AND INVOLVEMENT IN PRIMARY EDUCATION TOWARDS
ATTAINMENT OF SUSTAINABLE DEVELOPMENT GOAL 4 IN
IDO LOCAL GOVERNMENT AREA OF OYO STATE

¹**OGUNYEMI Florence Taiwo, Ph.D,**

²**OLADELE Michael Timilehin & ADEKANBI Idowu Tope Aisha**

**PARENTS' KNOWLEDGE AND INVOLVEMENT IN PRIMARY
EDUCATION TOWARDS ATTAINMENT OF SUSTAINABLE
DEVELOPMENT GOAL 4 IN IDO LOCAL GOVERNMENT AREA OF
OYO STATE**

¹OGUNYEMI Florence Taiwo, Ph.D, ²OLADELE Michael Timilehin

Department of Childhood Education,

Tai Solarin University of Education,

Ijagun, Ijebu-Ode, Ogun State

E-mail: ¹taiwoogunyemi2014@gmail.com, ²michaeloladele8@gmail.com

&

ADEKANBI Idowu Tope Aisha

Department of Early Childhood Education,

Kent State University, Kent, Ohio, USA.

E-mail: iadekamb@kent.edu

Abstract

Sustainable Development Goal 4 (SDG4) talks about ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Since this concept deals with children's education, it is important to know parents' knowledge of the concept and practices of sustainable development after which we can consider their involvement in it. In this study, two research questions were answered, and two hypotheses were tested. A correlational survey research design was adopted for the study. A sample of 200 parents participated in this study. Three self-designed instruments - Parent's Knowledge of SDG4" (PKSDGs4, $r = 0.72$), Questionnaire on Parents' Involvement in Achieving Quality Primary Education (QPIAQPE; $r = 0.7$) and Questionnaire on Extent at which Quality Education has been achieved (QEQA; $r = 0.76$) - were used. The findings showed that the level of parents' involvement in primary education to achieve quality education is high ($WA = 3.15$). Also, there was a significant relationship between parental knowledge of SDG4 and their involvement in primary education ($r = 0.175$; $p < 0.05$). It was concluded that parents were actively involved in ensuring quality education for their children. Based on the finding, it was recommended that there should be regular reports on the state of primary education in the local government area and across Oyo State because it is the foundation upon which all other levels of education are built.

Keywords: Parents, Knowledge, Involvement, Sustainable Development Goal

Introduction

Achieving quality education is not an obligation limited to schoolteachers, but a product of collaborative efforts of parents, teachers, and other stakeholders in the education sector. The parents are believed to have the role they play in childcare and development, starting from home (Misca, 2014; Ceka & Murati, 2016). In many instances, after the care given at home, many parents leave the care of their children to school (teachers and administrators) and they do not actively involve themselves in activities pertaining to the education and development of their children in the school settings (Wilson, 2011; Sucuoğlu & Bakkaloğlu, 2018). Only in rare cases do we have the operation of educational model like the head start model, which allows for full participation of parents in the education of their children (Ansari & Gershoff, 2016) in the Nigeria setting. However, it is necessary for parents to be knowledgeable and involved in events and activities that improve the whole development of their children. This is especially more expedient within the context of the Sustainable Development Goals (SDGs).

The SDGs are crucial in improving general life of every individual in the world of today. The United Nations designed the SDGs as a progressive continuation of Millennium Development Goals (MDGs) which operated from year 2000 to 2015. The SDGs were adopted by all nations in the United Nations as the new global agenda from 2015 to 2030. Sustainable development is a concept that focuses on ensuring that the economic, social, and ecological dimensions of the society are balanced to guarantee a good quality of life for the present and future generations. Sustainable development is about holding the world and every society together to ensure progressiveness in economic and societal life by improving the standard of living of people. The concept of sustainable development demands conserving resources for future generation and preparing a livable environment for them with long term stability of economy and environment (Emas, 2015).

