

# An Assessment of Parental Engagement and Pupils' Outcomes in Primary Schools Using Real-Time Progress Reports at Ifako Ijaiye Local Government Education Authority, Lagos State

RASAKI RASHEED OLAKUNLE<sup>1</sup>, OGUNBANJO, SAKIRU SEGUN<sup>2</sup>

<sup>1, 2</sup>Global Wealth University, Togo

**Abstract-** *This study assessed the impact of parental engagement on pupils' outcomes in public primary schools using real-time progress reports at Ifako Ijaiye Local Government Education Authority, Lagos State. The study employed a descriptive survey design with a sample size of 220 respondents comprising parents and teachers, selected using stratified random sampling from the eleven real-time progress reports adopted public primary schools at Ifako Ijaiye Local Government Education Authority. Data were collected using a structured questionnaire and analyzed using descriptive and inferential statistics. Findings revealed that real-time progress reports significantly enhance parental involvement and positively influence pupils' academic performance and classroom behavior. It recommends capacity-building for parents and teachers, provision of digital infrastructure, and policy reforms to institutionalize digital reporting systems across public primary schools. This research contributes to educational management literature by offering empirical evidence on the value of real-time communication tools in enhancing home-school collaboration.*

**Indexed Terms-** *Parental Engagement, Real-Time Progress Reports, Pupils' Outcomes, Primary Education, Ifako Ijaiye, Educational Technology, School-Home Communication*

## I. INTRODUCTION

### 1.1 Background to the Study

Parental engagement in children's education is widely acknowledged as a critical factor in improving educational outcomes. It encompasses activities ranging from helping with homework, attending school events, and more recently, leveraging digital

tools for real-time communication with teachers. Real-time progress reports are digital platforms or mobile applications that provide parents with immediate updates on their child's academic performance, attendance, behavior, and teacher feedback. With increasing ICT integration in Nigerian education, schools in Lagos, including Ifako Ijaiye LGEA, have begun adopting such technologies to enhance home-school communication.

The Lagos State Government has invested in digital education platforms as part of its "Eko Digital" initiative. These platforms allow teachers to record grades, share assignments, and provide behavior updates. When properly utilized, such tools have the potential to improve not only communication but also students' academic achievement, punctuality, and general behavior (Chinedu, 2022).

At Community Primary School, Ifako Ijaiye, a teacher observed a child's poor test performance and immediately logged it into the school's digital system. Within 24 hours, the parent received a notification, scheduled a meeting, and provided additional support at home. By the next assessment, the pupil had improved significantly. However, another parent failed to respond to multiple updates, and the child's performance continued to decline. These contrasting cases underscore the importance of not only having real-time reporting systems but also ensuring parental responsiveness.

Despite the introduction of these tools, the degree of parental utilization and its actual impact on student outcomes remain underexplored in Nigerian public primary schools. This study, therefore, assessed the role of real-time progress reports in enhancing parental

engagement and its impact on pupils' academic outcomes.

### 1.2 Statement of the Problem

The use of real-time reporting tools in primary schools is growing, yet many parents in the public school system are not leveraging these platforms effectively. This may be due to digital illiteracy, socio-economic constraints, or a lack of understanding of their significance. Consequently, the expected improvement in pupils' outcomes through parental engagement has not been fully realized.

The study sought to fill the gap by providing empirical evidence on how real-time progress reporting systems impact parental engagement and subsequently affect pupil performance, attendance, and behavior.

### 1.3 Purpose of the Study

The main purpose of the study was to assess parental engagement and pupils' outcomes in primary schools using real-time progress reports at Ifako Ijaiye local government education authority, Lagos State. The following specific objectives guided the study:

- i. To assess the extent of parental engagement through real-time progress reports in primary schools.
- ii. To examine the relationship between parental engagement and pupils' academic outcomes.
- iii. To evaluate how real-time progress reports influence parental decision-making regarding pupil development.

### 1.4 Research Questions

The following questions guided investigations in the study:

- i. What is the extent of parental engagement through real-time progress reports?
- ii. What is the relationship between parental engagement and pupils' academic outcomes?
- iii. How do real-time progress reports influence parental decision-making?

### 1.5 Research Hypotheses

The following null hypotheses were tested in the study:

H<sub>01</sub>: There is no significant parental engagement through real-time progress reports.

H<sub>02</sub>: There is no significant relationship between parental engagement and pupils' academic outcomes.

H<sub>03</sub>: Real-time progress reports do not significantly influence parental decision-making.

### 1.6 Significance of the Study

The study contributed to knowledge in multiple ways. Firstly, it provided empirical data to policymakers on the importance of digital parental engagement. Secondly, it informed school administrators and teachers on how best to use these tools for improved home-school collaboration. Lastly, it encouraged parents to become active participants in their children's education using modern technologies (Ogunyemi, 2023).

