



The impact of parenting style and involvement on primary children academic performance in Nigeria: (A case study of Sokoto state)

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Article Info

ISSN (online): 2582-7138

Volume: 03

Issue: 02

March-April 2022

Received: 21-02-2022;

Accepted: 04-03-2022

Page No: 117-127

Abstract

Society has been considering parental style involvement in the children education as a viable key function to the total success of their academic performance and excellence. The main objective of this paper is to examine the impact of parenting style on primary school pupils' academic performance in Sokoto state, Nigeria. The findings of this study statistically shows that pupils' from primary 4,5 and 6 in Sokoto metropolitan area for the period of 2020-2021 has following examination scores. This signifies that 20 pupils from the number of 100 pupils who scores exams at range from 0-79 which is 24.2% were failed, meanwhile 37 pupils who score 121-159 in their exams out of 36.7% of the total number of pupils were passing. Therefore, 43 pupils out of 39.2% who score marks from 160 to above shows that they have scored an excellent performance in their examination. The result showed that parental style has significantly played a vital role towards the academic excellence and performance of the children in school. Qualitative findings shows that involvement of parent, teachers has significantly promote children's academic performance which include discussion, helping with homework, guidance, mentoring, coaching, support, motivation and reading with children tremendously promote their academic excellent in their performance. The study recommends parents and teachers should actively involve in their children's educational activities through establishing a cordial relationship as well as show affection to their children, participate in school and home events in democratic way and manner and responsive in nature, and keep positive educational expectation then children' academic performance.

Keywords: Parenting style, academic performance, role, pupil

1. Introduction

In today's society, parents are considered the most influential figures in playing a vital role in children's academic performance. This is the fact that the importance of quality education in the life of a human being cannot be overemphasized. Of all the levels of education, such as pre-primary, primary, secondary, and tertiary education, basic education, which is the foundational background of education, is the zenith and most important in terms of grooming human beings.

Consequently, imparting knowledge to young pupils served as bedrock in promoting human and economic development in all facet of human life.

(Qureshi *et al.* 2021)^[20] Scholars in our contemporary society have recognized the significant and substantial influence of parenting styles on children's academic achievements as well as performance in various subjects of study in promoting human growth and educational development.

Many factors that have contributed to improvement in students' academic performance have received much attention from educators and researchers. All these factors contribute to the academic performance of students. Such factors as study hours, the socioeconomic status of parents or guardians, and the level of education level attained by all have a significant impact on their academic performance (Tues 2021). The economic status of parents and their academic background, and encouragement are other important factors that influence the academic performance of children likewise their commitment, motivation, support and proper guidance and assistance has been considered as the best strategy for promoting their academic excellent. Effective communication from parents and teachers, communication skills, and learning facilities have also been found as significant determinants of academic performance which influence children academic performance. (Tong, Yuying, Jenny Xin Li, and Binbin Shu 2021)^[23].

Students' academic success is an important aspect of schooling (Rono, 2013). It is regarded as the central axis around which the entire educational system revolves. Narad and Abdullah (2016)^[17], stated that the success or failure of children on academic institution is determined by the level of academic performance of the teachers towards making children to understand the subject. Singh, Malik, and Singh (2016) also claimed that student academic performance has a direct impact on a country's socioeconomic development. Students' academic achievement, according to Farooq, Chaudhry, Shafiq, and Behanu (2011), serves as a basis for knowledge acquisition and skill development. Furthermore, Farooq *et al.* (2011)^[9] stressed that all educators' first priority is students' academic performance. Academic performance, according to Narad and Abdullah (2016)^[17], is the amount of knowledge learned.

School is a creation of community and students found in schools are from different homes and background on the purpose of learning and knowledge gaining. The home coaching of children activities go a long way in determining learners' success. For instance, Bakare (1994) advanced four causative phenomena that could affect individual scholastic achievements, these include: the child's attitude, family, school and society. From these phenomena, parents stand in the position of the family. This shows the importance of the involvement of parents in the improvement of students' academic achievement. Parental involvement includes a wide range of behaviours, but it generally refers to parents' mode of training and investment of resources in their children's schooling. Parents' involvement at home can include activities such as discussion on school activities, helping with homework, and reading with children (Novienti *et al.* 2021) Parental beliefs and perception have also been shown to be strong predictors of parental involvement. Similarly Jabar, Melvin Allena (2021) is of the view that the parental role on the development of children education has significance influence on their academic performance in school. Parents' involvement in children academic activities or educational learning plays a vital in the development of their excellent performance.

Consequently, the style of parenting adopted in different

homes affects the children's disposition. This can be to the development of a child or to the detriment of his or her academic career. Baumrind (1973) attempted to link family interaction to children's cognitive competence. The author postulated three family parenting styles, these are authoritative, authoritarian and permissive, which have consequences on the development and cognitive and social competence of the child. Moreover, previous studies have found that improvement in the academic performance of students is dependent on a combination of teacher, student, school and parental factors is attributed it to environmental, personal, social, psychological and economic factors in relation to academic performance of child. Consequently, It is believed that there are other factors that contribute to academic performance. For instance, the socio economic status of parent's land their level education has been identified among the key aspect that influence and promotes pupil academic performance. Furthermore,

It has been discovered that students' performance in school could be hindered due to the level of involvement of parents in children studies otherwise the menace of poverty or lack parental participation on their academic performance. According to Desmon (2010) family particularly parents who neglected their major responsibility toward the training of their children; discipline and guidance as well as proper mentoring with regard to their studies and academic achievements has significant role that contributes to the success of their study.