According to Robert, Parris and Leiserowitz (2005), sustainable development is ability to uphold the development of the society such that it meets its present needs without jeopardizing and compromising the ability of future generation to meet their own needs. For sustainability to be effective, a set of goals should serve as guiding principles, and this can be concluded to be the basis of the SDGs as well as the MDGs which preceded them. The SDGs are goals and set of objectives put in place for global and united efforts to put an end to economical, societal, and environmental problems such as poverty, conflicts, and global environmental meltdown. They are designed to bring about good life, habitable planet and peace around the world, for the present and the future generations of people on the planet earth (Morton, Pencheon & Squires, 2017). These goals may not be achievable except education is applied to drive them because it is through

education that the world populace will be well carried along to make the goals effective. The education needed is all encompassing covering childhood and adulthood so that everyone will know their responsibilities in achieving these goals.

Primary education, although not the least level of education, is considered the foundation for every other form of education. Children are developed through primary education in preparation for higher levels of education. At this level of education, a process of initiation into educational concepts and ideologies are done through the process of teaching. It is a very sensitive stage of education where children are exposed to ideas which will shape their minds for or against what awaits them in the future. It is a stage of education where children can be built to be absorber of ideas or be creative thinkers. Adekanbi and Oladele (2020) saw primary education as a level of education that gives individuals an ample opportunity to exercise attributes that bring transformation to the society. The National Policy on Education (Federal Republic of Nigeria, 2013) stipulates that primary education be given to children aged 6 to 12 years. Primary education aims at inculcating permanent literacy, laying basis for critical thinking, developing child to adapt to changing environment and preparing children to function effectively in the society with the skills they acquire. These objectives tally with the concepts that the SDGs work to achieve. Therefore, it is important to consider the primary level of education when planning and working to achieve the SDGs.

While considering the conjunction of SDGs and primary education, it is worth noting that parental involvement is key to achieving the stated goals. Parental involvement is a process which sees biological or surrogate parents participate actively to ensure that best educational practices are planned and delivered to their children in schools. This could also imply parents' consciousness about the quality of education which their children receive, the opportunity to intervene for greater validity of the educational processes, and moral uprightness and enhanced value for school attendance of children. Ntekane (2018) defined parental involvement in education as a situation where parents take up the task to be directly involved in the education of their children which is not limited to asking about what they do in school nor just the performance, but getting involved in the learning process with the teachers and the school, to fulfil their roles as parents in assisting their children who are the learners in the learning process.

Research reports have shown that what children explain to mean parents involvement in their education does not meet up with the standard of the definition of parental involvement given. A study by Hazril and Ahmed (2012) revealed that children's report on their parent's involvement in their education is very limited. Many of the responses received showed that the parents encouraged their children to perform well in school, and this was done by words of mouth. As reported, some parents encouraged their children by telling them that reading and doing well in school was the only way they could have good future, some parents promised their children that if they performed well in their examinations they would be taken out for dinner while some did not even do anything because they had confidence in their

children. In addition, some parents threatened to take the child's bike away if the child did not perform well in examinations while others responded by saying there was no need to be involved in their children's learning because their schools had competent teachers to cater for that, while some parents only helped with homework. However, Aaijiz and Khan (2018) concluded from their findings that communication between school and home communication goes a long way in enhancing learners' motivational level, classroom performance and social behaviour.

The study by Kutelu and Olowe (2013) showed that parents did not get involved in getting useful instructional resources to the school, neither did they show concern or participate in curriculum breakdown and implementation for concept teaching. To somewhat extent, however, they participated in administrative tasks like funding, taking role in programmes, giving suggestions on crucial matters like organising training and workshop for teachers, and providing facilities that would aid learning. They concluded that the level of participation of parents in the education of their children is generally low. Lara and Saracostti (2019) stressed the essence of parental involvement in the education of their children. In their study, parents were divided into three clusters of highly involved parents, medium involvement, and low involvement. The study concluded that parents with high and medium involvement had their children in good academic achievement brackets.