### 1.7 Scope of the Study

The study was restricted to public primary schools under the Ifako Ijaiye Local Government Education Authority, Lagos State. It covered only parents and teachers using real-time digital reporting systems.

### 1.8 Limitation of the Study

This study is limited by disparities in parental access to digital devices and internet connectivity, varying levels of digital literacy among parents, inconsistent implementation of real-time reporting systems across schools, reliance on self-reported data subject to bias, the cross-sectional nature of the research which restricts longitudinal insights, its focus solely on public primary schools in Ifako Ijaiye LGEA excluding private institutions, and the exclusion of pupils' perspectives, all of which may affect the generalizability and depth of findings on the impact of parental engagement via real-time progress reports on pupils' academic and behavioral outcomes.

## II. LITERATURE REVIEW

### 2.1 Introduction

This section presents the conceptual review, Theoretical framework and the Empirical Reviews that are connected to the study.

### 2.2 Conceptual Review

Parental engagement refers to the active and meaningful involvement of parents in their children's education both at home and in school (Epstein, 2021). This involvement includes supporting homework,

communicating with teachers, attending school functions, and participating in decision-making. Research confirms that strong parental engagement contributes positively to pupils' academic performance and behavior (Adeleke & Ojo, 2020).

In recent years, the adoption of real-time progress reports has reshaped how parents engage with their children's education. These digital platforms provide instant access to pupils' academic scores, behavior records, and attendance, allowing for timely parental interventions when challenges arise (Yusuf & Bello, 2023). This model fosters continuous feedback and bridges communication gaps often seen in traditional school-home interactions.

The term pupils' outcomes encompasses academic performance, classroom behavior, attendance, and social skills. These outcomes are significantly influenced by how informed and involved parents are in their children's schooling (Obasi, 2024). When parents track progress regularly, they can support learning more effectively at home and collaborate better with teachers.

Effective school-home communication forms the backbone of this engagement. Timely communication builds trust and enables collaborative problem-solving (Adeyemi & Ogundipe, 2022). Real-time reports enable this by offering accessible, two-way communication channels, encouraging responsiveness from both teachers and parents.

In Nigeria, particularly in Ifako Ijaiye LGEA, challenges such as poor internet, digital illiteracy, and socio-economic barriers hinder full parental involvement. However, research shows that with user-friendly platforms and teacher support, digital tools significantly enhance engagement (Okon & Eze, 2020; Ogunyemi, 2023).

In sum, the conceptual basis for this study is the link between digital parental engagement and improved pupil outcomes. Real-time reports serve as a catalyst for active school-home collaboration, benefiting academic success and behavioral development.

Figure 1: Conceptual Framework of Parental Engagement and Pupil Outcomes via Real-Time Progress Reports

Real-Time Progress Reports → Parental Engagement → Academic Outcomes, Attendance, Parental Decisions

*Source: Adapted from Epstein (2020) and Chinedu (2022)*

### 2.3 Theoretical Framework

This study was anchored on Epstein's Theory of Overlapping Spheres of Influence and Bronfenbrenner's Ecological Systems Theory. Epstein's Theory of Overlapping Spheres of Influence by Joyce L. Epstein was originally formulated in the early 1990s and most notably published in 1995 while Bronfenbrenner's Ecological Systems Theory by Urie Bronfenbrenner was introduced in 1979.

Epstein emphasizes that collaboration between family, school, and community enhances children's learning, with real-time reports acting as a bridge for parent-school interaction. Bronfenbrenner's theory highlights how children's development is shaped by multiple systems, especially the microsystem, which includes family and school. Real-time progress reports bring parents closer to the school microsystem, fostering consistent engagement. Together, these theories support the idea that timely communication and active parental involvement positively influence pupils' academic performance and behavioral development within the primary school environment.

Epstein's Framework of Six Types of Parental Involvement (2020):

- i. Parenting
- ii. Communicating
- iii. Volunteering
- iv. Learning at Home
- v. Decision Making
- vi. Collaborating with the Community

### 2.4 Empirical Review

Chinedu (2022) studied 300 parents in Abuja and found that 65% believed real-time feedback improved their children's learning habits. In contrast, Ogunyemi (2023) found that in rural Ogun State, only 40% of parents had access or responded to digital updates.

Adebayo and Hassan (2021) examined 15 Lagos schools and revealed a significant positive relationship between digital parental involvement and improved test scores. Similarly, Brown and Johnson (2022) noted that children whose parents used digital tools to monitor progress were more punctual and better behaved.

However, Adeola and Ojo (2021) cautioned that parental education level and digital literacy mediate the effectiveness of such tools (Adeola & Ojo, 2021).