Nevertheless family particularly parents have played a vital role in the education of their children in order to have sound and quality education for attainment of excellent performance in their daily studies. Therefore, considering the important role played by parent in parental style cannot be overestimated. Neglecting children without proper involvement of parents in their education is a great problem which in turn may the obstacle of the failure of some students in their academic pursue. Therefore, giving child proper training, guidance, support and encouragement as well as monitoring may significantly improves his/her level of performance. Parenting style play very significant role in the pursuant of academic excellent and performance. So there is need to know some of the factors that are behind the success of children academic performance which previous studies failed address so this gap need to fill. This research will examine the influence of parenting style on primary school pupils on academic performance in Sokoto state.

1.3 Main Objective of the study

The general objective of this study is to examine the Influence of parenting style on primary school pupils' academic performance in Sokoto state of Nigeria.

Specific Objective(s) of the study

Specific objectives include:

1. To examine how authoritarian parenting style has an impact on the primary school pupils' academic performance in Sokoto state.
2. To find out how authoritative parenting style has an impact on the primary school pupils' academic performance in Sokoto state.
3. To determine the extent on how permissive parenting style has an impact on the primary school pupils' academic performance in Sokoto state.

Research Questions

1. What is the Impact of authoritative parenting style on pupils' academic performance in Sokoto state?
2. How does authoritarian parenting style impact on pupils' academic performance in Sokoto state?
3. How Permissive parenting style does has significance influence on pupils' academic performance in Sokoto

Conceptual Framework

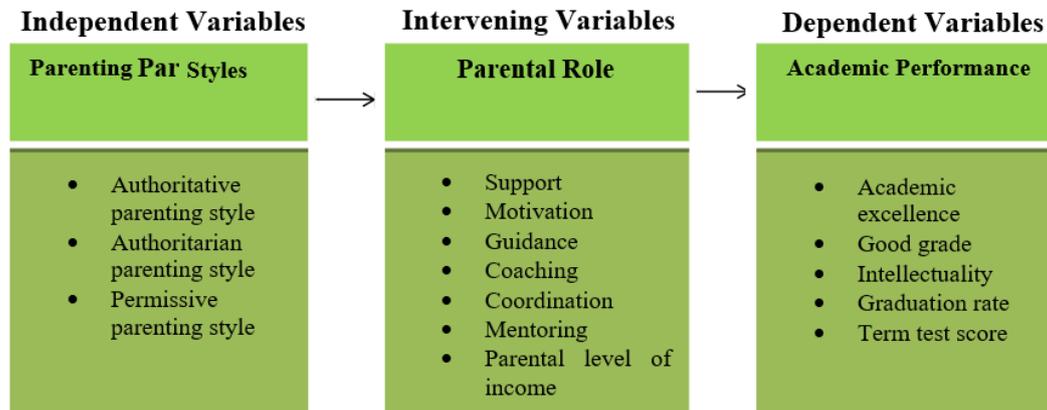


Fig 1: Conceptual framework showing relationship between impacts of parenting style on pupils' academic performance

It was conceptualized that the impact of parenting style that is authoritative, authoritarian and permissive parenting style were the independent variables which has significance influence towards playing a vital role that contributes to the success of pupils' academic performance. The moderating variable which is parental role is another important aspect that promotes pupil academic performance which encompasses parental support, motivation, guidance, coaching, coordination; mentoring and parental level of income may influence pupils' academic performance in one way or the other that shaped their mind with new innovations and creative mind and thinking, developed positive attitudes in pursuant to the success of their level of performance. The dependent variables such as academic excellence, good grade, intellectuality, and graduation rate and term test score serve as important elements to the success of the pupil in their total outcomes of their performance. This in turn will promotes qualitative and sound education, skills as well as professionalism and expertise thereby contributing to their success in the future endeavours as part of the best strategy of promoting young pupil in attaining human development both educationally and intellectually.

Literature Review

This section reviewed the existing literature related to the topic of this study under the following sub-headings:

Literature on Authoritarian Parenting Style

According to Steinberg and Mount (2009) the authoritarian parenting style is a pattern contains the following elements: an expectation of mature behavior from the child and clear setting of standards by the parents; firm enforcement of rules and standards, using commands and sanctions when necessary; encouragement of the child's independence and individuality. She found the children of authoritative parents are mature, responsible and more independent than other children. They appeared to be socially responsible. In a

state?

Research hypothesis

1. There is no significant relationship between parenting style and pupils academic performance in Sokoto state.
2. There is significant relationship between parenting style and pupils academic performance in Sokoto state.

related study, Steinberg and Mount (2009) found that the authoritative parenting facilitates adolescent's academic success.