The Sustainable Development Goal 4 (SDG4) talks about ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. This goal is a key goal of sustainable development. It is so important and well recognised among the goals because, through this goal, many other goals would be achieved with ease. The SDG4 has its targets to be met by the year 2030, which are seven in number. These, according to UNESCO (2017), are:

- Σ ensuring that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes;
- Σ ensuring that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education;
- Σ ensuring equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university;
- Σ substantially increasing the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship;
- Σ eliminating gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations;
- Σ ensuring that all youth and a substantial proportion of adults, both men and women achieve literacy and numeracy; and
- Σ ensuring that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for

sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

This study sees the need to incorporate parents' efforts in ensuring the actualization of the sustainable development goal that addresses education which is the SDG4. Critically studying the targets, especially the ones related to primary education, despite what is expected of school and government, there is limitation to their delivery if parents do not play some major roles. For instance, target one shows the need for parents to be aware of the necessity to put equal zeal in their girl-children's education as they will do for their boy-children. If the parents do not see the need for girl-child education, they will not see the reason to release their children for the school to perform the role of giving equal learning environment for both boys and girls. Studying target two, it is important for parents who gave birth to a child to ensure that the child has proper developmental experience. The school will cater for learning, but talking of nutrition, health care and basic needs, the parents are needed than the teacher to enhance development of the child at the tender age. Target five talks of ensuring the removal of gender disparities. Parents, especially those in underdeveloped or developing countries like Nigeria, discriminate between boys and girls and they may need orientation on the need for equal access to education for children of the two gender categories for them to support and contribute to educational development and sustainability hoped for. Most importantly, the seventh target aims at ensuring that all learners, either adult or young, are equipped with skills to sustain development through education. This shows that parents also need education to open their eyes and minds to methods by which they can contribute to the global sustainable development agenda including human rights, gender equality, promotion of peace and a lifestyle of contributing to sustainable development.

Many studies have been carried out on sustainable development in many specialties and situations - be it education, industry, agriculture or or environment – focusing on children participation in achieving the UN's SDGs and targets. However, it is important to know if parents have the knowledge of the concept and practices of sustainable development in respect of their roles in ensuring the actualization of the targets of the SDG4. This study therefore investigated parents' knowledge and involvement in primary education towards attainment of sustainable development Goal 4 (SDG4) in Ido Local Government Area, Oyo State of Nigeria.

Theoretical Background (Ecological System Theory)

A theory suitable for this study is Ecological System Theory propounded by Urie Bronfenbrenner in 1970's, formalized in 1980's and revised continually until Urie Bronfenbrenner's death in 2005. Before his death, ecological system theory was revised when it was critiqued and bioecological system theory was adapted because of the active role of individual in the developmental process of a child. The “**bio**” was

gotten from the word “biology” (Crawford, 2020; Darling, 2007). This theory is based on five levels of external influences in a child's life; relating to facts on parents and other external factors involved in child's learning in the school and at home in order to predict academic achievement of such child (Bieschke, 2013). Tekin (2014) described the child's learning and development as something that is affected by several factors surrounding the child such as parents, parents' occupation, family members, neighbours, school environment, teacher as well as parent-teacher relationship. He further defined ecology as settings or institutions that are capable of impacting human as they grow into responsible individuals. According to him, Urie Bronfenbrenner named the five levels of external influences in child's life as Microsystem, Mesosystem, Exosystem, Macrosystem, Chronosystem. Out of the five systems, the first two systems (micro and meso systems) are relevant to this study and those are the two systems that will be explained in this work.

The microsystem is the closet level to the child. It involves parents, family members, school environment, teachers, peers and neighbours. Microsystem is the first system that will develop a child. Therefore, there should be cordial relationship between the teacher and most especially the parents. Parents, school environment and teachers are considered to be the microsystem in this study. This level of influence in the child's life (microsystem) emphasizes that parents should be actively involved in the education of the children for better academic performance. Bieschke (2013) described microsystem as generating activities of physical and material relationship experienced by a growing person for optimum academic performance. How a child interacts with his or her microsystem will tell on his or her performance.

