

**PARENTAL FACTORS INFLUENCING SCHOOL ACHIEVEMENTS OF PUPILS
IN ILORIN METROPOLIS, KWARA STATE**

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Abstract

The purpose of this study was to evaluate how parental influences affected students' academic performance in the Kwara State capital of Ilorin. Researchers have expressed worry over students' low academic performance in school, and it is commonly acknowledged that for students to fully benefit from their education, their parents must give them their entire support. The research was a survey. All primary school teachers in the city of Ilorin made up the study's population, and a mixed method approach was used on a sample of 215 respondents (of whom 200 completed questionnaires and 15 participated in interviews). Simple random and selective sampling methods were used to choose the sample. The data was gathered via a survey called the "Parental Factors Influence School Achievements of Children Questionnaire" (PFISAPQ). The factors taken into account were gender, age, educational background, and number of years of teaching experience. Demographic information was expressed as a percentage, and the two null hypotheses were tested using the 2-way ANOVA statistical tool at the 0.05 level of significance. Mean and rank order analysis was used to analyze the research questions, and thematic analysis was then used to analyze the subsequent questions raised to support the main research questions. The results showed that, among other things, parental involvement, parental oversight, parental involvement in extracurricular activities, parental academic background, parental interest in education, and parent-child relationships are the primary factors positively affecting children's academic success. Also significant differences existed in the parental factors influencing school achievements of pupils in as

expressed by primary school teachers based on gender, age, educational qualification and years of teaching experience. It was recommended that parents should be encouraged to improve their involvement in children's academic activities by supporting them and being actively involved in encouraging pupils to learn and achieve maximally in school.

Keywords: Parenting, Parental Factors, Influence, School Achievements, Pupils.

Discipline: pedagogy

Absztrakt

A TANULÓK ISKOLAI TELJESÍTMÉNYÉT BEFOLYÁSOLÓ SZÜLŐI TÉNYEZŐK ILORIN METROPOLISBAN, KWARA ÁLLAMBAN

Háttér és cél: a tanulmány célja annak felmérése, hogy hogyan alakítja a szülői befolyás a diákok tanulmányi teljesítményét Kwara állam fővárosában, Ilorinban. Általánosan ismert tény, hogy ahhoz, hogy a tanulók teljes mértékben ki tudják használni az oktatás előnyeit a szüleiknek teljes mértékben támogatniuk kell őket. Ugyanakkor egyre több kutató fejezi ki aggodalmát a diákok alacsony iskolai teljesítménye miatt. *Minta:* Ilorin városának összes általános iskolai tanára alkotta a vizsgálat alapsokaságát (n=215). A minta kiválasztásához egyszerű véletlenszerű és szelektív mintavételi módszereket alkalmaztunk. *Módszer:* a kutatás során vegyes módszert alkalmaztunk (200 fő kérdőívet töltött ki, 15 fő interjúvett részt). Az adatokat "A gyermekek iskolai teljesítményét befolyásoló szülői tényezők kérdőív" (PFISAPQ) segítségével gyűjtöttük össze. A vizsgálat során figyelembe vett tényezők a következők voltak: nem, életkor, iskolai végzettség és a tanítási tapasztalatok éveinek száma. A demográfiai adatokat százalékban fejeztük ki, és a két nullhipotézist a kétirányú ANOVA statisztikai eszközzel teszteltük 0,05-ös szignifikanciaszinten. A kutatási kérdések elemzéséhez átlag- és rangsorelemzést alkalmaztunk, majd tematikus elemzéssel elemeztük a fő kutatási kérdéseket alátámasztó további kérdéseket. *Eredmények:* az eredmények azt mutatták, hogy többek között a szülői részvétel, a szülői felügyelet, a tanórán kívüli tevékenységekben való szülői részvétel, a szülői tanulmányi háttér, a szülői érdeklődés az oktatás iránt és a szülő-gyermek kapcsolat az elsődleges tényezők, amelyek pozitívan befolyásolják a gyermekek tanulmányi sikerességét. Jelentős különbségek mutatkoztak a tanulók iskolai teljesítményét befolyásoló szülői tényezőkben az általános iskolai tanárok nem, életkor, iskolai végzettség és a tanításban eltöltött évek alapján is. Az eredmények alapján megfogalmazható, hogy a szülőket ösztönözni kell arra, hogy jobban vegyenek részt a gyermekek tanulmányi tevékenységeiben, hogy a gyermekek jobban tanuljanak és maximálisan teljesítsenek az iskolában.

Kulcsszavak: Szülői magatartás, szülői tényezők, befolyásolás, iskolai eredmények, tanulók.