Authoritarian parents are highly directive, value obedience and are more controlling. They show less warmth and nurturance and more distance and aloofness. They do not encourage discussion and debate and are highly demanding. Authoritarian parents would for example say "you can't have the car because I said so". They expect absolute obedience from their children and often times use forceful measures to control behavior. Their children have a multitude of problems and are less individuated. Their children show lower internalization of pro-social values and ego development. Boys from single authoritarian homes have more problems than boys from two parents home (Benokraitis, 1996).

Literature on Authoritative Parenting Style

The authoritative style of parenting has the following characteristics: parents attempt to shape, control and evaluate the behaviour and attitudes of their children in accordance with an absolute set of standards; parents emphasize obedience, respect for authority, work, trading and the preservation of order; verbal exchange between parents and child is discouraged. Baumrind's study of preschool children found that such a mode of family interaction is associated with low levels of independence and social responsibility. Baumrind later described the authoritarian pattern, somewhat more formally, as being high in demand on the part of the parents and low in parental responsiveness to the child. She found that this has different consequences for girls and for boys. Girls, but not boys, who come from authoritarian families are more socially assertive. For both sexes, intrusive directiveness is associated with lower cognitive competence (Baumrind 2010).

In a related study, Steinberg Elmen and Mount (2009) found that the authoritative parenting facilitates adolescents' academic success. This pattern contains the following

elements: an expectation of mature behavior from the child and clear setting of standards by the parents; firm enforcement of rules and standards, using commands and sanctions when necessary; encouragement of the child's independence and individuality. She found the children of authoritative parents are mature, responsible and more independent than other children. They appeared to be socially responsible.

Literature on Permissive Parenting Style

Permissive style of parenting is a style in which parents are tolerant and accepting towards the child's impulses, use as little punishment as possible, make few demands for mature behaviour, and allow considerable self-regulation by the child. She found the children of permissive parents as immature, lack impulse control and self-reliance, and exhibits a lack of social responsibility and independence.

According to Santrock (1995) permissive/laissez faire these parents are warm, responsive, with less control. They make fewer demands from their children and allow their children to regulate themselves for the most part, using little discipline. They are higher on responsiveness but lower on demanding, requiring little maturity and conventionalism. Their children are less assertive, less cognitively competent because these parents are usually manipulative; therefore their inculcation of morals and social responsibility does not give their children total freedom choice.

Literature on Parental Factors Contributing to Academic Performance

Several studies have been conducted in various countries to assess the factors which contribute to the academic performance of students in different ways and strategies. The study by Farooq and Berhanu (2011) ^[9] found that parents' education and socio-economic status have a significant effect on a student's academic performance in mathematics and English language. Similarly, the study of Jayanthi, Balakrishnan, Ching, Latiff, and Nasirudeen (2014) in Singapore revealed that the interest in pursuing a subject, co-curricular activities, the nationality of a student, and gender affect the academic performance of a student. Additionally, Sibanda, Iwu and Olumide (2015) found that regular study, punctuality in school, self-motivation and support by the parents are the key determining factors which influence students' academic performance in South Africa. Ali, Munir, Khan, and Ahmed (2013) also found that daily study hours, mentoring, and parents' socio-economic status and age have a significant impact on academic performance in children.

Interestingly, the study of Catherine (2015) found that the socio-economic status of parents, especially those with high incomes, has a significant impact on the academic performance of students within the Kitale Municipality of Kenya. Also, a positive classroom environment has also been found as a determining factor of academic performance (MolokoMphale & Mhlauli, 2014). Maganga (2016), Nghambi (2014), and Osei-Mensah (2012) indicated that the availability of teaching and learning materials, the competency of teachers, and the environment in which a school is located have an impact on students' academic performance. Furthermore, students' personality traits, personal goals, and motivation, as well as the support from teachers and the teacher's level of experience, significantly influence the academic performance of students (Ulate & Carballo, 2011).

Afzal, Ali, Khan, and Hamid (2010) asserted that students' personal motivation plays a vital role in their academic performance. They found that both intrinsic and extrinsic motivation have a positive effect on students' academic performance. They added that intrinsic motivation is a stronger predictor of academic performance than extrinsic motivation. In the same way, Haider, Quereshi, Pirzada, and Shahzadi (2015) stated that motivation plays an important role in the success of a student academically. In their study, they found that intrinsic and extrinsic motivation had a positive statistical significance relationship with academic performance. They outlined that students' motivational characteristics such as self-exploration, altruism, and career focus and how they manage social pressure have a positive impact on their academic performance. Using structural equation modelling analysis to assess the effect of motivation on performance,