Meso-system provides the setting for the relationship or interaction that exists between or among all the elements involved in the microsystem. In particular, a child's mesosystem creates the setting for the interaction among the parents, teachers and the school environment. It provides the room for parents' involvement in the education of their children. Meso-system thrives when parents play active roles in their children's education such as attending parents-teachers meeting, volunteering to carry out specific assignments for the school, making donations to the school, helping the child with his or her assignments at home, engaging the child with educative activities at home, providing the child with learning materials needed at home and in school, checking the school environment and observing the classroom occasionally (Tekin, 2014). Bronfenbrenner and Morris (2006) described mesosystem as the relationship that exists between two or more elements in microsystem. When parents are not involved in the education of their children, it does not only affect parent-child communication but also affects how such a child behaves and performs in the school.

Purpose of the Study

The purpose of the study was to examine whether parents in Ido Local Government Area of Oyo State participate in the education of their primary school

children in line with Sustainable Development Goal 4 (SDG4) and determine how their level of participation was related to the achievement of quality education at the primary school level.

Research Questions

1. What is the level of parents' involvement in primary education to achieve quality education?
2. To what extent has quality education been achieved as perceived by the parents?

Hypotheses

1. There is no significant relationship between parental knowledge of SDG4 and their involvement in primary education.
2. There is no significant difference in levels of parental knowledge of SDG4 according to gender.

Methodology

Correlational survey research design was adopted for the study. The target population of the study comprised all parents of public and private primary school pupils in Ido Local Government Area of Oyo State. The Purposive Sampling Technique was used to select participants because only the parents that had children in the target public and private primary schools were used for the study. A sample of 200 parents was randomly selected for the study during school visits. Three self-designed instruments were used to elicit relevant information from the parents. The first, titled "Parent's Awareness and Knowledge of Sustainable Development Goal 4" (PKSDG4), was designed to ascertain how much the sampled parents knew about SDG4. The reliability of this instrument was determined using Kr20 and the coefficient was 0.72 was obtained. The second instrument titled "Questionnaire on Parents' Involvement in Achieving Quality Primary Education" (QPIAQPE) focused on activities that could depict the participation of parents in their children's education. The reliability of the instrument was determined using Cronbach Alpha and the coefficient was of 0.7 was established. The last instrument titled "Questionnaire on Achievement of Quality Education" (QAQE)" assessed parents' perception of how their participation/non-participation resulted in the quality of primary education their children received. The test-retest reliability coefficient (r) of 0.76 was obtained for the instrument (QAQE). The two research questions were answered using qualitative statistics (frequency count, simple percentage and mean) based on data generated from the administration of the instrument. The data were also analysed with inferential statistics in testing the two research hypotheses. The two statistical tools used for testing the hypotheses were Pearson Product Moment Correlation (PPMC) and t-test at 0.05 level of significance.

Results

Research Question 1: What is the level of parents' involvement in primary education to achieve quality education?

S/N	Item	Never	Sometimes (%)	Often (%)	Always (%)	Mean (π)	Std Dev.
1.	I engage my child with educative activities at home	0	12	21	67	3.550	.69
2.	I provide my child with the learning materials he/she need	0	5.5	17.5	77.0	3.715	.56
3.	I guide my child whenever he/she is doing his/her homework	0	15.0	23.0	62.0	3.470	.74
4.	I make financial and material contributions to my child's schools	6.0	28.0	8.0	58.0	3.180	1.04
5.	PTA makes recognizable contributions to the school	1.5	32.0	32.0	34.5	2.995	.85
6.	I give suggestion(s) and also submit my observations about the school to the administrators	11.5	43.0	23.0	22.5	2.565	.96
7.	I report positive changes I observe in my child/ren to his/her school	2.0	26.5	27.0	44.5	3.140	.88
8.	I report negative changes I observe in my child/ren to his/her school	4.0	17.5	32.5	46.0	3.205	.87
9.	I take permission from the school to check through my child's school environment and classroom	17.0	43.0	18.5	21.5	2.445	1.01
10.	I interact with teachers and other staff of the school	0	25.5	25.5	49.0	3.235	.83

Weighted Average = 3.15

Table 1 shows that the level of parents' involvement in primary education to achieve quality education is high (WA = 3.15). The detailed analysis is as follows: "I engage

my child with educative activities at home” ($\pi = 3.55$), “I provide my child with learning materials he/she needs” ($\pi = 3.72$), “I guide my child/ren whenever he/she is doing his/her homework” ($\pi = 3.47$), “I make financial and materials contribution to my child's school” ($\pi = 3.18$), “PTA makes recognizable contributions to the school” ($\pi = 2.99$), “I give suggestions and also submit my observations about the school to the administrators” ($\pi = 2.57$), “I report positive changes I observed in my child/ren to the school” ($\pi = 3.14$), “I report negative changes I observe in my child/ren to the school” ($\pi = 3.21$), “I take permission from school to check through my child's school environment and classroom” ($\pi = 2.45$), and “I interact with teachers and other staff of the school” ($\pi = 3.24$).

