

THE IMPACT OF PARENTING STYLE ON PRIMARY SCHOOL PUPILS ACADEMIC PERFORMANCE IN SOKOTO STATE OF NIGERIA

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ABSTRACT

Education is essential for the development of society. The more educated the people of a society are, the more civilized and well-disciplined the society is expected to be. Mainly, a family is responsible for socializing children to make them productive members of society. This shows the importance of parenting style and parents' involvement in the improvement of their children's academic achievement. Parenting Style includes a wide range of behaviors, but it generally refers to parents' training and investment of resources in their children's especially in schooling. Parenting Style on involvement in children's academic activities at home can include discussions on school, helping with homework, and reading with children. This calls for this proposed research that aims to look at the impact of parenting style on primary pupils Academic performance in Sokoto state, Nigeria. Data for this research was collected from a randomly selected sample of 250 respondents across the state. The study has also conducted an interview with a number of parents, teachers, and Head teachers within the study area. Descriptive statistics were used to analyze the demographic data of the respondents. Further, a Correlational analysis was also used to determine the influence of parenting style on primary Pupils Academic performance in the Sokoto state of Nigeria. The outcome of this study would help the policy makers design effective programs that would enhance the participation of parents in their children's academic activities in school and at home. Therefore, this study will significantly benefit policy makers, researchers, and intellectuals in the state and Nigeria at large. It will also help increase parents' participation in all the school programs, including SBMC and PTA meetings.

Keywords: Authoritative, Authoritarian, and Permissive parenting style.

INTRODUCTION

Education is the process of developing or training an individual to cope with the challenges of living. Therefore, the quality of educated individuals available in any society determines its pace of development. The emergence of Western education brought the formal education system (that is, the school system). According to Ojerinde (2000), the introduction of this education system led to the type of education planned and provided under classroom situations by trained teachers.

School is a creation of community, and students found in schools are from different homes; the home activities go a long way in determining learners' success. For instance, Bakare (1994) advanced four causative phenomena that could affect individual academic achievements: 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 behaviors, but it generally refers to parents' mode of training and investment of resources in their children's schooling. Parents' involvement at home can include discussing school activities, helping with homework, and reading with children (Dauber, Epstein, 1993). Parental beliefs and perceptions have also been strong predictors of parental involvement.

In addition, Karback (1989) opined that the more favorable children perceived their parent's behavior towards them, the more they are likely to perform successfully in school. The style of parenting adopted in different homes affects the children's disposition. This can be to a child's development or the detriment of their academic career. Baumrind (1973) attempted to link family interaction to children's cognitive competence. She postulated three family parenting styles: authoritative, authoritarian, and permissive, which have consequences on the child's development and cognitive and social competence. She added that these family types differ in values, behaviors, and standards of bringing up their children.

BACKGROUND OF THE STUDY

It has been discovered that students' performance in their academic activities was prolonged due to culture and parents' attitudes. According to Desmon (2010), in a family marriage setting who neglect the value of their responsibility toward the training of their children; the majority of their children fail to have a good background, which leads to loose self-esteem due to parental style factor. However, UBEC (2012) cited that "the child education in Nigeria, especially in the Northern part, has parenting care in primary education and emotion against children. In addition, there are regional variations in the kind of family background in education with less concern in this issue, especially from Northern Nigeria and rural communities generally at a disadvantage. Moreover, the attitudes regarding family parenting style were negative since they believe that a family must feed a child at home and take care of them.

The family has played a vital role in society, so neglecting parent style in education is a significant problem if you consider the failure of our students in their academic pursuits. Therefore, if you give a child proper training toward their life, it helps them learn and educates the whole society. Therefore, parenting style plays a vital role in society, which is why this research is more relevant today. Therefore, this research will examine the influence of parenting style on primary school pupils in Sokoto state.

STATEMENT OF THE PROBLEM

It has been assumed that students' academic performance may not only depend on the quality of schools and the teachers; instead, the extent of parental involvement has a vital role to play in the academic achievement of their children (Bryan, 2005). Children whose parents take an active role in their school activities are more likely to regularly achieve higher grades and test scores and continue their education beyond high school (Henderson & Mapp, 2002).

