

Parenting Practices and Pupils' Academic Achievement in Primary School of Dawakin Kudu Local Government Area, Kano State of Nigeria

MUHAMMAD HASSAN

Kampala International University, Uganda

AUWALU INUSA MOHAMMED

Kampala International University, Uganda

Abstract. This study was carried out in 14 primary schools of Dawakin kudu Local Government Area in the Kano State of Nigeria, with the aim finding out if there is there a relationship between parenting practices and primary pupils' academic achievement in Dawakin kudu local government area. A total of 300 primary Four and Primary Five pupils selected randomly participated in the study which took a cross-sectional survey design using quantitative approach. The learners' academic achievement was based on end of term, December 2016 Results in eight subjects namely; English, Mathematics, Primary Science, Social Studies, Writing, Hausa (a local language), Physical Education, as well as Art and Craft. The finding indicates that there is a significant relationship between parenting practices and primary school pupils' academic achievement. The conclusion made was that the academic achievement of the learners depends on many factors. Parenting practices are among those factors. The higher the parenting practices are rightly used or applied, the higher the possibility of the learners getting good results, and vice-versa. The study also recommended that parents should give adequate time for their children to get highly involved with them, monitor them , and communicate goals, values and aspirations to them; there is need for the parents in rural areas to try their best to close

that gap so that all parents wherever they are can properly fulfill their parental roles towards their children; children should also be guided by the teachers to stop perceiving Mathematics as a hard subject, yet actually it is not different from other subjects; and there is need for parents to get involved more in their children's education, highly monitor their children and highly communicate to them the goals, values and aspirations.

Keywords: parenting practices, primary pupils, and academic achievement

1. Introduction

1.1 Historical Perspective

Parenting is as old as man. The holy writings such as the Quran stated that the first parents Adam and Eve were commanded by God to produce, multiply and fill the world, as well as to have dominion over the world. Proper dominion of the world requires among other things, proper upbringing of the children to make the world a happy place to live in. Probably with this in mind, all societies of the world have throughout the ages attempted to bring up their children in a way perceived by the members of that society to be appropriate. In African traditional society for example, children

belonged to the whole society, thus everybody was involved in the upbringing of the children of the society, irrespective of whether the children were his/hers or not (Mbiti, 1988). Thus, everybody has a duty to guide any child he or she found anywhere. A person could for instance punish a child he or she found misbehaving, such as playing around dangerous places, abusing people, fighting, using vulgar words, among others. Punishing such a child is done with good intentions of promoting that child's moral fibers to fit well in society. Therefore in Africa, parenting was a collective effort, done by all members of society (Mbiti, 1988; Sifuna and Otiende, 1994). Emphasis was also placed on children's good performance of the various tasks given to them.

In Nigeria, there existed different ethnic groups and in all of them, responsible child upbringing was emphasized. The children were nurtured to become heroes, brave, hardworking, disciplined, and in many cases parents especially the men used a dictatorial/autocratic approach in nurturing children, as the word of the head of a family, such as among the Ibo, was not debatable (Ngugi Wa Thiongo, 1987). Children's attainment in all aspects of life was emphasized. Nigeria gained her political independence from the British in 1960. For quite many years, it has been under military rule. During this period, many social, political, economic, scientific and technological changes have taken place which has impacted on the parenting practices in homes. As for the educational institutions some of them especially in the North of the country have been plagued with a decline in quality of the educational system due to political instability. Educational institutions are still in the process of recuperating from the neglect of the former governments.

1.2 Theoretical Perspective

This study was based on the Decay theory and the Repressive theory, both of which were propounded by Sigmund Freud. According to the Decay theory, learning leaves a trace on the brain and if that trace is not actively utilized it can fade away with time. The implication in parenting and academic achievement is that if a Parent does not from time to time emphasize the

good aspects he or she wants the children to acquire; the learners can forget them and may in the end take up the bad practices. The same is true with learning. If the learners fail to revise from time to time what they are taught, they can easily forget them. As for the Repressive theory, the factors within an individual such as anxiety and frustrations can cause a person to either deliberately not wanting to think of the past experience or to forget it totally. Thus as applied to parenting, the approach the parents usually use or the environment the learners are in can make them not wanting to remember the past events or what their parents told them, and in learning, the learners may fail to remember what they were taught by teachers due to factors such as frustrations or lack of interest.

Another theory of relevance to this study was the behaviorist theory propounded by Skinner. The theory states that human and animal behaviors are determined by learning and reinforcement. Whether by classical conditioning or operant conditioning, species acquire new skills, deepening on the effects these skills have on the specie's environment. If an action proves to have a positive outcome (e.g., if by pressing a button, a rat receives food), the organism is more likely to continue to repeat this behavior. However, if the outcome is negative (e.g., if by pressing a button, a rat receives a shock), the organism is less likely to repeat the behavior.

1.3 Conceptual Perspective

Parenting practices are defined as specific behaviors that parents use to socialize their children (Darling and Steinberg, 1993). For example, when socializing their children to succeed in school, parents might enact certain practices such as doing homework with their children, providing their children with time to read, and attending their children's school functions. In contrast, Darling and Steinberg (1993) define a parenting style as the emotional climate in which parents raise their children. Parenting practices have been characterized by dimensions of parental responsiveness and demandingness (Baumrind, 1991). The parenting practices this study addressed were: Parental Involvement, Parental Monitoring, Parental Goals, Values, and Aspirations, as well

as love-Oriented and Object-Oriented Styles. The dependent variable of this study is academic achievement of the pupils. This means the pupils' performance as reflected in, among other things, the scores they get in the examinations and tests given to them.

1.4 Contextual Perspective

In many nations of the world, education has been universally acknowledged as an instrument for national development. Economist and educationists alike have for long held the view that education is a prerequisite for economic growth and a master determination of all aspects of change. Right from the time of Plato it has been the view that "what you want in the state you must put into the school." Consequently education has come to occupy a central position in the economic, political and cultural development of most developing countries: most of which have for the past decades invested heavily in education in the hope of realizing heavy returns in terms of qualified and skilled manpower needed for their over-all development.