Methodology

This study used a cross-sectional study design was used in the study. A questionnaire and interviews was used for collecting data. This study used both qualitative and quantitative approaches to obtain in-depth information related to the phenomenon under study. The design was chosen in order to find out the relationship between parenting style and pupils' academic performance in Sokoto Central zone. The population is comprised of two hundred (200) people. The study population was composed of students, teachers, head teachers, parents, and SBMC. The data was obtained from the six local governments from the central zone in the states, which include Sokoto South, Sokoto North, Wamakko, Dangeshuni Tureta, and Bodinga. A sample of 200 respondents covering the area of study was chosen for this study. The study used stratified random sampling to select five head teachers, 100 teachers, 30 parents, and five SBMC chairmen (60) students. In second phase qualitative methodological approach was employed in data collection and analysis. The respondents were purposively selected. Semi-structured interviews were used for data collection which enables the researchers in capturing in-depth information, views, experiences and understanding of the participants. The criteria used for selecting participants were based on relevance, expertise and willingness to participate in the study. The participants interviewed include pupil's parents and head teachers. Total of (15) participants were sample in this study. The interviews were audio-recorded, transcribed, edited, and reported and interpreted according to the needs of the analysis of the data. The method employed for data analysis in this study is thematic and descriptive analysis. The participants are coded here P1 P2 up to P15. The study adopted and used the Creswell ideal for selecting a sample of participants range between 5 to 25 can be used in qualitative study in providing rich data for better findings. Therefore, since this research is a case study, the researcher is guided by the opinion of Creswell in selecting the participants. The raw data was analysed by initially preparing, organizing, sorting, coding, forming the themes, and interpreting the results that emerged and reporting them from the data. In order to authenticate the findings of the study, the researchers ensured that all participants' views were captured accurately in accordance with the needs of the analysis, while the emerging themes and subthemes were identified and positioned accordingly.

Presentation Analysis Interpretation of Data of Quantitative Findings of Sample Size

Table 1: Showing Distribution the data were analysed using thematic analysis approach and emerging themes were presented to provide a clear understanding.

Category of Respondents	Population	Sample size	Sample technique
Parents	300	30	purposive sampling
Head teachers	24	5	purposive sampling
Teacher	137	100	Simple Random sampling
SBMC	125	5	Purposive sampling
Pupils	2465	60	Purposive sampling
Total	2926	200	

Source: Secondary Data 2017

Validity and Reliability of Instruments

Validity

Validity means ascertaining the accuracy of the instruments by establishing whether the instruments focus on the information they are intended to collect. A sample of the instrument was given to expert for validation and comment which was made incorporated into the final instrument to ensure that it has both face and content validity. The content validity index determined using the formula below:

$$CVI = \frac{\text{Total number of items declared valid}}{\text{Total number of items}} = 25/30 = 0.8$$

After checking the validity of the instrument it was found that the instrument was valid with CVI of 0.8 and this means the instrument was highly valid to collect information about the effectiveness of female dropout from secondary school.

Reliability

Reliability refers to the extent to which the instrument produced consistency scores when the same group of individuals is repeated the same measured under the same conditions (Amin, 2005). Reliability of research instrument was established by piloting the instruments in another secondary school within the state. Consistency of instruments was also computed using Cronbach's alpha formula. This was calculated using SPSS as shown below:

Table 2: Showing Reliability Statistics

Cronbach's Alpha	N of Items
.083	25

The data collected from the field was analyzed using Statistical Package for Social Science. Data on demographic features of respondents was analyzed using descriptive statistics and Pearson Product moment correlation was used to analyze the hypothesis in order to determine the effect between early Marriage, gender discrimination and female dropout. While thematic analysis was used for the qualitative data analysis.

This section present the data generated, its interpretation, analysis and the discussion findings. The analysis made use of descriptive statistics and correlation analysis. The descriptive statistic using percentage tables and correlation analysis were used to study the significance of relationship and influence of the variables under study so as to answer the research questions of the study.

One hundred (100) questionnaires were distributed to the Teachers and were filled and returned and their responses were analysed using Pearson Correlation Coefficient

Objective one: Relationship between parenting style and pupils' academic performance

This finding was based on relationship between authoritarian parenting style and pupils' academic performance in Sokoto state.

Table 3: Parents often visit the school to discuss about their children's activities in the school

Statement	Frequency	Percent
Strongly disagree	16	15.0
Disagree	14	10.0
Neutral	14	10.0
Agree	30	40.0
Strongly agree	28	25.0
Total	100	100.0

Source: Primary Data (2022)

In table 3 above, it is indicated that 30 (40%) of the teachers agreed that parents often visit the school to discuss about their children's activities in the school, 28 (25%) of them strongly agreed, 16 (15%) were strongly disagreed while 14 (10%) disagree and another 14 (10%) were neutral. Therefore majority of the respondents agreed that parents often visit the school to discuss about their children's activities. Since the majority of the respondents were all agreed, it implies that parental style has a relationship with their children's academic performance. This is in line with Lengua & McMahon (2000) that parental involvement measured in multiple ways including the activities that parents engaged in at home and at school and the positive attitude the parents have towards their children's academic performance.

Table 4: Parents often visit the school to discuss about their Children's Scores

	Frequency	Percent
Strongly disagree	14	10.0
Disagree	15	12.0
Neutral	18	16.0
Agree	27	32.0
Strongly agree	26	30.0
Total	100	100.0

Source: Primary Data (2022)

Table 4 above shows that 27 (32%) of the teachers agreed that parents often visit the school to discuss about their children's scores, 26 (30%) strongly agreed, 18 (16%) were neutral while 15 (12%) disagreed and another 14 (10%) were strongly disagree. Since majority of the respondents agreed, this implies that parents often visit the school to discuss about their children's scores. This is an indication that parents were involved into their children's academic activities through discussion which also shows that parenting style has a relationship with the pupil's academic performance.