Diszciplína: neveléstudomány

Introduction

Education is the key to national development. Education starts from pre-primary and primary stage which is the bedrock upon which all other educational levels build. A society not properly educated is destined to fail because education is a

key factor for sustainable development. Primary education is an important level of education by which child develops the physical, motor, health, nutritional, intellectual, aesthetic, emotional and social ability and all these make primary education vital to child development (Obidike, 2012).

The objectives of primary education are to provide the child with basic knowledge and pre-skills for entrepreneurship, wealth generation and educational advancement; develop patriotic young people equipped them to contribute to social development and in the performance of their civic responsibilities; and provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of child's capability (Federal Republic of Nigeria, 2013). If child education can provide these vital necessities which are fundamental in human life, it is therefore essential to pay serious attention to child's education at this level.

Primary school pupils are children from the age of 6 years to 11 years that receives elementary or primary education coming before secondary school and after preschool (Nkechi, Umemetu & Ogbonnaya, 2013). At this stage, the education they receive is compulsory in most part of the world (Nkechi, et al., 2013). Primary education in particular is the level of education that develops in the individual the capacity to read, write and calculates. Bruns, Mingat & Rakotamalala (2003) stated that it helps to eradicate illiteracy, which is one of the strongest predictors of poverty. UNESCO (2001) posited that this explains why primary education is the largest subsector of any education system and offers the unique opportunity to contribute to the transformation of societies through the education of the young ones and their academic or school achievement is of great important to pupils and educational stakeholders.

School or academic achievement means the ability of students to study and learn certain subjects in the school whether at the primary, secondary or tertiary institution levels with the aim of performing excellently in the course of study. It could be described as notable actions or achievements by certain students in their field of study or discipline. Academic performance is

measured through achievement test which is also known as paper and pencil test. Achievement test is a type of ability test designed to measure what an individual had learnt at the end of a course of instruction. In other words, it is meant to assess the level of academic attainment after a period of teaching and learning (Emeka, 2020).

School achievement of pupils or students really means three things: the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge and being able to think for oneself in relation to facts and thirdly being able to communicate one's knowledge verbally (Chance, 2003). According to Sirin (2005), students' school achievement varies according to individual students' scores such as high, average or low academic performance. Students who place higher premium on education are inspired to enhance the development of their intellect and this fosters academic achievement.

Sampson (2004) emphasised that high and low performance is when a learner does well or poorly in a presented task. It may be said that obtaining scores in an examination best describes what performance is all about. This is a pointer to the fact that the issue of performance to learners cannot be under-estimated. Shittu (2004) stated that students' performance is a measure of how well they have mastered the learning task presented to them. It covers the way they handle controversial issues, pass relevant judgment and the level at which they pass examinations. However, Muola (2010) found that school achievement of pupils is greatly influenced by parental factors.

Parents, who have been considered as one of the stakeholders of the school community, play tremendous roles in children's education. Among the many tenets of the educational reform efforts is the idea that parental involvement is an essential element in children's academic achievement and social adjustment (Jeynes, 2002). Development of

emotional and behavioral self-regulation of a child is highly influenced by parental factors. The capacity to control emotional responses depends on the level of response and involvement of parents in a child's life or parents related factors (Bornstein, 2002; Hay & Ashman, 2003).

Parents related factors are the social and economic experiences and realities that help mold one's personality, attitudes and lifestyle. Among parents' factors are education, income, occupation and guidance and so on. When analyzing the parent factors, the household income, parent's education level, parental guidance and occupation are examined (Michael & Karthik, 2004). Studies have repeatedly found that parents affect student outcomes (Muola, 2010; Koki, Lee, & Educational Resources Information Center {U.S.}, 2008; Goye, 2007; Jeynes 2005). Pupils' education achievements are greatly influenced by parental factors such as parental income, parental education level, parental occupation and parental guidance in the community such as contacts within the community, group associations, and the community's academic performance of the family among others (Muola, 2010; Koki, et al., 2008; Goye, 2007; Jeynes 2005).

Kentli (2012) also found that parental factors such as household composition, socioeconomic status, and parents' level of education were stronger predictors of students' educational attainment than direct school-related factors. Durand (2010) pointed out that students' academic success was influenced by the interrelationships among parental educational and occupational status. Also, an intellectually stimulating home setting in which parents provide opportunities for children and encourage them to become involved in working discipline; and parent-child interactions that support the pursuit of excellence in academic and cultural experiences enable children to be more successful (Kentli, 2012).