### III. RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter outlined the research methodology adopted for the study. It covered the research design, population, sample size, sampling techniques, instruments for data collection, procedures for data collection, and methods of data analysis. These elements ensured the study's objectives are systematically and reliably achieved.

#### 3.2 Research Design

This study employed a descriptive survey design. The design is suitable for collecting data on the current status of phenomena, particularly the assessment of parental engagement and pupils' outcomes via real-time progress reports. It allowed for the collection of both quantitative and qualitative data from a sample population.

#### 3.3 Population of the Study

The population of the study consisted of primary school teachers and parents whose children attend public primary schools within Ifako Ijaiye Local Government Education Authority, Lagos State. The study specifically identified eleven (11) out of twenty seven (27) public primary schools where digital reporting tools were being introduced to strengthen communication between teachers and parents, aiming to enhance pupils' overall performance. The teachers and parents were 489 in total as retrieved from the desk of the LGEA Secretary.

#### 3.4 Area of Study

The study focuses on Ifako Ijaiye Local Government Education Authority (LGEA) in Lagos State, Nigeria, a densely populated urban area known for its mix of

public and private primary schools. As a key educational hub, it reflects both the challenges and potentials of integrating technology into public education. The area comprises diverse socio-economic groups, making it ideal for assessing how parental engagement via real-time progress reports impacts pupils' academic and behavioral outcomes.

#### 3.5 Sample Size and Sampling Technique

With a population of 489, Taro Yamane's formula at a 5% margin of error yielded a sample size of 220 respondents. Stratified random sampling grouped respondents into parents and teachers. Proportional allocation was applied (e.g., 60% parents, 40% teachers), followed by simple random selection within each group for fair representation. Hence, 132 parents and 88 teachers participated in the study.

#### 3.6 Research Instruments

The primary instrument used was a structured questionnaire titled "Parental Engagement and Pupil Outcomes Questionnaire (PEPOQ)." The questionnaire was divided into four sections: Section A: Demographic Information; Section B: Parental Engagement through Real-Time Progress Reports; Section C: Pupils' Academic Outcomes; Section D: Parental Decision-Making Influence. Each of the three research questions has 5 items measured on a 5-point Likert scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1).

#### 3.7 Validity and Reliability of the Instrument

Face and content validity were ensured by experts in educational technology and measurement. A pilot study was conducted using 20 respondents in Alimosho LGEA which is outside the study area, and Cronbach's alpha was used to test internal consistency. Reliability coefficients for the sections were: Parental Engagement (0.82), Academic Outcomes (0.78), and Decision-Making (0.84).

#### 3.8 Method of Data Collection

Data were collected through physical administration of the questionnaires with the assistance of trained research assistants. Respondents were briefed on the purpose and given 20 minutes to complete the forms. Response rate was 100%.

### 3.9 Method of Data Analysis

Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to analyze demographic data and research questions. Inferential statistics (Pearson correlation and t-tests) were used to test the hypotheses at a 0.05 significance level using SPSS Version 25.

## IV. ATA PRESENTATION, ANALYSIS AND DISCUSSION

### 4.1 Introduction

This chapter presents the analysis of data collected through the questionnaire. It includes the demographic characteristics of respondents, descriptive statistics for research questions, inferential statistics for hypotheses testing, and a discussion of findings.

### 4.2 Demographic Characteristics of Respondents

Table 1: Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	85	38.6
	Female	135	61.4
	Total	220	100
Age	21–30 years	28	12.7
	31–40 years	110	50.0
	41–50 years	60	27.3
	51 years and above	22	10.0
	Total	220	100
Relationship	Parent	120	54.5
	Teacher	100	45.5
	Total	220	100
Educational Level	Primary	16	7.3
	Secondary	78	35.5
	Tertiary	126	57.3
	Total	220	100

### 4.3 Interpretation of Demographic Characteristics of Respondents

The majority of respondents were female (61.4%) and between the ages of 31–40 years. Most had tertiary education (57.3%), indicating a literate sample capable of using digital platforms.

### 4.4 Descriptive Analysis of Research Questions

Research Question 1: What is the extent of parental engagement through real-time progress reports?

Table 2: Mean Responses on Parental Engagement

Item	Mean	Std. Dev.
I regularly check my child's progress through the platform	4.21	0.81
I receive timely alerts and updates	4.10	0.89
I respond promptly to teacher messages	4.05	0.84
I find the reports easy to access and understand	3.95	0.96
I have scheduled meetings based on updates	3.87	0.92

Source: Field Survey, 2025

Interpretation: The mean scores (3.87–4.21) indicate a high level of parental engagement through real-time reports.

Research Question 2: What is the relationship between parental engagement and pupils' academic outcomes?