4.1.1 Research Hypothesis 1: There is no relationship between parents discussion about school activities and pupils academic performance

To find out the relationship between parenting style on discussion about school activities and pupils academic performance in Sokoto state, the null hypothesis was tested;

the result of the findings indicates that there was a relationship between parent's discussion about school

activities and pupils' academic performance as seen in the table 5 below.

Table 5: Showing the Relationship between Parenting Style on Discussion with Teachers about Pupils Homework and Pupils' Academic Performance

		Parenting Style on discussion with teachers about pupils homework	Academic Performance
Parental discussion with teachers about pupils homework	Pearson Correlation	1	.235
	Sig. (2-tailed)		.004
	N	100	100
Academic performance	Pearson Correlation	.235	1
	Sig. (2-tailed)	.004	
	N	100	100

Source: Primary and Secondary Data 2021

The table 5 above is the result of Pearson Correlation analysis shows a significant relationship between the parenting Style on discussion with teachers about Pupils' homework and academic performance of the pupils by given the low positive value of the computed correlated index (.235). The P-value (0.04) being less than the significant alpha $P < 0.05$ indicates that the results were statistically significant. The result implies that parental discussion have had low significant relationship on the academic performance of their children in Sokoto state. According to Cohen (1988), this suggests that there is low positive significant relationship between the parental discussion with teachers about pupils' homework and academic performance of the Pupils.

This can be accorded with many researches such as Oknes (2008) that discussion about school activities with children plays a role in children's lives. It is simply viewed as a means of learning, rather than something to be enjoyed. Furthermore, Chudacoff (2007) believes that discussion of school activities with children improves their learning ability. It becomes viewed as something that must teach children certain values. Children who usually have interaction with their parents tend to be more cautious on how to talk with an elderly person than those who were not and to be more organize and structured in their activities.

4.2 Objective Two: Relationship between Assisting with Homework and Pupils' Academic Performance

The second specific objective of the study focused on determining the relationship between parents assisting with homework and pupils' academic performance in Sokoto state. This was done by analyzing the responses of teachers from the questionnaire administered to them and interviews with the head teachers, pupils and their parents, and the result is as follows:

Table 6: Parents Assist their Children with Homework

	Frequency	Percent
Strongly disagree	14	10.0
Disagree	15	12.0
Neutral	16	15.0
Agree	29	35.0
Strongly agree	26	28.0
Total	100	100.0

Source: Primary Data (2021)

Table 6 above shows that 29 (35%) of the teachers agreed that parents assist their children with homework, 26 (28%) strongly agreed, 16 (15%) were neutral, 15 (12%) were disagreed while 14 (10%) strongly disagreed. Since the

majority of the respondents agreed, this implies that parents assist their children with homework. The mean (2.62) and standard deviation (1.843) shows that the majority of the respondents were all agreed. This implies that parents were involved into their children's academic activities through assisting them with their homework.

This is in line with Keith; Darwin & Bruch (2002) who asserted that children whose parents were involved in assisting them with homework showed higher academic performance than children whose parents were not involved in assisting them with homework.

Table 7: Parents Often Approach Teachers Regarding their Children's Homework

	Frequency	Percent
Strongly disagree	15	14.0
Disagree	14	10.0
Neutral	17	16.0
Agree	27	30.0
Strongly agree	27	30.0
Total	100	100.0

Source: Primary Data (2021)

Table 7 above indicates that 27 (30%) of the teachers strongly agreed and agreed respectively that parents often approach teachers regarding their children's homework, 17 (16%) were neutral, 15 (14%) strongly agreed while 14 (10%) of the respondents disagreed. The result indicates the majority agreed, which implies that parents often approach teachers regarding their children's homework. This shows that parents were involved into their children's academic activities by approaching teachers regarding their children's homework and assignment which significantly help them to become intellect which in turn has the positive impact in their study and academic their progress as part the best strategy of achieving academic high performance. This is the fact that parent are doing their best for the best and progress of their children academic progress and performance through assistance and guidance. These findings are corroborated with the finding of Finn (2010) who suggests that assisting the child with homework is a concrete way parents demonstrate the commitment they have to their children's education.

4.2.1 Research Hypothesis 2: There is no Relationship between Parenting Style on Assisting with Homework and Pupils' Academic Performance

To find out the relationship between parents assisting with homework and pupils' academic performance in Sokoto

state, the null hypothesis was tested; the result of the findings indicated that there was a relationship between parents

assisting with homework and pupils' academic performance as seen in the table 8 below.

Table 8: Showing Relationship between Parenting Style on Assistance with Homework and Pupils Academic Performance

		Parenting Style on assistance with homework	Academic performance
Parental assistance with homework	Pearson Correlation	1	.155**
	Sig. (2-tailed)		.006
	N	100	100
Academic performance	Pearson Correlation	.155**	1
	Sig. (2-tailed)	.006	
	N	100	100

Source: Result of Analysis (2021)

The table 8 shows the Pearson correlation analysis with a significant relationship between parenting Style on assistance with homework and Academic performance of the Pupils given the low value of the computed index (0.155). The p-value (0.006) given moderate high value than significant alpha $P > 0.05$ this implies that the result were statistically significant. The result implies that parental assistance with homework have a positive low significant relationship with the pupils' academic performance in Sokoto state.