The Federal Republic of Nigeria is located on the West Coast of Africa with 36 states and a recorded population of over 120 million people. Of this population, 30 million are students. The country is rich in petroleum and many other natural resources. The three dominant tribes are Yoruba in the southwest, Ibo in the eastern region and Hausa in the north. Although people speak their native languages, the official language is English. The dominant two religions are Islam and Christianity.

The Federal Government of Nigeria regards education as an instrument for effecting national development. Her philosophy on education is based on the development of the individual into a sound and effective citizen and the provision of equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels both inside and outside the formal school system. The language of instruction in Nigerian institutions is English. The Ministry of Education is the government body charged with the duty of regulating procedures and maintaining standards.

Education in Nigeria is overseen by the Ministry of Education. Local authorities take

responsibility for implementing policy for state-controlled public education and state schools at a regional level. The education system is divided into Kindergarten, primary education, secondary education and tertiary education.

At primary education level, A maximum of four subjects are registered for the examination by each pupil, namely Mathematics, English, Primary Science, and Social Studies. There are other subjects taught though they are not assessed at the national level, such as a local language mainly used in a given local government area, Islamic religious studies and Home Economics.

Nigeria is one of the countries that have adopted education as an instrument par excellence for national development. Consequently Nigeria has for decades invested in education in the hope of generating qualified and skilled manpower for developing her abundant natural resources. Despite the abundant resources invested in Nigeria's education system, forces such as urbanization, educational liberalization, family factors, technology, and economy, among others seem to have impacted on parenting practices and children's academic achievement (Moody, 2003).

2. Statement of the Problem

With the introduction of 6-3-3-4 system of education in Nigeria, the recipient of the education would spend six years in primary school, three years in junior secondary school, three years in senior secondary school, and four years in tertiary institution. The six years spent in primary school and the three years spent in junior secondary school are merged to form the nine in the 9-3-4 system. Altogether in public primary schools education is free, there is a general outcry that some parents, because of social, technological, political and economic factors that have plunged society, some parents seem to be reluctant to bring up their children, thinking that it is the role of the teachers to do that, and the resultant thing is a challenge in the pupils' academic achievement (Moody, 2003). This research was carried out to assess the accuracy of such and related claims.

3. Objectives of the study

This study was carried out to find out the relationship between parenting practice and the level of pupils' academic achievement in Dawakin kudu Local Government Area, Kano State, Nigeria.

4. Hypotheses

The researchers tested the following hypothesis:

There is a significant relationship between the dominant parenting practice and the level of primary school pupils' academic achievement in Dawakin kudu Local Government Area, Kano State of Nigeria.

5. Scope of study

Geographically, this study was carried out in primary schools of Dawakin kudu Local Government Area of Kano State of Nigeria. Dawakin kudu local government area is located in the south of Kano Metropolitan Area, it borders with Warawa local government in the East, Kumbotso local government in the north, Kura local government in the West, and Bunkure local government in the south. The occupational activities of the people in the area include among others, weaving, fishing, smeething, and farming. The dominant religion in the area is Islam. This area was chosen for being rural, as well as the widespread claims of pupils' un-seriousness in studying.

Theoretically, the study centered on the behaviorist theory, repressive theory and the decay theory of forgetting, with a view of assessing their applicability in Dawakin kudu local government primary school pupils.

6. Literature Review

6.1 Theoretical Review

Theories about how parental values, goals, skills, and attitudes are passed from one generation to the next have been debated by philosophers dating back to the 7th century. John Locke (1689) posited that children were born with a "tabula rasa" or a blank slate by which

parents and society could easily transmit their values and beliefs to their children. In contrast, Jean Jacques Rousseau (1762) believed that children were born "innately good" and that it is up to parents and society to uphold and further teach the values inherent in children. Similar to the philosophers from centuries ago, educational and developmental psychologists of today are interested in gaining a better understanding of the interactive socialization process by which parents attempt to transmit their values, goals, skills, and attitudes to their children (Grusec, 1997; Parke and Buriel, 1998).

In line with the above, this study was based on the Decay theory and the Repressive theory, both of which were propounded by Sigmund Freud. According to the Decay theory, learning leaves a trace on the brain and if that trace is not actively utilized it can fade away with time. The implication in parenting and academic achievement is that if a Parent does not from time to time emphasize the good aspects he or she wants the children to acquire; the learners can forget them and may in the end take up the bad practices. The same is true with learning. If the learners fail to revise from time to time what they are taught, they can easily forget them. As for the Repressive theory, the factors within an individual such as anxiety and frustrations can cause a person to either deliberately not wanting to think of the past experience or to forget it totally. Thus as applied to parenting, the approach the parents usually use or the environment the learners are in can make them not wanting to remember the past events or what their parents told them, and in learning, the learners may fail to remember what they were taught by teachers due to factors such as frustrations or lack of interest.

Another theory of relevance to this study was the behaviorist theory propounded by Skinner. The theory states that human and animal behaviors are determined by learning and reinforcement. Whether by classical conditioning or operant conditioning, species acquire new skills, deepening on the effects these skills have on the specie's environment. If an action proves to have a positive outcome (e.g., if by pressing a button, a rat receives food), the organism is more likely to continue to repeat this behavior. However, if the outcome is

negative (e.g., if by pressing a button, a rat receives a shock), the organism is less likely to repeat the behavior.

Skinner, and Stimulus-Response (S-R) adherents, believed that behaviorist theory could be used to infer a learning history they held that one could take an animal or person, observe its/his/her behavior, and figure out what had been reinforced previously. Behaviorist reduced all responses to associations, to a pattern of positive and negative reinforcement that establishes links between stimuli and their environmental antecedents and consequences. Responses that were reinforced would be repeated, and those that were punished would not. Therefore what teachers and pupils do in classrooms have effects on pupils learning, the language, methods used by teachers, evaluation procedures, feedback given to pupils in form of rewards and punishments play a big role in leaning and assessment of pupils.

2.2 Related Literature

2.2.1 Parenting practices

Many studies on the family–school connection have examined the influence of distinct types of parenting styles (e.g., typologies characterized by responsiveness and demandingness) and specific parental practices (e.g., monitoring of after school activities, helping with homework, attending parent–teacher conferences) on student school-based outcomes (Scott-Jones, 1995). In describing their studies, researchers have often used the labels parenting styles and parenting practices interchangeably (Maccoby and Martin, 1983); however, Darling and Steinberg (1993) suggest that to better understand the socialization process it is important to distinguish between parenting practices and parenting styles.