Table 3: Mean Responses on Pupils' Outcomes

Item	Mean	Std. Dev.
My child has improved academically	4.15	0.77
Reports help me monitor test scores	4.18	0.80
Attendance has improved	4.00	0.85

Behavioral change is noticeable	3.88	0.90
Regular updates motivate my child	4.20	0.79

Source: Field Survey, 2025

Interpretation: Mean scores show positive academic outcomes associated with engaged parental monitoring.

Research Question 3: How do real-time progress reports influence parental decision-making?

Table 4: Mean Responses on Parental Decision-Making

Item	Mean	Std. Dev.
I make better educational decisions	4.30	0.76
I discuss academic goals with my child	4.11	0.83
I enrolled my child in extra lessons due to feedback	3.95	0.88
I attend more school meetings	4.02	0.82
I consult teachers more frequently	3.98	0.90

Source: Field Survey, 2025

Interpretation: Responses reveal strong agreement that real-time reports significantly influence parental decisions.

#### 4.5 Inferential Statistics for Hypotheses Testing

Hypothesis One (H01): There is no significant parental engagement through real-time progress reports.

Table 5: One-Sample t-test for Parental Engagement

Variable	t	df	Sig. (2-tailed)	Mean Difference
Parental Engagement	8.921	219	0.000	0.94

Decision: Since  $p < 0.05$ , the null hypothesis is rejected. There is significant parental engagement.

Hypothesis Two (H02): There is no significant relationship between parental engagement and pupils' academic outcomes.

Table 6: Pearson Correlation Between Engagement and Outcomes

Variables	r	Sig. (2-tailed)
Engagement & Outcomes	0.612	0.000

Decision: The correlation is strong and significant. The null hypothesis is rejected.

Hypothesis Three (H03): Real-time progress reports do not significantly influence parental decision-making.

Table 7: One-Sample t-test for Decision-Making

Variable	t	df	Sig. (2-tailed)	Mean Difference
Decision-Making	9.421	219	0.000	1.10

Decision: The null hypothesis is rejected. Real-time progress reports significantly influence decision-making.

#### 4.6 Discussion of Findings

The results affirmed the critical role of real-time progress reports in enhancing parental engagement. Parents actively check digital updates and use them to support children's academic progress. The correlation between engagement and outcomes confirmed studies by Adebayo and Hassan (2021) and Brown & Johnson (2022). Decision-making patterns aligned with the empirical findings of Ogunyemi (2023), who highlighted how timely feedback strengthens educational planning.

The study showed that real-time progress reports significantly improved pupils' academic and behavioral outcomes by enhancing parental engagement, supporting Epstein's theory (Epstein, 2021). It implied that schools should adopt inclusive digital tools to foster home-school collaboration. Teachers and policymakers must prioritize consistent digital communication, as supported by findings from Adeyemi and Ogundipe (2022) and Obasi (2024), to

promote improved learning outcomes in public primary schools in Lagos State and across Nigeria.

## V. SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.1 Summary

This study assessed the role of parental engagement and its impact on pupils' academic outcomes using real-time progress reports in primary schools under the Ifako Ijaiye Local Government Education Authority, Lagos State. Findings revealed that the introduction of digital progress platforms has significantly improved parental participation, which has, in turn, positively influenced academic outcomes and parental decision-making.

Key findings include: Parents actively engage with real-time progress reports, frequently checking updates and responding to alerts; A significant positive relationship exists between parental engagement and pupils' academic outcomes; Real-time reports strongly influence educational decision-making, such as attendance at school meetings, follow-up lessons, and behavior monitoring.

### 5.2 Conclusion

Parental involvement is a decisive factor in educational achievement. This research confirms that technology-enhanced platforms, like real-time progress reports, promote regular and effective communication between school and home. Such engagement improves not only academic performance but also promotes informed decision-making by parents. Schools should prioritize the use of digital platforms to foster inclusive learning environments.

### 5.4 Recommendations

Based on the findings, the following recommendations are made:

- i. Schools should train parents and teachers on the effective use of real-time progress platforms.
- ii. The Local Government Education Authority should invest in IT infrastructure to support digital communication systems in all primary schools.
- iii. Policy frameworks should mandate periodic review and updating of real-time platforms to ensure their continued relevance and effectiveness.

### 5.3 Contributions to Knowledge

This study contributes to the existing body of knowledge in the following ways:

- i. It empirically demonstrates the effectiveness of real-time digital platforms in increasing parental engagement.
- ii. It establishes a significant relationship between parental involvement and pupils' academic outcomes in public primary education.
- iii. It provides a contextual understanding of how real-time feedback influences parental educational planning and follow-up actions.

### 5.5 Suggestions for Further Studies

Future research should consider:

- i. Expanding the scope to include rural schools to assess the effectiveness of digital platforms in low-tech environments.
- ii. Comparing private and public primary schools to identify differences in parental engagement levels and outcomes.
- iii. Conducting longitudinal studies to examine long-term effects of digital parental involvement on student outcomes.

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