This is in line with the assertion made by some researchers such as (Keith, Darwin & Bruch 2008) who asserted that children whose parents were involved in assisting them with homework showed higher academic performance than children whose parents were not involved in assisting them with homework. Similarly, Finn (2010) suggests that assisting the child with homework is a concrete way parents demonstrate the commitment they have to their children's education even though parents' effectiveness may depend on their level of education.

4.3 Objective Three: Relationship between Parenting Style on supervision of the child's activities at home/school and Pupils' Academic performance

The second specific objective of the study focused on determining the relationship between supervision of the child's activities at home/school and pupils' academic performance in Sokoto state. This was done by analyzing the responses of teachers from the questionnaire administered to them and interviews with pupils and their parents, and the result is as follows:

Table 9: Parents Usually Visit the School to supervise their Children's Activities

	Frequency	Percent
Strongly disagree	14	10.0
Disagree	16	15.0
Neutral	16	15.0
Agree	27	30.0
Strongly agree	27	30.0
Total	100	100.0

Source: Primary Data (2021)

Table 9 above shows that 27 (30%) of the teachers agreed and strongly agreed respectively that parents usually visit the schools to supervise their children's activities, 16 (15%) were neutral, another 16 (15%) were disagreed while 14 (10%) of the respondents strongly disagreed. Therefore the majority of the respondents agreed, which shows that parents usually visit the schools to supervise their children's activities in the

school. This means that parents were involved into their children's academic activities through visiting the schools to supervise their children's activities. This finding is in line with finding of Fan & Chen (2001) who asserted that supervision of the child's activities at home or school serves not only prevention but also improve the academic performance of the children, if for example a child likes plating too much this can be reduce by imposing supervision during the time of his or her activities.

Table 10: Teachers Often Receive Parent for Supervision of their Children's Academic Activities

	Frequency	Percent
Strongly disagree	14	10.0
Disagree	16	15.0
Neutral	18	17.0
Agree	25	28.0
Strongly agree	27	30.0
Total	100	100.0

Source: Primary Data (2021)

Table 10 above indicates that 27 (31%) of the teachers strongly agreed that teachers often receive parents for supervision of their children's academic activities, 25 (28%) agreed, 18 (15%) were neutral, 16 (15%) were disagreed while 14 (10%) of the respondents strongly disagreed. since the majority of the respondents agreed, this implies that teachers often receives parent for supervision of their children's activities in the school. This implies that parent were involved into their children's academic activities in which teachers receive them for supervision of their children's academic activities. This findings is in accordance with the findings of Desforges and Abouchaar (2003)^[6] who stated that supervision of the child's activities at home or school involves monitoring the child's in and out of school activities and impacts immensely on children's academic performance.

4.3.1 Research Hypothesis 3: There is no Relationship between Parenting Style on Supervision of the Children's Activities at Home/School and Pupils Academic Performance

To find out the relationship between supervision of the children's activities at home/school and pupils academic performance, the null hypothesis was tested; the result of the findings indicated that there was a relationship between parents supervision of the children's activities at home/school and pupils academic performance as seen in the table 11 below.

Table 11: Correlation of Parenting Style on Supervision of their Children's Activities in School and Academic Performance

		Parenting Style on supervision of children's academic activities	Academic performance
Parental involvement in school activities	Pearson Correlation	1	.665**
	Sig. (2-tailed)		.001
	N	100	100
Academic performance	Pearson Correlation	.665**	1
	Sig. (2-tailed)	.001	
	N	100	100

Source: Primary Data (2021)

Result in table 11 above indicated that there was a significant relationship between the Parental supervision of their children's academic activities and Pupils' academic performance showing the significant relationship between the two variables where correlated index given moderate value of (.665) and the significant alpha P value is (0.01) being less than the alpha value 0.05 which is statistically acceptable. The result implies that the way parents supervise their children academic activities has moderate significant relationship with their children's academic performance in Sokoto state. This finding is in line with the finding of Lengua & McMahon, (2000) who stated that Parental involvement can be measured in multiple ways including activities that parent engages with their children at home as well as at school which have positive influence on their attitude towards their academic performance on their education.

Table 12: Summary of Pupils Examination Scores from Three Schools in the Metropolitan area in Sokoto state

	Frequency	Percent
0-79 Fail	20	24.2
121-159 Pass	37	36.7
160 above Excellent	43	39.2
Total	100	100.0

Source: Secondary Data (Pupils' total Scores 2021)

The above table gives an overview of the breakdown of pupils' examination scores for primary 4,5 and 6 pupils in the Sokoto metropolitan area for the period of 2020-2021. This signifies that 20 pupils from the number of 100 pupils who scores exams at range from 0-79 which is 24.2% were failed, meanwhile 37 pupils who score 121-159 in their exams out of 36.7% of the total number of pupils were passing. Therefore, 43 pupils out of 39.2% who score marks from 160 to above shows that they have scored an excellent performance in their examination.

Presentation Analysis Interpretation of Data of Qualitative Findings

Pupil's Opinions In Relation To Their Academic Activities

The data that emerged from the respondents' responses revealed the most significant role played by parent with regard to the importance academic activities in relation to their children study at home. The pupils interviewed acknowledge that they were engaged in discussion with their parents towards their assignment home work. In this regard, one of the pupils disclosed that:

"My parents usually teach me concerning my school homework particularly my mother. She guide me or assist me any time whenever assignment were given to me" (Pupil P1).