Against this background, this proposed research will examine the impact of parenting style on primary school pupils' Academic performance in the Sokoto state of Nigeria.

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 the Sokoto state of Nigeria.

Specific objectives include:

1. To examine how authoritarian parenting style impacts the primary school pupils' academic performance in Sokoto state.
2. To find out how authoritative parenting style impacts the primary school pupils' academic performance in Sokoto state.
3. To determine the extent to 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. What is the impact of authoritarian parenting style on pupils' academic performance in Sokoto state?
3. What is the Impact of Permissive parenting style on pupils' academic performance in Sokoto state?

Research hypothesis

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

Geographical scope: the study was carried out in six local governments in the central zone in the states, which include Sokoto South, Sokoto North, Wamakko, Dange/shuni Tureta and Bodinga. **Content scope:** the content of this study focused on the impact of parenting style on pupils' academic performance in Sokoto state. Specifically, the study focused on authoritative parenting style, authoritarian parenting style and permissive parenting style.

This study will reveal the importance of parenting style on the academic performance of the children to people and know in which way they will regard the phenomenon as the best effort to increase the children's academic performance. The study encourages parents' participation in school activities rather than sticking only at home. It will also help the educational authorities to build other strategies through implementation and create awareness to enlighten the parents on the best way of taking care of their children. The study will also enlighten the measures to be taken to prevent students' dropout from school due to the inactive of their parents to their education. It will also benefit Development partners and various organizations in addressing and protecting children's rights. The research should help educationists, stakeholders, and other organizations actively enlighten the parent on the measures to take on their children.

Conceptual Framework

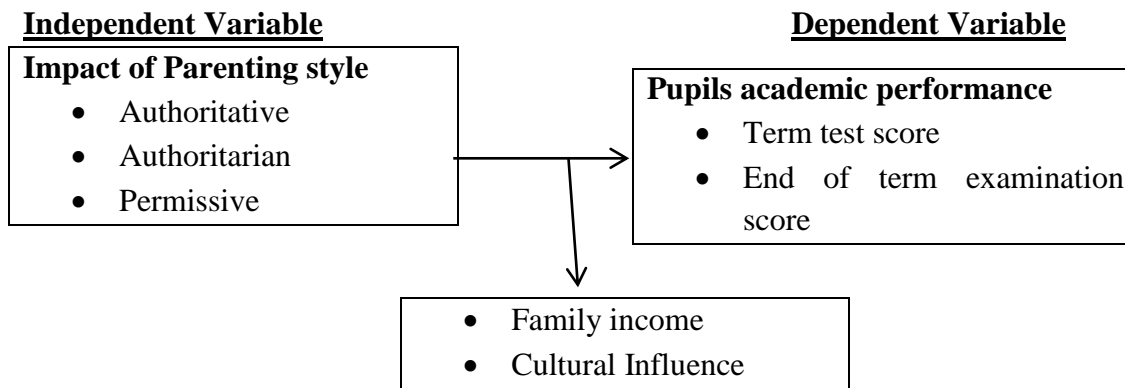


Figure 1.1: Conceptual framework showing the relationship between the impact of parenting style and the pupils' academic performance.

The conceptual framework above shows that the impact of parenting style that is authoritative, authoritarian and permissive parenting style contribute to the pupils' academic performance such as term test scores and end of term examination; additionally the family income and cultural influence also contribute towards pupils' academic performance in one way or the other.

LITERATURE REVIEW

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 precise 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. In addition, they appeared to be socially responsible. Steinberg and Mount (2009) found that authoritative parenting facilitates adolescents' academic success in a related study.

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. For example, authoritarian parents would say, "you can't have the car because I said so." They expect absolute obedience from their children and often use forceful measures to control behavior. As a result, their children have many 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-parent homes (Benokraitis, 1996).

Authoritative Parenting Style

The authoritative style of parenting has the following characteristics: parents attempt to shape, control and evaluate the behavior and attitudes of their children following an absolute set of standards; parents emphasize obedience, respect for authority, work, trading and the preservation of order; the 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 independence and social responsibility levels. 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 boys. Girls, but not boys, who come from authoritarian families are more socially assertive. However, intrusive directiveness is associated with lower cognitive competence (Baumrind 2010).