The research on parenting practices as they relate to adolescent school outcomes has focused on several important parenting constructs. These constructs include parental involvement; parental monitoring; and parental goals, values, and aspirations. A review of the research on each of these parenting constructs is presented below. The review focuses on adolescence and, where applicable, on preadolescent children to

point out differences in the research findings for adolescent versus preadolescent children.

2.2.2 Parental Involvement

Interacting and becoming involved with their children’s life on a daily basis is a way parents can socialize their children. With respect to the socialization of school achievement, parental involvement consists of attending parent–teacher conferences, helping children with homework, volunteering for leadership roles within the school, and attending children’s extracurricular activities. Epstein and colleagues have distinguished between parental involvement practices that are initiated by parents and parental involvement practices that are initiated by schools (Epstein, 1996; Epstei and Connors, 1994; Epstein and Dauber, 1991; Epstein and Lee, 1995).

Involvement practices initiated by parents represent parental efforts to become directly involved with school decisions and activities. For example, parent-initiated involvement practices include parents serving on school boards or parent organizations. They also include ways parents get involved with their children’s school-related activities within the home, such as helping their children with homework. On the other hand, school-initiated involvement practices represent efforts by the school to provide parents with routine information about school policies, procedures, and events, as well as their children’s progress. School-initiated involvement practices also include efforts by the school to announce parent opportunities to participate on school boards, committees, and parent organizations.

Research has demonstrated the value of parental involvement. For example, Okpala et al (2001) investigated the relationship between parents involvement (in terms of hours of volunteered in-school help), school spend (in terms of dollars per child spent on instructional supplies). Neither dollars spent nor, less yet, parental hours spent helping in the school, were related to pupil achievement. Similar results were found by Zellman and Waterman (1998) in a study of 193 2nd and 5th grade children. An important attribute of this study was that it contained, amongst other data collection techniques, a direct observation component so that parental

involvement was indexed not only by various reports and ratings but by observations made by independent researchers. Amongst many findings (which will be reported later) it was evident that in-school manifestations of parental involvement were not related to school improvement. There are many possible reasons for having parents working in schools. It might be very good for the parents. It has the potential to help schools link better with the community. It could contribute to the openness and accountability of the school.

Izzo et al (1999) studied four forms of involvement; frequency of parent-teacher contact; quality of parent-teacher interaction; participation in educational activities in the home; and participation in school activities. These factors, as well as family background variables were examined to find any relationship they might have with school improvement as indexed by school grades. Consistent with other studies, Izzo et al showed that all forms of parental involvement declined with child's age and that involvement in the home 'predicted the widest range of improvement variance'.

In another longitudinal study Dubois et al (1994) showed that family support and the quality of parent-child relationships significantly predicted school adjustment in a sample of 159 young US adolescents (aged 10 –12) followed in a two year longitudinal study. At-home parental involvement clearly and consistently has significant effects on pupil achievement and adjustment which far outweigh other forms of involvement. Why is 'at-home' involvement so significant? How does it work in promoting school improvement?

Zellman and Waterman (1998) observed the interactions between 193 mothers and their children who were in 2nd to 5th grade at school. Children's achievements were measured using school grades for maths. Their adjustment to schooling was assessed using a behavior rating schedule completed by their teachers. Parenting style was rated following the analysis of a video recording of a Parent-child discussion of an issue they both agreed was 'problematic'. Four dimensions were rated; clarity of

communication, warmth, negative communication and emotionality. Parental enthusiasm was rated from responses to questions asked in an interview in which the mother was asked to discuss, amongst other things, the rewards of being a parent and self rating of effectiveness as a parent. Parental involvement was self-assessed by parents in two components; what did they do on the school site and what did they do at home to support educational progress? Several findings were consistent with most studies in the field.

Henderson and Mapp (2002) reviewed a wide range of studies on parent involvement (more than 51 research studies and literature reviews). They found that "students with involved parents, no matter what their income or background, were more likely to earn higher grades and test scores and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; and graduate and go on to postsecondary education.

Many research studies indicate the positive relationship between parent involvement and student academic achievement (Grolnick, Benjet, Kurowski, & Apostoleris, 1997; Gutman and Midgley 2000; Shaver and Walls 1998; Epstein & Sanders, 2000). Another study found a strong positive effect on student achievement when parents work with students on homework (Van Voorhis, 2003).

In a research on the effects of parent involvement in homework, a meta-analysis of 14 studies showed that training parents to be involved in their child's homework results in (a) elevated rates of homework completion, (b) fewer homework problems, and (c) possibly, enhanced academic performance among elementary school children (Patall, Cooper, & Robinson, 2008). However, several studies (Cooper, Robinson, & Patall, 2006; Haas & Riley, 2008) have found that such results were not obtained at the middle school level where an inverse relationship between parental involvement and homework completion was recorded. A recent meta-analysis by Cooper, Robinson, and Patall (2006) indicated, in general, a positive relationship between educational outcomes and homework; but, the

strength of the relationship depended on some factors such as the student's grade level and the amount of time that student was committed to homework submission.

Monadjem (2003) found that a positive parenting style was more important for children's reading achievement reduced learning difficulties than the extent to which parents were involved at school. She adds that parenting moderates the impact of parent involvement by influencing the extent of the parent-child interaction. England and Collins (2008) also observed that the expected graduates had higher levels of parent involvement in middle childhood, more supportive parent/child relationships in early adolescence and higher levels of social competence with adults than unexpected dropouts.