Research Question 2: To what extent has quality education been achieved?

Table 2: Perceived extent of achieving quality education

S/N	Item	SD	D	A	SA	Mean	Std Dev.
1.	The curriculum available in schools meet up with the contemporary need of the society	4.0	28.5	45.5	22.0	2.855	.80
2.	The contents of the curriculum are appropriate for all children, irrespective of their ability and challenges	8.0	27.5	49.0	15.5	2.720	.82
3.	The curriculum prescribes the teaching method to be used to successfully make the teaching of a concept effective	4.0	6.0	67.0	23.0	3.090	.67
4.	The curriculum is explanatory enough for teachers to comprehend and deliver without hitches	4.0	17.5	53.5	25.0	2.995	.77
5.	The curriculum creates an opportunity to evaluate teachers' effective delivery of the subject matter	1.5	15.5	64.5	18.5	3.000	.63
6.	The curriculum evaluates to be pupil/students friendly	4.0	11.5	73.0	11.5	2.920	.62
7.	Involvement of student-teacher in classroom activity affects the pupils/students' performance positively	6.0	21.0	43.5	29.5	2.965	.86

S/N	Item	SD	D	A	SA	Mean	Std Dev.
8.	Only teachers who have experience over the years can make a nation actualize quality education	11.5	34.5	27.0	27.0	2.695	.99
9.	From a perspective, the government's contribution is enough to bring about quality education in Nigeria	25.5	37.5	27.0	10.0	2.215	.94
10.	Monitoring and control from government parastatals have effectively been checkmating schools on quality education	19.5	17.5	49.5	13.5	2.570	.95
11.	The school establishment benchmark is met in establishing both public and private schools in Nigeria	9.5	43.0	41.5	6.0	2.440	.75
12.	There is a time-to-time report on the standard of education in Nigeria	19.0	32.0	41.5	7.5	2.375	.88
13.	The education in Nigeria so far has resulted in productivity from graduates	7.0	33.5	39.5	20.0	2.725	.86
Weighted Average = 2.74							

Table 2 shows that parents agreed that, to some extent, quality education has been achieved because the weighted average is 2.74; which is approximately 3, meaning "Agreed". The detailed analysis shows that majority of the parents agreed that curriculum available in schools meet up with the contemporary need of the society (67.5%), and that the contents of the curriculum are appropriate for all children, irrespective of their ability and challenges (64.5%). Also, majority of the parents agreed that the curriculum prescribes the teaching method to be used to successfully make the teaching of a concept effective (90%), and that the curriculum is explanatory enough for teachers to comprehend and deliver without hitches (78.5%). In addition, the parents believed the curriculum creates opportunity to evaluate teachers' effective delivery of the subject matter (83%), and that the curriculum makes evaluation to be pupil-friendly (84.5%). The parents equally felt that student-teacher interaction during classroom activities affects the pupils' performance positively (73%), and that only experienced teachers can make a nation to actualize quality education (54%). Furthermore, the parents submitted that monitoring and control from government parastatals have effectively been checkmating schools on

quality education (63%), and that education in Nigeria so far has resulted in productivity from graduates (59.5%). However, 63% of the parents believed that government's contribution is not enough to bring about quality education in Nigeria, 52.5% are of the opinion that the existing benchmarks are not met in establishing both public and private schools in Nigeria, with 51% of the parents stating that there is no time-to-time report on the standard of education in Nigeria.