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Permissive Parenting Style

The permissive parenting style 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 behavior, and allow considerable self-regulation by the child. However, she found the children of permissive parents as immature, lacking impulse control and self-reliance, and exhibiting a lack of social responsibility and independence.

According to Santrock (1995), permissive/laissez fairer, 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 of choice.

METHODOLOGY

This study used a cross-sectional survey research design which involves gathering information on the entire population under the study at a single point in time. The researcher was interested in collecting information on groups of people with the same characteristics within the population or on different issues (Ogundele, 2011). Both qualitative and quantitative approaches were used to obtain the information needed in this research. The design was chosen to determine the relationship between parenting style and pupils' academic performance in Sokoto central. The population comprises two hundred (200) people. The study population is composed of students, teachers, headteachers, parents and SBMC. The data were obtained from the six local governments, including Sokoto South, Sokoto North, Wamakko, Dangeshuni Tureta and Bodinga. A sample of 200 respondents covering the study

area will be considered in this study. The study used stratified random sampling to select (5) head teachers, (100) teachers, (30) parents, (5) SBMC chairmen (60) students. The respondents were purposively and randomly selected from within the study area for in-depth views on the impact of parenting style on primary school pupils' academic performance in the Sokoto state of Nigeria.

Table 3.1 Showing Distribution of Sample Size

Category of Respondents	Population	Sample size	Sample technique
Parents	300	30	purposive sampling
Headteachers	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 the expert for validation and comment incorporated into the final instrument to ensure that it has both face and content validity. The content validity index is determined using the formula below:

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

Total number of items

After checking the instrument's validity, it was found that the instrument was valid with a CVI of 0.8. This means the instrument was highly valid to collect information about the effectiveness of female dropouts from secondary school.

Reliability

Reliability refers to how the instrument produced consistency scores when the same group of individuals is repeated the same measured under the same conditions (Amin, 2005). The reliability of the 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 3.2 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 were analyzed using descriptive statistics, and Pearson Product moment correlation was used to analyze the hypothesis to determine the effect between early Marriage, gender discrimination and female dropout. At the same time, thematic analysis was used for the qualitative data analysis.

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

The data generated in this study were analyzed using descriptive statistics and correlation analysis. The descriptive statistic using percentage tables and correlation analysis were used to study the significance of the relationship and influence of the variables under study to answer the study's research questions.

One hundred (100) questionnaires were distributed to the Teachers. They were filled and returned, and their responses were analyzed using Pearson Correlation Coefficient, while five (5) Headteachers, thirty (30) Parents (60) pupils were interviewed. In addition, the demographic information was analyzed, representing a response rate of 100%, which is statistically acceptable.

Objective One: Relationship between Parenting Style and Pupils' Academic Performance

Concerning the first specific objective, the study examined the relationship between authoritarian parenting style and pupils' academic performance in Sokoto state. This was done by conducting separate interviews with pupils and their parents following the responses of the teachers from the questionnaire, and the result is as follows:

Table 4.1 Parents Often Visit the School to Discuss 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 (2017)



In table 4.1, it is indicated that 30 (40%) of the teachers agreed that parents often visit the school to discuss their children's activities in the school, 28 (25%) of them strongly agreed, 16 (15%) were strongly disagreed. In comparison, 14 (10%) disagreed, and another 14 (10%) were neutral. Therefore, the majority of the respondents agreed that parents often visit the school to discuss their children's activities. Since most 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 Stormshak et al. (2000), who stated that parental involvement is measured in multiple ways, including the activities that parents engage in at home and at school and the positive attitude the parents have towards their children's academic performance.

Table 4.2 Parents Often Visit the School to Discuss 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 (2017)

Table 4.2 shows that 27 (32%) of the teachers agreed that parents often visit the school to discuss their children's scores, 26 (30%) strongly agreed, 18 (16%) were neutral, while 15 (12%) disagreed and another 14 (10%) strongly disagreed. Since most of the respondents agreed, this implies that parents often visit the school to discuss their children's scores. This indicates that parents were involved in their children's academic activities through discussion, which also shows that parenting style has a relationship with the pupil's academic performance.