Georgiou (2008) found that anxious parental pressure on the child relates negatively to children's achievement, while pupils whose parents adopt an authoritative parenting style, accept, nurture, encourage, and are emotionally responsive to their children had positive achievements. Children whose parents attribute their achievement to the child's own effort have been found to have better academic results than those whose parents attribute the achievement to luck, ability or other people (Georgiou, 2008). Researchers have found a strong positive relationship between parent initiated involvement practices and school outcomes (Epstein and Sanders, 2002; Hess and Holloway, 1984; Hill *et al.*, in press). For example, researchers have found that higher levels of parent-initiated involvement, such as parent attendance of school activities, open-school nights, and parent-teacher conferences, are related positively to elementary school-aged children's school performance (e.g., Becker and Epstein, 1982; Stevenson and Baker, 1987). Moreover, studies with adolescents have found that parental assistance with homework is positively related to the amount of time adolescents spend on their homework (Hewison, 1988; Keith *et al.*, 1986; Muller and Kerbow, 1993). Similarly, researchers have found a strong positive relationship between school-initiated parental involvement practices and

children's school outcomes (see Greenwood and Hickman, 1991). For example, Hoover-Dempsey *et al.* (1987) found that higher levels of teacher communication with parents of middle school children were positively related to parents' attendance of parent-teacher conferences and school activities.

Despite these positive relations between parental involvement practices and school-related outcomes, researchers have found that parental involvement declines in adolescence (Milgram and Toubiana, 1999; Muller, 1998). For example, Epstein and Dauber (1991) found that the level of parental involvement with school activities was stronger in elementary school than middle school. Similarly, a recent National Household Education Survey conducted by the U.S. Department of Education (1998) found that the provision of opportunities by schools for parents to participate in school activities declined in middle school.

2.2.3 Parental Monitoring

Another way for parents to be involved in the education of their children is to monitor their after-school activities, such as monitoring the completion of homework, supervising activities with peers, and checking on school progress. Researchers have found that parental involvement with and monitoring of homework is related to adolescents' completion of homework (e.g., Muller and Kerbow, 1993). Analyses of the NELS: 1988 database indicated, however, that less than half (45%) of parents of adolescents checked homework often (Epstein and Lee, 1995).

2.2.4 Parental Goals, Values, and Aspirations

A primary way parents socialize their children is by communicating the goals they want their children to attain, the aspirations they want their children to fulfill, and the values they want their children to internalize.

Parental goals and aspirations are best described as internal representations of desired states or outcomes that parents hold for their children. These, in turn, organize and direct parents' behaviors toward their children (Austin and Vancouver, 1996; Wentzel, 1998). Parental values toward education represent the importance parents place on their children's

educational achievement (Bandura, 1989; Eccles and Wigfield, 1995; Ford, 1992). With respect to school achievement, parents might set certain goals and hold certain aspirations for their children, such as doing well in math class, graduating high school, and attending college. Similarly, parents might communicate to their children their values with respect to school (i.e., importance of education), intending for their children to adopt these values and beliefs.

Socio-economic status (SES) might, however, influence parents' ability to enact parental practices consistent with their goals. For example, it is possible that parents from low SES backgrounds have achievement goals for their children similar to parents from high SES backgrounds; however, low SES parents might be faced with juggling multiple jobs and therefore might not have the time or resources to enact parenting practices that correspond to their socialization goals. Should future empirical research support this hypothesis, expanding the contextual model of parenting to include the larger socioeconomic context seems warranted.

3. Relationship between Parenting Styles and Academic Achievement

Parents through their parenting styles have crucial effects on the academic achievement of their children at different levels of education. To be successful in their higher education and life, adolescents and young adults need trusting, supporting, and caring relationships with their families, especially with their parents. This is the reason why some researchers have suggested that the family support the adolescents can obtain from their parents is an important safe guard throughout their lives, particularly during their transition to university (Henton, Lamke, Murphy, & Haynes, 1980; Hoffman & Weiss, 1987; Rice, Cole, & Lapsley 1990). In fact, other socialization agents (e.g., communities, peers, and schools) also play a substantial role in influencing the academic achievement of students at different levels of education.

In many empirical studies researchers have attempted to explain the effects of parenting styles on children "and adolescents"

different developmental outcomes, in general, and their academic achievement, in particular (Baumrind, 1967, 1973, 1989, 1991;

Baumrind & Black, 1967; Cohen & Rice, 1997; Darling & Steinberg, 1993; Dornbusch, et al., 1987; Ingoldby, Schvaneveldt, Supple, & Bush, 2004; Lamborn et al., 1991; Radziszewska et al., 1996; Spera, 2005, 2006; Steinberg, 1990, 2001; Steinberg et al., 1989, 1991, 1992a, 1992b, 1994). These studies have consistently documented that children and adolescents who are raised in families which practice the authoritative parenting style perform better in school compared to those who are raised in families in which other types of parenting styles (i.e., authoritarian, indulgent, and neglecting parenting styles) are adopted.

Most notably, the effects of parenting styles on academic achievement have been studied in elementary and high school students intensively but recently this has been extended to college/university students (Abar, Carter, & Winsler, 2009; Chandler, 2006; Hickman, Bartholomae, & McKenry, 2000; Joshi, Ferris, Otto, & Regan, 2003; Kim & Chung, 2003; Strage, 1998, 2000; Strage & Brandt, 1999; Turner, Chandler, & Heffer, 2009; Turner & Heffer, 2005; Weiss & Schwartz, 1996). These studies, with the exception of Hickman, Bartholomae, and McKenry (2000) and Joshi, Ferris, Otto, and Regan (2003), found that parenting styles were significant predictors of the academic performance of college/university students (i.e., authoritative parenting style had a significant and positive effect on academic achievement).

More specifically, Abar, Carter, and Winsler's (2009) study with a sample of 85 college students from an historically black college in the Southern United States found that the authoritative parenting style was positively and significantly related to high levels of academic performance.

4. Methodology

4.1 Research design

This study employed the descriptive survey design, using the quantitative approach. It was a survey since it involved a large sample. This

descriptive survey enabled the researcher to collect data from a cross-section of a given population that was used in determining the dominant parenting practice and the level of pupils' academic achievement. The study also used the descriptive correlation design to establish what kind of relationship exists between the parents' dominant parenting practice and their children's academic achievement. The qualitative approach was used to gather detailed information on the parenting practices and academic achievement with regard to what it is, how and why.

4.2 Target Population

The target population of this study was all primary four and primary five pupils in primary schools in Dawakin kudu Local Government Area which is 1,436 according to the records in the Department of Education, Dawakin kudu Local Government Area. After ascertaining the pupils' population, the researchers selected

fourteen primary schools, some of which were from far rural areas and seven schools were in the towns within Dawakin kudu. This was done deliberately with a perception that the parenting practices at times differ due to the locality or geographical area. From these schools, the children exposed to different parenting practices were expected to be found.