Testing the Hypotheses

H₀1: There is no significant relationship between parental knowledge of SDG4 and their involvement in primary education

Table 3: Summary of PPMC showing the relationship between parental knowledge of SDG4 and their involvement in primary education

Variable	N	Mean	Std. D	R	Sig	Remark
Knowledge	200	56.10	27.69	.175*	.013	Significant
Involvement	200	31.50	4.74			

Table 3 shows that there is a significant relationship between parental knowledge of SDG4 and their involvement in primary education ($r = 0.175$; $p < 0.05$). Therefore, the null hypothesis is rejected.

H₀2: There is no significant difference between parental knowledge of SDG4 according to gender.

Table 4: Summary of T-test showing the difference between parental knowledge of SDG4 based on their gender.

	Gender	N	Mean	Std.	T	Df	Sig.	Remark
Knowledge	Male	85	54.5882	27.49688	-0.663	198	.508	Not Significant
	Female	115	57.2174	27.89541				

There is no significant difference between male and female Knowledge of SDG4 (-0.663 ; $df=198$; $P > 0.05$).

Discussion of Findings

Data generated in this study showed that the level of parents' involvement in primary education of their children was high because majority of the parents attested that they always provided necessary materials needed by their children in primary schools for effective teaching and learning and that they did guide them whenever they were doing homework. Also, most of the respondents said they always

interacted with the teachers and other staff of the school to know where the schools or their children needed their help. These findings negated the findings of Kutelu and Olowe (2013) which revealed that parents did not get involved in getting useful instructional resources to the school, and that neither did they show concern or participate in curriculum breakdown and implementation for concept teaching. According to their study, the level of participation from parents to education of their children was low.

From the findings of this study, it was revealed that parents agreed that to some extent quality education has been achieved though they believed that government's contributions were not enough to bring about the desired quality education in Nigeria. The parents equally agreed that school establishment benchmarks were not met in establishing both public and private schools in Nigeria and that this was increasing the incidence of mushroom nursery and primary schools in the country (Ogunyemi 2013, 2019). It was also revealed that there was no time-to-time report on the standard of education in Nigeria. The findings of the study therefore corroborate the conclusion of Hanachor and Wordu (2021) that Nigeria is still a long way to achieving quality education in line with SDG4.

This study further revealed that there was a significant relationship between parental knowledge of SDG4 and their involvement in primary education. This means that parents' knowledge of SDG could have influenced their involvement positively in the education of their children at the primary school level. Findings from the study showed no significant difference in the levels of knowledge of SDG4 between male and female parents. This means that being a male or female parent in this study did not affect their knowledge of SDG4, that is, no gender had more knowledge than the other.

Conclusion

Based on the findings of this study, it could be concluded that majority of the respondents provided necessary materials needed by their children for teaching and learning processes in order to achieve quality education. Parents are more involved in the education of their children because government's contribution is not enough to bring about the desired quality education in Nigeria. School establishment benchmark is not met in establishing both public and private schools and this could have adverse effects on the attainment of SDG4 in Nigeria.

Recommendations

Based on the results of this study, the following recommendations are suggested:

1. Government should increase her contributions to primary education to achieve quality primary education while there should be increased efforts at educating parents on their roles in the education of their children.
2. There should be time-to-time reports on the state of primary education across

- the states because it is the foundation upon which all other levels of education are built.
3. There should be proper monitoring and control in the education sector to promote the attainment of sustainable development goal 4 with focus on inclusive and equitable quality education and promotion of lifelong learning opportunities for all.