Presentation of interview of Pupils and Parents on a discussion about school activities

To support the above data presentation, an interview conducted with the pupils indicated that parents discussed with their children at home. Most of the pupils interviewed acknowledged that they were engaged in discussion with their parents. One of the pupils said:

"I usually discuss my school activities with my mother" (Pupil R1)

In addition, another Pupil stated that:

"I engaged in discuss with my mother" (Pupil R2)

Another pupil said:

"I engaged with my father" (Pupil R3)

This can be an indication that parents do involve themselves in their children's academic activities in Sokoto state, which has a relationship with the children's performance.



When parents show concern for their children's academic activities, they might perform better academically than those whose parents are not. Therefore the children can score lower marks when the parents have no concern about what is happening at the school.

When they were asked during the interview conducted, the parent claimed that they had been in the school to discuss their children's academic progress. One of the parents said:

"I usually go to the school to discuss my child's academic activities during PTA Meeting"
(Parent A)

Another parent said:

"I used to visit the school to discuss my child academic progress during PTA Meeting"
(Parent B)

While another parent said:

"I usually go to the school when I notice that my child loses interest to go to school" (Parent C)

Additionally, another parent said:

"when I notice that my son doesn't want to go to school, I would go and ask if there is a problem there in the school" (Parent D)

Therefore, it is an indication that the parents do discuss with their children about their school activities at home before discussing anything about their children's academic performance at school. This was further evidence that parents played an active role in ensuring their children's academic performance. Children's academic needs keep on changing regularly.

This supports Williams (2002) who stated that simply discussing with kids about school activities has more of an effect than contact between parents and school and parental volunteering. Similarly, Jeynes (2005) asserted that discussion with children about school activities had the most significant impact on student academic performance. When parents consistently communicate their belief in their children's potential and expect them to succeed academically, students do better.

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 a 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 4.1.2

Table 4.1.2 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 2017

Table 4.1.2 is the result of Pearson Correlation analysis, showing a significant relationship between the parenting Style on discussion with teachers about Pupils' homework and the academic performance of the pupils by giving 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 has had a low significant relationship on their children's academic performance in Sokoto state. According to Cohen (1988), this suggests a 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 types of research such as Oknes (2008) that discussing school activities with children plays a role in children's lives. However, it is viewed as learning rather than something to be enjoyed. Furthermore, Chudacoff (2007) believes that discussing school activities with children improves their learning ability. It becomes viewed as something that must teach children specific values. For example, children who usually interact with their parents tend to be more cautious about talking with an older adult than those who are not and are more organized and structured in their activities.

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 headteachers, pupils and their parents, and the result is as follows:



Table 4.3 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 (2017)

Table 4.3 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%) disagreed, and 14 (10%) strongly disagreed. Since most of the respondents agreed, this implies that parents assist their children with homework. Furthermore, the mean (2.62) and standard deviation (1.843) shows that most respondents were all agreed. This implies that parents were involved in their children's academic activities by assisting them with their homework.

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

Table 4.4 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 (2017)

Table 4.4 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, and 14 (10%) of the respondents disagreed. The result indicates the majority agreed, implying that parents often approach teachers regarding their children's homework. This shows that parents were involved in their children's academic activities by approaching teachers regarding their children's homework.



This is in line with Finn (2010), who suggests that assisting the child with homework is a concrete way parents demonstrate their commitment to their children's education.