In another related development another Pupil stated that:

"My daddy every day encourages me to do my assignment and assist me whenever I have a home work we do it together. I learn a lot of things from my father; he is ever ready to teach me with regards to my education" (Pupil P2).

Another pupil revealed that:

"I engaged with my father during weekend I learn so many things from him, he teach me how to speak good English I really enjoyed the way and manner my parent are motivating me in order to get first position in our class" (Pupil P3).

Another pupil stated that:

"Everyday around 8:pm in the night, my father and my mother assist me in doing homework and assignments. My parents want me to have best result in our class. I read my books every day" (Pupil P4).

In another related development another pupil added that:

"My parents always motivate and encourage me to read hard in order to perform well and got excellent result in the class" (Pupil P6).

From the above responses of the pupils it appears that parents who well educate always play a marvellous and significant role towards involving themselves into their children's academic activities in especially with regard to their education in order to assist their children to have sound knowledge and to score an excellent result which in turn can be the basis of their excellent performance. This can attested that despite the fact that tied schedule time but parents try as much as possible to assist and guide their children towards their home and assignment at home. This clearly indicated that how parents are committed towards motivating and uplifting their children academic activities for academic excellent. This finding is consistent with the finding of Sibanda, Iwu and Olumide (2015) found that regular study, punctuality in school, self-motivation and support by the parents are the key determining factors which influence their children academic performance likewise these findings is also in line with the finding of Ali, Munir, Khan, and Ahmed (2013) who found that daily study hours, mentoring, and parents' socio-economic status have a significant impact on academic performance in children. From the findings of the study one can easily understand that those children whose their parent involve might significantly perform better academically than those children's whose parents are not.

Therefore there is a possibility for the children to be scoring lower marks when the parents have no concern about what is happening at the school.

Parental Role on Children Education for Academic Performance

Society has been considered parent as starting point for the development of children education career in both western and Islamic education. Parents play a pivotal role in the development of their children education financially, socially, economically, educationally and intellectually for them to become successful individuals which are part of their major role for their children to attain human development. Parents do participate or get involved in their children educational activities whether at home or school in order to perform well academic performance in their studies. For the parent when they were asked during the interview conducted claimed that they had been in the school to investigate about their children's academic progress. One of the parents aptly captured in the following wordings:

"It's part of tradition, I usually time to time go to the school to check about my children's academic performance as well as his activities in order to investigate the level of their performance so as to ensure everything is going well academically" (P7)

Another parent revealed that:

"I normally visit the school without knowing my child in order to discuss about my child academic progress" (P8).

In another related development, another parent added that:

"Actually, it's my primary responsibilities to meet my child school teacher to know his performance at school on various subjects whether he is performing high grade or low grade" (P9).

Additionally another parent disclosed that:

"When I notice that my son doesn't want me to go to his school and investigate his level of performance. I used to go time to time to discuss with his teacher head what kind of progress is he making for better outcome of his performance" (P10).

The above responses of the participants clearly show that the parents do engage in discussion with their children about their school activities at home, before going to discuss anything about their children's academic performance at the school. This was further evidence that parents played an active role to ensure academic performance of their children. Children's academic needs keep on changing regularly. This finding is corroborated with finding of Williams (2002) who stated that simply discussing with kids about school activities have more of an effect than contact between parents and school and parental volunteering. In addition this finding is also with the finding of Jeynes (2005) who asserted that discussion with children about school activities had a greatest impact on student academic performance, when parents consistently communicate their belief in their children's potential and communicate that they expect them to be able to succeed academically, students do better.

The Role of Parents and Head Teachers on the Development of Pupils Academic Performance

In addition to the quantitative findings, the data generated from qualitative interview which was conducted with the pupils, parents and head of teachers on supervision of child activities at home and school. The findings of the study revealed that there much concern and commitment of parents and teachers towards effective supervision to the children academic activities. In this regard, one of the pupil stated this in the following comment:

"My parents usually observed me in any activities I engaged both at home and school" (P8).

Another pupil added that:

"My mother instructs me to read hard my books, she don't allow me to spend much time doing plying at home" (P9).

In another related development, another pupil stated that:

"My mother doesn't allow me to play too much that is why she want me to perform well in order to have better result in the class. Likewise sometimes my father gives me chance to play in order to refresh myself so that I can perform well." (P11).

Almost all of the teachers interviewed indicated that they encourage and motivate their pupil to read hard at school and at home. Furthermore they also mentioned several activities they do together, like reading story books together, storytelling together. Such activities are also essential to pupils' cognitive development. This was further evidence that teachers actively participated in their children's education in order to assist their wards to attaining good performance in this regard one of the head of teacher elaborated in the following wordings:

"Actually, I always try to see as much as possible to ensure that my student understand the content of the subject I teach. I also do practical demonstration in the class whenever I am teaching them; I motivate them as well as encourage learning very well. I also give them assignment and home in order to see their level of intellect and performance so as to ensure at the end of examination they perform an excellent academic performance." (P12).