4.3 Data collection Instruments

The data about parenting practices was collected using standardized questionnaires. The data about pupils' academic achievement was collected using end of term results for one term, term of December, 2016 in the two classes, primary four and five.

The 4-Likert scale grading of 1=strongly disagree; 2=Agree; 3=Disagree; and 4=strongly agree will be adopted in this study. The response modes, scoring and interpretation of scores were as indicated below:

Table 1: Showing Mean Range, Response Mode and Its Interpretation

| Scale | Mean range | Response mode | Description | Interpretation |
|-------|------------|-------------------|-----------------------------------|----------------|
| 4 | 3.26-4.00 | Strong Agree | You agree with no doubt at all | Very high |
| 3 | 2.51-3.25 | Agree | You agree with some doubt | High |
| 2 | 1.76-2.50 | Disagree | You disagree with no doubt at all | Low |
| 1 | 1.00-1.75 | Strongly Disagree | You disagree with no doubt at all | Very low |

Table 2: Profile of respondents

| Profile | Frequency | Percent |
|--------------------|------------|--------------|
| Gender | | |
| Male | 138 | 46.0 |
| Female | 162 | 54.0 |
| Total | 300 | 100.0 |
| Age | | |
| 7-8 | 92 | 31.29 |
| 9-10 | 139 | 47.28 |
| 11 years and above | 63 | 21.43 |

Table 1 indicates that a total of 300 pupils participated in the study. Of these, the majority of the respondents were aged between 9-10 years (47.3%). This shows that on average children in Nigeria start studying at an early age. The second in rank of pupils' age were those aged 7-8 years. The least number was that of the children aged 11 years and above (21.4%).

As for gender, the majority was male (54%). Girls were only 46%. This shows that gender imbalance still exists in Nigeria with regard to girls' and boys' access to education. However, the difference between boys and girls is not so large which reveals that parents in Nigeria have been sensitized about the importance of educating girls, thus the relatively large number of girls.

5. Findings

After collecting the required data from the respondents, it was analyzed and the following findings were made:

Research objective: To assess the relationship between parenting practices and pupils'

academic achievement in Dawakin kudu Local Government Area, Kano State of Nigeria

On this research objective, the findings indicated that there is a relationship between the parenting practices and the pupils' academic achievement in Dawakin kudu, and that relationship is significant, as shown in table 1.

Table 3: parenting practices and pupils' academic achievement

| Variables correlated value | r-value Sig- | Interpretation |
|----------------------------|--------------|--------------------------|
| Parenting practices Vs | .192 | Significant relationship |
| Pupils' performance | .04 | |

Table 3 reveals that the parenting practices which parents and guardians mainly use do influence the learners' (children's) academic performance was very much. The influence they pose is big enough. The findings mean that the higher the usage of the different parenting practices, the higher the likelihood of pupils performing well in academics.

6. Discussion

Research objective: To assess the relationship between parenting practices and children's academic achievement. The finding on this research objective indicated a significant relationship between parenting practices and children's academic achievement. The findings of this study are in line with the previous researchers' findings. For example, studies have found a positive relationship between authoritative parenting styles and student achievement (e.g., Baumrind, 1967; Dornbuschet *al.*, 1987; Lambornet *al.*, 1991; Steinberg *et al.*, 1989; Steinberg *et al.*, 1991). One of the first studies to report this relationship was conducted by Baumrind (1967). Following a longitudinal sample of children from preschool through adolescence, Baumrind found that preschool children of authoritative parents were more mature, independent, prosocial, active, and achievement-oriented than children of non-authoritative parents. On the other hand,

preschool children of permissive parents scored lowest on measures of self-reliance, self-control, and competence. To examine whether these findings were stable across time, Baumrind again examined the relationship between parenting styles and school achievement during adolescence. She found that parenting styles and their relationship to school outcomes was consistent with the earlier preschool findings (Baumrind, 1989).

Following Baumrind's early work, Dornbusch, Steinberg, and their colleagues conducted a series of studies to explore the influence of parenting styles on adolescent achievement. These studies used data from large-scale surveys of over 6000 adolescents in Wisconsin and California. One of the first studies in this series found that parents who displayed higher levels of authoritative parenting by providing their children with warmth, autonomy, and high maturity demands had children with higher achievement levels (Steinberg *et al.*, 1989). In another study, Steinberg *et al.* (1992) found that authoritative parenting was related to adolescent grade point average (GPA) and school engagement.

These findings have led researchers to ask why authoritative parenting styles are associated with positive school outcomes. In a review of these findings, Durkin (1995) cites three reasons why authoritative parenting might be related to positive child outcomes. First, he suggests that authoritative parents provide a high level of emotional security that provides their children with a sense of comfort and independence and helps them succeed in school. Second, he suggests that authoritative parents provide their children with explanations for their actions. Explanations provide children with a sense of awareness and understanding of their parents' values, morals, and goals. The transmission of these goals and values equips these students with the tools needed to perform well in school. Third, he suggests that authoritative parents engage in bidirectional communication with their children. This communication style nurtures skills in interpersonal relations and produces better adjusted and more popular children. These interpersonal skills, he suggests,

helps children succeed in school, both socially and academically.

As earlier noted, Dawakin kudu Local Government Area is one of the West African areas in Nigeria with people some of whom, despite being educated, still have strong roots in their African values. Based on Kiiza (1995) and Mbiti (1978)'s assertions that some African peoples despite the influence of Western education and the new religions still have love for their traditions. In Africa, child rearing, guidance and counseling of children is emphasized. The issue of culture could therefore be determining. This is in line with the research which has un-covered that culture plays a role in the relationship between parenting styles and adolescent achievement. For example, Leung *et al.* (1998) examined the influence of parenting styles on children's academic achievement in four countries (United States, Hong Kong, China, and Australia). To measure parenting styles, Leung *et al.* adapted the survey items used to measure parenting styles by Dornusch and his colleagues (1987). They found that authoritarian parenting was negatively related to academic achievement in all countries except Hong Kong. There, authoritarian parenting was related positively to academic achievement. The researchers also found differences in the relationship between authoritarian parenting and adolescent academic achievement for parents with little education. Specifically, for low educated parents in the United States and Australia, authoritarian parenting was positively related to academic achievement.