Presentation of interview of Pupils on Homework

In support of the above data presented, the response of pupils of the interview conducted on whether their teachers gave them homework stated that they were given. As one of the pupils said:

"Yes, my teacher used to give me homework" (Pupil A)

Another one said:

"Yes, they used to give us homework" (Pupil B)

However, to ensure the integrity of this information given by the pupils during the interview, the researcher also asked them the frequency on which they were given the homework. One of the pupils said:

"Our teacher gives us homework two times in a week" (Pupil B)

Another one said:

"We are always given homework" (Pupil A)

On whether parents assisted with homework, they confirmed that their parents assisted them with school homework. As one of the pupils said:

"My parents assist me in writing my homework" (Pupil B)

Another one said:

"Some time my parents assist me with the homework" (Pupil C)

This was positive for learning, particularly when assessing how much children had gained. Furthermore, it is indicated to be the best act of improving learning by different scholars such as Mncube (2007). Assisting with homework serve as the interacting moment between parent and their children, which builds an effective academic-friendly home environment for their children and fosters that learning can also occur at home. Therefore these two variables have a strong relationship.

Regarding the members of the family who assisted children with homework, the interviewed pupils acknowledged that mothers were responsible for assisting with homework. One of the pupils said:

"My mother always assists me in writing my homework" (Pupil A)

As another also said:

"My mother is the only one who assists me with the homework" (Pupil C)

Another one said:

"Sometimes my father assists me in writing the homework" (Pupil B)

While another pupil said:

"Sometimes my sister or my brother use to assist me with the homework" (Pupil D)

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

The null hypothesis was tested to determine the relationship between parents assisting with homework and pupils' academic performance in Sokoto state; the findings indicated a relationship between parents assisting with homework and pupils' academic performance, as seen in Table 4.26 below.

Table 4.5 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 (2017)

Table 4.5 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 was statistically significant. The result implies that parental assistance with homework has 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 their commitment to their children's education even though parents' effectiveness may depend on their level of education.

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 4.6 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 (2017)

Table 4.6 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%) disagreed. In comparison, 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. This means that parents were involved in their children's academic activities through visiting the schools to supervise their children's activities.

This is in line with Fan and 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; for example, a child likes plating too much, this can be reduced by imposing supervision during the time of their activities.

Table 4.7 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 (2017)

Table 4.7 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%) disagreed. In comparison, 14 (10%) of the respondents



strongly disagreed. Since most of the respondents agreed, this implies that teachers often receive parents for supervision of their children's activities in the school. Furthermore, this implies that parents were involved in their children's academic activities in which teachers receive them for supervision of their children's academic activities.

This is by Desforges and Abouchaar (2003). They stated that supervision of the child's activities at home or school involves monitoring the child's in and out of school activities and immensely impacts children's academic performance.

Presentation of interview of Pupils, Parents and Head Teachers on supervision

In addition to the quantitative analysis above, an interview conducted with the pupils, parents and Headteachers on supervision of child activities at home or school shows a positive response. For instance, one of the pupils said that:

"My parents usually observed me in any activities I engaged in at home" (Pupil A)

Another one said:

"My mother instructs me whenever I want to play at home" (Pupil B)

Another one said:

"my mother doesn't allow me to play too much."

This shows the strong involvement of the parent in their children's activities which is part of the expectation of parental involvement at home.

Almost two-thirds of the parents responded that they supervise their children activities at home, only five of the respondents indicate that they don't watch over their children movements at home; they also said that they give them some chance to play and also ask them to read their books when there is nothing for them to do as one of the parents said:

"I gave my child a chance to play to refresh himself" (Parent A)

However, when they were asked the reason why they do supervise their children, they stated that they supervised their children to let them know the value of the time they have at home and to use it to make necessary activities, such as reading, washing clothes, taking care of the young ones and completing their homework. Furthermore, some parents said they want their children to learn more than to play as one of them said:

"To me learn is more is important than playing too much" (Parent B)

When asked about their children's progress at school, the parents interviewed claimed to express concern for their children's progressive results. Others said they usually reward them with a gift take them out for shopping, while some said they take them on a trip as one of the parents said:

"I use to take my child to supermarket whenever he performs well at school" (Parent B)

This was further evidence that parents played an active role in ensuring their children's academic performance in Sokoto state.

Regarding the children's performance at school, most of the parents during the interview stated that they expressed their concern when their children got low marks. They also prove it by stating the consequences of caning, while others said they give their children advice. Parents played an active role in ensuring their children's academic performance in Sokoto state.