In another related development one the head of teachers added that:

"Being me a professional teacher, I feel bad when my student got low marks that is why I always use different methods teaching to ensure my student easily understand the content of the subject very so that they effectively perform well" (P13).

In the same view in relation the above opinions one of the head of teacher aptly capture in the following statement:

"From my experience I realized that Motivation, guidance, mentoring, coaching, assisting and proper supports is supposed to be part of a very professional teacher as well as cordial relationship with child. I believe these factors will significantly influence child to

perform well in the class and even at home. I try to ensure all my class student perform an excellent grades at the of the examination term.''(P14).

Another head of teacher revealed that:

''As a teacher my primary responsibility is to ensure they are well educated as well as they are well discipline with good moral character. I also want to see all of them academically they possess better and academic good grade after examination.''(P15).

Another head teacher further disclosed that:

''I used to give them assignment in group so that they can do it together, to share their intellect, their experience with one another this will significantly help them to perform excellently in their test and examination to score higher grade. Likewise some parents are of the habit of time to time come and check for the performance of their children especially when the child doesn't want to stay at school during lesson or when the child gets low marks''(P11).

Another head of teacher comment in the following wordings:

'As a teacher, I believe Positive classroom environment can be one of the motivating factor that influence the child to perform actively. Secondly availability of teaching and learning materials have significant influence towards child to have academic excellent in his performance otherwise the competency of teachers as well as the location of school environment have a positive impact on students' academic performance. Furthermore, students' personality traits, personal goals, and motivation, as well as the support from teachers and the teachers are other important factors that lead to the success of student'' (P12).

It appears that findings show that both parents and teachers are actively committed and involve in the coaching mentoring and guiding the children with regards their educational activities which is part of their duty and obligation towards assisting them to have proper academic excellent and good performance. Furthermore findings revealed that parents and teachers also motivate children so as to understand and let them know the value of the time they have at home and to use it to make necessary activities in term of reading, doing homework. Findings shows that motivation parents play a vital in the spirit of loving student and influence children to learn more in order to have better academic performance. This finding is consistent with the finding of Haider, Quereshi, Pirzada, and Shahzadi (2015) who stated that motivation plays an important role in the success of a student academically. In their study, they found that intrinsic and extrinsic motivation had a positive statistical significance relationship with academic performance. From the findings of the study one can easily understand that evidently that parents played an active role in ensuring their academic performance of their children in Sokoto state was successfully been achieved.

Furthermore, findings of the study revealed that parents are truly involved and committed to see the level of their children academic performance through visiting their school time to

time. This finding is in line with the finding of Desforjes, (2003) [6] who found that parental involvement in children's education though visiting school and participating in school activities for instance (SMC, PTA) has significance influence on child academic performance.

From the above discussion of the findings of the study, this attested that a positive classroom environment has also been found as a determining factor of academic performance (MolokoMphale & Mhlauli, 2014). Maganga (2016), Nghambi (2014), and Osei-Mensah (2012) indicated that the availability of teaching and learning materials, the competency of teachers, and the environment in which a school is located have an impact on students' academic performance. Furthermore, students' personality traits, personal goals, and motivation, as well as the support from teachers and the teacher's level of experience, significantly influence the academic performance of students (Ulate & Carballo, 2011).

Conclusion

This study constitutes an original piece of the empirical research findings that examines the impact of parenting style on primary school pupils' academic performance in Sokoto state, Nigeria. The study found that parenting style have significance influence on pupils academic performance towards attaining an academic excellence. Likewise parental involvement serves another important factor that contributed the academic performance of children in their educational activities through proper supervision, guidance, support, motivation, coaching, mentoring and assistance. The findings of the study further disclosed that parents, teachers played a vital role in the development of pupils academic performance is so many ways as one the best strategy for promoting educational development. The findings of the study have clearly revealed that several important aspect of parenting style and many other ingredients of parenting such as parental involvement, in home and School activities, participation in their homework and assignments, monitoring and effective communication with children are the basic element that contributed to the success of pupils academic performance and excellent grade. Consequently, understanding parents and teachers role towards promoting children activities and their academic performance is the most significant aspect of promoting pupils to gained a high level of intellect which in turn may significantly affect their future development all facet of human and educational development.

Recommendations

Conclusively, many parents may not be aware of the importance of parenting style on the academic performance of their children. It is recommended that, teachers, educationists and leaders should try to create awareness in parents on the importance of the parenting style at home environment on academic achievement which can improve the children's performance.

The authors recommends that when parents and teachers should actively involve in their children's educational activities through establishing a cordial relationship as well as show affection to their children, participate in school and home events in democratic way and manner and responsive in nature, and keep positive educational expectation then children' academic performance becomes higher. Despite the fact the conclusion that parenting style as well as parental involvement has a positive impact in promoting children

academic performance

Parents need to be informed that they can contribute to the education of their children through discussion about school activities with their children and encourage them to fully concentrate during their lesson; this will help the children to become more active at their school which significantly help the to score an excellent performance.

The study recommends that there is need for parents give their children chance to rest and play cautiously without putting too much pressure on them which in turn can cause psychological problems and anxiety that may affect the child's academic performance.

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