In response to the literature suggesting that parenting styles are related to varied school-related outcomes in children, depending on the particular culture and context in which the family resides, Darling and Steinberg (1993) proposed the contextual model of parenting. The contextual model of parenting suggests that the socialization goals parents hold for their

Children (e.g., to attend college) lead to different types of parenting practices (e.g., parents helping with homework, parents monitoring after-school activities), which in turn facilitate adaptive adolescent school outcomes (e.g., high

levels of school motivation, grade point average). For example, the model contends that parents who have aspirations for their children to perform well in school are more likely than parents who do not have these aspirations to monitor their children's after-school activities and get involved with their children's educational experiences. Furthermore, the model advocates viewing parenting style as a context (i.e., emotional climate) in which parental socialization goals are emphasized and parenting practices are exhibited. Therefore, the model suggests that parenting styles moderate the relationship between parenting practices and adolescent outcomes such that parents exhibiting a warm versus critical style while doing homework with their child would yield different outcomes.

There are at least three ways that the contextual model of parenting can be used as a framework to generate hypotheses about why authoritative parenting has not been related to high levels of adolescent academic achievement across all families. The first possibility is that parents of different ethnicities hold unique educational aspirations, goals, and values for their children, and therefore enact distinct parenting practices. A second possibility is that socioeconomic status (SES) moderates the relationship between parental socialization goals for their children and parental practices. For example, low SES parents, who might have similar school-related goals, aspirations, and values for their children as high SES parents, might lack the educational resources and the time (i.e., due to long work hours and higher prevalence of single parent families) to get involved with and monitor their child's school-related activities and progress. If so, parental practices would affect adolescent outcomes differentially as a function of SES. A third possibility is that parenting styles serve as a moderator between parenting practices and adolescent outcomes, resulting in distinct outcomes depending upon the combinations of parenting styles and practices. A review of the empirical research to support each of these potential mechanisms for explaining the discrepancies in the literature is presented below.

The contextual model of parenting uses parental socialization goals and values as the point of departure in the parental socialization system (Darling and Steinberg, 1993). A key tenet of the contextual model is that parents' socialization goals influence their parenting practices. This tenet suggests, for example, that parents who prioritize their children's school achievement are more likely to enact practices (e.g., helping with homework, attending parent-teacher conferences) that correspond to this socialization goal than parents who do not prioritize their children's school achievement. Should this tenet hold true, parents with the same parenting style but different socialization goals will enact unique parenting practices that yield distinct outcomes in their children. As a result, this tenet could provide a possible explanation for the discrepant findings in the parenting styles and adolescent achievement literature.

If variations in parental socialization goals provide an explanation for the discrepancies in the literature, an important next step is to determine the parental and family characteristics associated with different socialization goals. Ogbu (1981) suggests that parental socialization goals might vary due to different societal demands faced by families. Specifically, he contends that parents define competence and socialize their children differently depending on the culture in which the family resides. Similarly, Bronfenbrenner's Ecological Systems Theory (1989) suggests that the larger cultural context, which he calls the macro system, influences the interface of the adolescent's family and school contexts (i.e., mesosystem). Should particular characteristics such as family ethnicity play a role in the formation of parental socialization goals, or play a role elsewhere in the model, the contextual model of parenting would benefit from expanding its notion of context to include the larger cultural context.

A review of the research on parental socialization goals with respect to academic achievement, however, suggests that these goals do not vary dramatically by ethnicity (De La Rosa and Maw, 1990; Muller and Kerbow, 1993; Stevenson *et al.*, 1990; Spera and

Wentzel, in press; Wentzel, 1998). For example, Stevenson *et al.* (1990) found that both nonminority and minority parents highly value school and have high aspirations for their children. In fact, Wentzel (1998) found that African American parents reported stronger achievement values and educational aspirations for their children than Caucasian parents. These findings do not support a hypothesis that parental socialization goals vary by ethnicity (cited in Webb, 2006).

The findings of the current study have revealed that parenting practices in Dawakin kudu are related to children's academic achievement. This relates to previous research which has suggested that some of the parenting behaviors can improve or exacerbate children's behavior problems. Studies have reported a significant relationship between high levels of parental warmth and lower levels of externalizing behavior problems in children (Garber, Robinson, & Valentiner, 1997). Research also suggests that a lack of involvement, as well as poor monitoring and supervision of children's activities, strongly predicts anti social behavior and poor children's performance in various aspects (Loeber & Stouthamer-Loeber, 1986). Parents of children with anti social behavior are likely to be less positive, more permissive and inconsistent, and use more violent and critical discipline (Reid, Webster-Stratton & Baydar, 2004). In an influential review Rutter, Giller & Hagell (1998) concluded that antisocial behavior and poor child performance are associated with hostile, critical, punitive and coercive parenting.

7. Conclusions

Based on the findings of the study, the following conclusions were made. Despite the social, political and economic changes in almost all African societies, in some parts of Africa some parents have not yet abandoned their roles towards their children; some of them are highly involved with their children, they highly monitor their children, highly communicate goals, values and aspirations to their children, and use love-oriented and object-oriented styles.

The parents in both urban areas and rural areas almost equally have love for their children; they thus almost equally use the same parenting practices to bring up their children.

In some parts of African countries it is interesting to note that the learners generally perform well academically almost in all subjects, as the case is in Dawakin kudu.

Academic achievement of the learners depends on many factors. Parenting practices are among those factors. The higher the parenting practices are rightly used or applied, the higher the possibility of the learners getting good results, and vice-versa.