Most of the parents stated that they feel bad when their children score low marks, especially when it comes to the end of term examination, where most of them said:

"I feel bad when my child got low marks" (Parent C)

Because some of the parents said they spend a lot on their children's schooling, others further illustrated that sometimes they feel like transferring the child to another school. At the same time, some stated that they blame the teachers for not teaching the children appropriately.

Regarding the question on whether parents assess the child's academic performance at home majority of the parents stated that they assess their children performance at home through checking their exercise books; some of them said they even gave them a test in the form of exercise to ensure that they can score what they score at the school as one of the parents said:

"I gave my daughter a short test to make sure she can get the same score" (Parent A)

The majority of the parents are mothers who were more concerned about the education of their children than fathers and any other group.

Almost all of the parents interviewed indicated that they encouraged their children to read while at home. Furthermore, they also mentioned several activities they do together, like reading storybooks and storytelling. Such activities are also essential to pupils' cognitive development. This was further evidence that parents actively participated in their children's education in Sokoto state.

Based on the question of the kind of work pupils do at home when they are free, children interviewed stated that they were involved in playing, which is essential for this stage of development. As one of the pupils said:

"I engaged into activities include watching television" (Pupil D)

While another said:

"I play football in the evening" (Pupil B)

Another one said:

"I help my parents with the work at home" (Pupil C).

This indicated that most of the children found some time to participate in extracurricular activities that enhanced and supplemented learning. In addition, involvement in such activities helped improve the children's academic performance.

When asked about what they do to improve their children's studies, most of them said they always try to see that their children's academic performance improve, but it is hard to. As one of the parents said:

"Some time, you must let the child according to his level of understanding."

During the interview with the Headteachers, when they were asked whether the parents visit their schools, they all responded positively, indicating that parents often visit to check on the performance of their children, especially mothers, as one of the headteachers said:

"Mothers usually come a time to check for the performance of their child especially when the child doesn't want to stay at school during a lesson or when the child gets low marks" (Headteacher A)

Two of the three Headteacher interviewed stated that the number of parents who usually visit their school can almost be up to 40% of the parents as one of the headteachers stated that:

"Many Parents usually visit the school especially when it comes to the PTA Meeting" (Headteacher B)

This indicated that the parent's response to their children's academic activities would enhance the pupils' academic performance extensively if they increase the number of visiting the

school. This is in line with the assumption of some researchers, such as Desforges (2003), that parents are expected to be involved in their children's education, such as participating in school activities (SMC, PTA). This will make them visit the school to see what it is doing, which were proven to be the more robust predictors of academic performance than any other thing from the family.

Henceforth, during the interview with the Headteachers, it was also confirmed that parents were also attending the Parents Teachers Association meeting (PTA). Many issues are discussed to improve the school's academic performance, indicating that the school has a functioning PTA.

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 4.35 below.

Table 4.3 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 (2017)

The result in Table 4.3 indicated 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 the correlated index gave a moderate value of (.665). Furthermore, the significant alpha P value is (0.01) less than the alpha value of 0.05, which is statistically acceptable. Therefore, the result implies that the way parents supervise their children's academic activities has a moderately significant relationship with their children's academic performance in Sokoto state.

This is in line with some research such as Stormshak et al. (2000) who stated that Parental involvement has been defined and measured in multiple ways, including activities that parent engages in at home and at school and the positive attitude parents have towards their children education.



Table 4.14 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 2017)

Table 4.14 above gives the breakdown of pupils' examination scores for primary 4,5, and 6 in the Sokoto metropolitan area for 2016-2017.

CONCLUSION

The study's findings have supported previous findings indicating a positive relationship between parenting style and pupils' academic performance. Parental involvement at home, school and supervision are determinants of children's exemplary academic performance.

RECOMMENDATION

Many parents may not be aware of the importance of parenting style on their children's academic performance. It is recommended that teachers, educationists, and leaders 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. Parents need to be informed that they can contribute to their children's education through discussion about school activities with their children and encourage them to fully concentrate during their lesson; this will help the children become more active at their school. Parents need to give their children a chance to rest and play cautiously without putting too much pressure on the children, which can cause psychological problems which may affect the child's academic performance.

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