References

- Aaijiz, N. M. & Khan, N. (2018). Comparative study of principal's role in parents' participation at secondary school level. *Global Educational Studies Review*, III (1), 12-17.
- Adekanbi, I.T.A & Oladele, M.T. (2020). Class Size, Availability and Use of Instructional Resources as Correlates of Academic Performance of Primary Two Pupils in Ido Local Government Area. *Ibadan Journal of Child Development and Educational Foundations*. 1(1): 53-68.
- Ansari, A., & Gershoff, E. (2016). Parent Involvement in Head Start and Children's Development: Indirect Effects Through Parenting. *Journal of marriage and the family*, 78(2), 562–579. <https://doi.org/10.1111/jomf.12266>
- Bieschke, J.G. (2013). Parental Involvement Predictors of Academic Success: A Review of the NCES 2007 Parent and Family Involvement in Education Survey.
- Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W.Damon(SeriesEd.)&R.M.Lerner(Vol.Ed.), *Handbook of child psychology:Theoretical models of human development* (pp. 793–828). New York, NY: Wiley
- Ceka, A. and Mirati, R. (2016). The role of parents in education of children. *Journal of Education and Practice*. Vol. 7, No. 5: 61-64
- Crawford, M. (2020). Ecological systems theory: Exploring the development of the theoretical framework as conceived by Bronfenbrenner. *Journal Public Health Issues and Practices* 4(2):170. doi: <https://doi.org/10.33790/jphip1100170>
- Darling, N. (2007). Ecological systems theory: The person in the center of the circles. *Research in Human Development*, 4(3–4), 203–217
- Emas, R. (2015). The concept of sustainable development: definition and defining principles. Brief of GSDR. Retrieved from on 28/09/2020 from https://sustainabledevelopment.un.org/content/documents/5839GSDR%202015_SD_concept_definiton_rev.pdf
- Hanachor, M. E. and Wordu, E.N. (2021). Achieving sustainable development goal 4 in nigeria: problems and prospects. *International Journal of Education, Learning and Development*. Vol. 9(2).
- Hazril and Ahmed (2011). The nature of parental involvement in the schooling process in Katsina state. *Journal of Education and Learning*. 1.2: 37-50.
- Kutelu, B. O. and Olowe, P.K. (2013). Level of parents' involvement in primary school education in Ondo West Local Government Area, Nigeria. *African Educational Research Journal*. 1(3): 209-214

- Lara, L and Saracostti, M (2019). Effect of parental involvement on children's academic achievement in Chile. *Front. Psychol.* 10:1464. doi: 10.3389/fpsyg.2019.01464
- Misca, G. (2014). Mothers, fathers, families and child development. 10.1002/9781118320990.ch11.
- Morton, S & Pencheon, D and Squires, N. (2017). Sustainable Development Goals (SDGs), and their implementation: A national global framework for health, development and equity needs a systems approach at every level. *British Medical Bulletin.* 124. 1-10. 10.1093/bmb/ldx031.
- Ntekane, A. (2018). PARENTAL INVOLVEMENT IN EDUCATION. 10.13140/RG.2.2.36330.21440. Retrieved on 28/10/2020 from https://www.researchgate.net/publication/324497851_PARENTAL_INVOLVEMENT_IN_EDUCATION/link/5ad09062aca2723a33472c9f/download
- Ogunyemi, F. T. (2013). Mushroom private nursery/primary schools: The bane of qualitative early childhood education. P. K. Ojedele, M. O. Arikewuyo & A. C. Njoku (eds.), *Issues in Nigerian education: A book of readings*. Ondo: National Institute of Educational Planning, Nigeria, pp. 806-829.
- Ogunyemi, F. T. (2019). Health and Safety Standards of Nigerian Nursery/Primary Schools: An Assessment from Teachers' Perspective". *International Journal of Psychology and Education* 3 (03) . <http://41.74.91.176/index.php/ijope/article/view/27>
- Robert, Kates & Parris, Thomas & Leiserowitz, Anthony. (2005). What is Sustainable Development? Goals, Indicators, Values, and Practice. *Environment: Science and Policy for Sustainable Development.* 47. 8-21. 10.1080/00139157.2005.10524444.
- Sucuoğlu, N and Bakkaloğlu, H. (2018). The quality of parent-teacher relationships in inclusive preschools. *Early Child Development and Care.* 188. 1190-1201. 10.1080/03004430.2016.1261124.
- Tekin, A.K. (2014). Parent Involvement Revisited: Background, Theories, and Models. *IJAES.* Vol. 11(1)1. P. 2
- United Nations Educational, Scientific and Cultural Organisation (2017). *Unpacking Sustainable Development Goal 4 Education 2030: Guide.*
- Wilson, R. (2011). Taking on the perspective of the other: understanding parents' and teachers' perceptions of parent involvement in students' educational experiences. An unpublished dissertation. School of Education, University of Albany, New York.