8. Recommendations

The researcher recommends the following based on what was found out:

- (i) There is need for parents not only in other parts of the world to borrow a leaf from the parents of Dawakin kudu and give enough time for their children to get highly involved with them, monitor them, and communicate goals, values and aspirations to them.
- (ii) A slight difference was noted on all the four parenting practices between rural and urban areas with regard to the extent of using those practices. There is need for the parents in rural areas to try their best to close that gap so that all parents wherever they are can properly fulfill their parental roles towards their children.
- (iii) Given the not so good performance of the learners in Mathematics, the pupils should put in more effort. They should also be guided by the teachers to stop perceiving Mathematics as a hard subject, yet actually it is not different from other subjects.
- (iv) Since the parenting practices can influence the children's learning outcomes significantly, there is need for parents to get involved more in

their children's education highly monitor their children and highly communicate to them the goals, values and aspirations.

References

- Baldwin, A. L. (1948). Socialization and the parent-child relationship. *Child Dev.* 19: 127 – 136.
- Bandura, A. (1989). Social cognitive theory. In Vasta, R. (ed.), *Annals of Child Development*, JAI, Greenwich, CT, pp. 1–60.
- Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Gene. Psychol. Monogr.* 75: 43–88.
- Baumrind, D. (1971). Current Patterns of Parental authority. *Dev. Psychol. Monogr.* 4: 1 – 103
- Hafiz-Waqas, M.r (2013). Parental involvement and academic achievement. A case study on secondary school students of Lahoro, Pakistan. Published MED Dissertation, University of Faisalaband, Pakistan.
- Webb, W.J. (2006). Self-efficacy in the primary classroom: An investigation into the relationship with performance. Published paper presented at the British Education Research Association New Researchers/students Conference, University of Warwick, 6 September 2006.
- Ayele-Gota, A. (2013). Effects of parenting styles, academic self-efficacy, and achievement motivation on the academic achievement of university students in Ethiopia. Published PhD dissertation, Edith Cowan University, Australia.
- Baumrind, D. (1978). Parental disciplinary patterns and social competence in children. *Youth Soc.* 9: 239–276.
- Baumrind, D. (1989). Rearing competent children. In Damon, W. (ed.), *Child Development Today and Tomorrow*, Jossey-Bass, San Francisco, pp. 349–378.

- Baumrind, D. (1991). Parenting styles and adolescent development. In Brooks-Gunn, J., Lerner, R., and Peterson, A. C. (eds.), *The Encyclopedia of Adolescence*, Garland, New York, pp. 746–758.
- Becker, W. C. (1964). Consequences of different kinds of parental discipline. In Hoffman, M. L., and Hoffman, L. W. (eds.), *Review of Child Development Research*, Vol. 1, Russell Sage Foundation, New York, pp. 169–208.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*, Harvard University Press, Cambridge, MA.
- Bronfenbrenner, U. (1989). Ecological systems theory. In Vasta, R. (ed.), *Annals of Child Development*, JAI, Greenwich, CT, pp. 187–249.
- Clark, R. M. (1993). Homework-focused parenting practices that positively affect student achievement. In Chavkin, N. F. (ed.), *Families and Schools in a Pluralistic Society*, State University of New York Press, Albany, pp. 85–105.
- Crandall, V., Dewey, R., Katkovsky, W., and Preston, A. (1964). Parents' attitudes and behaviors and grade school children's academic achievement. *J. Gene. Psychol.* 104: 53–66.
- Darling, N., and Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychol. Bull.* 113: 487–496.
- De La Rosa, D., and Maw, C. E. (1990). *Hispanic Education: A Statistical Portrait 1990*, National Council of La Raza, Washington, DC.
- Dornbusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., and Fraleigh, M. J. (1987). The relation of parenting style to adolescent school performance. *Child Dev.* 58: 1244 – 1257.
- Durkin, K. (1995). *Developmental Social Psychology: From Infancy to Old Age*, Blackwell, Malden, MA.
- Eccles, J. S., and Wigfield, A. (1995). In the mind of the achiever: The structure of adolescents' academic achievement related beliefs and self-perceptions. *Pers. Soc. Psychol. Bull.* 21: 215–225.
- Eccles (Parsons), J. S., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C. M., Meece, J. L., and Midgley, C. (1983). Expectancies, values, and academic behaviors. In Spence, J. T. (ed.), *Achievement and Achievement Motivation*, Freeman, San Francisco, CA.
- Entwisle, D. R., and Hayduk, L. A. (1982). *Early Schooling: Cognitive and Affective Outcomes*, Johns Hopkins University Press, Baltimore, MD.
- Epstein, J. L. (1996). Perspectives and previews on research and policy for school, family, and community partnerships. In Booth, A., and Dunn, J. F. (eds.), *Family-School Links: How do They Affect Educational Outcomes?*, Erlbaum, Mahwah, NJ.
- Epstein, J. L., and Dauber, S. L., (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *Element. School J.* 91: 289 – 305.
- Epstein, J. L., and Connors, L. J. (1994). School and family partnerships in the middle grades. In Rutherford, B. (ed.), *Creating Family/School Partnerships*, National Middle School Association, Columbus, OH.
- Epstein, J. L., and Lee, S. (1995). National patterns of school and family connections in the middle grades. In Ryan, B. A., Adams, G. R., Gullotta, T. P., Weissberg, R. P., and Hampton, R. L. (eds.), *The Family-School Connection: Theory, Research, and Practice*, Sage, Thousand Oaks, CA, pp. 108–154.
- Epstein, J. L., and Sanders, M. G. (2002). Family, school, and community partnerships. In Bornstein, M. H. (ed.), *Handbook of Parenting. Vol. 5: Practical Issues in Parenting*, Erlbaum, Mahwah, NJ, pp. 407–437.
- Ford, M. (1992). *Motivating Humans: Goals, Emotions, and Personal Agency Beliefs*, Sage, Newbury Park, CA.

- Freud, S. (1933). *New Introductory Lectures in Psychoanalysis*, Norton, New York.
- Goldenberg, C. (1987). Low income Hispanic parents' contribution to their first-grade children's word-recognition skills. *Anthropol. Educ. Q.* 18: 149–179.
- Greenwood, G. E., and Hickman, C. W. (1991). Research and practice in parent involvement. Implications for teacher involvement. *Element. School J.* 91: 279–288.
- Grusec, J. E. (2002). Parenting socialization and children's acquisition of values. In Bornstein, M. H. (ed.), *Handbook of Parenting: Vol. 5: Practical Issues in Parenting*, Erlbaum, Mahwah, NJ, pp. 143–167.
- Grusec, J. E. (1997). A history of research on parenting strategies and children's internalization of values. In Grusec, J. E., and Kuczynski, L. (eds.), *Parenting and Children's Internalization of Values: A Handbook of Contemporary Theory*, Wiley, New York, pp. 3–22.
- Grusec, J. E., Dix, T., and Mills, R. (1982). The effects of type, severity and victim of children's transgressions on maternal discipline. *Can. J. Behavioral. Sci.* 14: 276–289.
- Grusec, J. E., Goodnow, J. J., and Kuczynski, L. (2000). New directions in analyses of parenting contributions to children's acquisition of values. *Child Dev.* 71: 205 – 211.
- Harter, S. (1983). Development perspectives on the self-system. In Hetherington, E. M. (ed.), Mussen, P. H. (Series ed.), *Handbook of Child Psychology: Vol. 4. Socialization, Personality, and Social Development*, Wiley, New York, pp. 275–385.
- Hess, R. D., and Holloway, S. D. (1984). Family and school as educational institutions. In Parke, R. D. (ed.), *Review of Child Development Research*, Vol. 7, University of Chicago Press, Chicago, pp. 179–222.
- Hewison, J. (1988). The long-term effectiveness of parental involvement in reading: A follow up to the Haringey Reading Project. *Br. J. Educ. Psychol.* 58: 184–190.
- Hill, N. E. (2001). Parenting and academic socialization as they relate to school readiness: The role of ethnicity and school income. *J. Educ. Psychol.* 93: 686–697.
- Hill, N. E., Castellino, D. R., Lansford, J. E., Nowlin, P., Dodge, K. A., Bates, J. E., and Pettit, G. S. (in press). Associations among parent-school involvement, school behavior, achievement, and aspirations: A longitudinal study.
- Hill, N. E., and Taylor, L. C. (2004). Parent-school involvement and children's academic achievement: Pragmatics and issues. *Curr. Direct. Psychol. Sci.* 13: 161–164.
- Hodgkinson, H. L. (1992). *A Demographic Look at Tomorrow*, Institute for Educational Leadership, Washington, DC.
- Hoff, E., Laursen, B., and Tardif, T. (2002). Socioeconomic status and parenting. In Bornstein, M. H. (ed.), *Handbook of Parenting: Second Addition*, Erlbaum, Mahwah, NJ.
- Hoffman, M. L. (1970). Moral Development. In Mussen, P. H. (ed.), *Carmichael's Manual of Child Psychology*, Vol. 2, Wiley, New York, pp. 261–360.
- Hoffman, M. L. (1983). Affective and cognitive processes in moral internalization: An information processing approach. In Higgins, E. T., Ruble, D., and Hartup, W. (eds.), *Social Cognition and Social Development: A Sociocultural Perspective*, Cambridge University Press, Cambridge, England, pp. 236–274.
- Hoffman, L. W., McManus, K. A., and Brackbill, B. (1987). The value of children to young and elderly parents. *Int. J. Aging Hum. Dev.* 25: 309–322.
- Hoover-Dempsey, K. V., Bassler, O. C., and Brissie, J. S. (1987). Parent involvement: Contributions of teacher efficacy, school socioeconomic status, and other school characteristics. *Am. Educ. Res. J.* 24: 417–435.

- Kayindu, V. (2015). Contemporary Ethical Issues. Kampala: AVQ Kiiza, H. (1995). Christian Approaches to Social and Ethical Issues. Kampala.
- Kao, G., and Tienda, M. (1995). Optimism and achievement: The educational performance of immigrant youth. *Soc. Sci. Q.* 76: 1–19.
- Keeves, J. P. (1972). Educational environment and student achievement. *Stockholm Stud. Educ. Psychol.* 20: 1–309.
- Kelley, M. L., Power, G. T., and Wimbush, D. (1992). Determinants of disciplinary practices in low-income Black mothers. *Child Dev.* 63: 573–582.
- Keith, T. Z., Reimers, T. M., Fehrmann, P. G., Pottebaum, S. M., and Aubey, L. W. (1986). Parental involvement, homework, and TV time: Direct and indirect effects on high school achievement. *J. Educ. Psychol.* 78: 373–380.
- Kreppner, K. (1992). Developing in a developing context: rethinking the family's role for children's development. In Winegar, L. T., and Valsiner, J. (eds.), *Children's Development Within Social Context*, Erlbaum, Hillsdale, NJ.
- Lamborn, S. D., Mounts, N. S., Steinberg, L., and Dornbusch, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Dev.* 62: 1049–1065.
- Ladd, G. W., and Pettit, S. (2002). Parenting and the development of children's peer relationships. In Bornstein, M. H. (ed.) *Handbook of Parenting: Vol. 5: Practical Issues in Parenting*, Erlbaum, Mahwah, NJ, pp. 269–309.
- Lee, C. C. (1985). Successful rural Black adolescents: A Psychological Profile. *Adolescence* 20: 129–142.
- Leung, K., Lau, S., and Lam, W. (1998). Parenting styles and Academic Achievement: A cross-cultural study. *Merrill-Palmer Q.* 44: 157–167.
- Locke, J. (1689). *Essay Concerning Human Understanding*, Macmillan, New York.
- Luster, T., Rhoades, K., and Haas, B. (1989). The relation between parental values and parenting behavior: A test of the Kohn hypothesis. *J. Marriage Fam.* 51: 139–147.
- Maccoby, E. E., and Martin, J. A. (1983). Socialization in the context of the family: Parent–child interaction. In Mussen, P. H. (Series ed.) and .Heatherington, E. M. (Vol. ed.), *Handbook of Child Psychology: Vol. 4. Socialization, Personality, and Social Development*, Wiley, New York.
- Milgram, N., and Toubiana, Y. (1999). Academic anxiety, academic procrastination, and parental involvement in students and their parents. *Br. J. Educ. Psychol.* 69: 345–361.
- Muller, C. (1993). Parental Involvement and Academic Achievement: An Analysis of Family Resources available to the child. In Schneider, B., and Coleman, J. S. (eds.), *Parents, Their Children, and Schools*, Westview, Boulder, CO, pp. 73–113.