It has been observed by many teachers in Ilorin metropolis, that some primary school pupils have

problems with identifying objects or numbers (figures), reading, writing and manipulation of objects while some children can manipulate toys and other play materials, read and write very well compared to some other children. And also major edge that private primary school pupils have over public primary school pupils is the impact of parental engagement in the activities of private school. Lack of parental monitoring, support and supervision have affected the students' achievement in public primary school in no small measure. Their morale is dampled, motivation for learning is in shamble, and parents support to complement teacher's efforts are nothing to write home about. This has affected public school students' image, performance and self-esteem as well as quality of education they received.

Parental involvement on pupils' school achievement depend on the nature of parental factors, when pupils are having trouble with school, parents are more likely to influence their children school performance positively. Level of parental factors such as household income, parent's education level, parental guidance and occupation could have influenced school achievement of primary school pupils negatively or positively is expected to provide a good and conducive climate for social, intellectual and emotional development of child, further it provides love, security, guidance and care that contributes to good or poor academic performance (Michael & Karthik, 2004). Hence, this present study intends to examine the parental factors influencing school achievements of pupils in Ilorin South Local Government Area of Kwara State.

Research Questions

The following research question is raised to guide the conduct of the study: What are the parental factors influencing school achievements of pupils

as expressed by primary school teachers Ilorin metropolis, Kwara State?

Research Hypotheses

The following hypotheses were formulated and tested in the study.

1. There is no significant difference in the parental factors influencing school achievements of pupils as expressed by primary school teachers in Ilorin metropolis, Kwara State based on gender and age.
2. There is no significant difference in the parental factors influencing school achievements of pupils as expressed by primary school teachers in Ilorin metropolis, Kwara State based on educational qualification and years of teaching experience.

Purpose of the Study

The main purpose of the study is to examine the parental factors influencing school achievements of pupils in Ilorin metropolis, Kwara State. The study also seeks to examine the influence of moderating variables of gender, age, educational qualification years of teaching experience of the respondents' responses on the parental factors influencing school achievements of pupils.

Methodology

The study employed a mixed method approach of explanatory design comprising of quantitative and qualitative analyses of data. The mix method approach is considered appropriate because it allows the researcher to follow up and further explain the result of the quantitative findings (Bordens & Abbott, 2002). For quantitative data, a descriptive survey was adopted while thematic analysis was employed for qualitative data.

The population for this study comprised all primary school teachers in Ilorin metropolis, Kwara State while the targeted population consisted of selected primary school teachers in

Ilorin metropolis, Kwara State. The researcher chooses primary school teachers because they know much about pupils' school achievement than other educational stakeholders. Two hundred and fifteen (215) primary school teachers formed the sample for this study. Eleven (11) primary schools were randomly selected from Ilorin metropolis, Kwara State using dip-hat sampling method. The dip-hat sampling method is a method where by the researcher writes the names of the primary schools in the local government area on different sheets of papers, puts them in a bag, shakes them and then dip his/her hand into the bag to pick a sample. This method was used to select 11 primary schools for the study. Thus, 10 respondents were randomly selected from each of the schools selected using random sampling techniques. The participants were selected using stratified sampling on the basis of gender, age, educational qualification and years of teaching experience. Also 5 parents were purposively selected in addition to 210 respondents. Therefore, a total number of two hundred and fifteen (215) respondents were used for this study.

The instrument adopted for this study was a self-designed questionnaire titled "Use of Mobile Technology for Accessing Counselling Services Questionnaire" (UMTACSQ) was used to collect data. The instrument was validated by 4 Lecturers in the Department of Counsellor Education, University of Ilorin. The instrument was subjected to test re-test reliability and the reliability coefficient of 0.85 was obtained.

For the purpose of the study, a researcher-developed questionnaire entitled "Parental Factors Influencing School Achievements of Pupils Questionnaire (PFISAPQ)" was used to collect data for this study. The questionnaire consisted three sections (that is Section A, B & C). Section A, focused on the demographic data of respondents, Section B consisted 10 items which focus on the parent factors influencing school achievement of

pupils while section C contained interview questions relating to parent factors influencing school achievement of pupils such as what parental related factors can influence pupils' academic achievement; based on your experience, do you think parents' income influences pupils' performance in school; do you think the parents occupation affect their pupils' performance in school based on your experience; and in your opinion, in what way do you think parents' level of education could affect pupils' academic performance.

The format of each section (A & B) of the questionnaire forms holds the weight of scoring. Section 'A' was analysed using the frequency and simple percentages for the demographic data. The four point Likert type scale was used in scoring the instrument. However, the procedure for scoring the instrument is as follows:

- Strongly Agree (SA)=4 Points
- Agree (A)=3 Points
- Disagree (D)=2 Points
- Strongly Disagree (SD)=1 Point.

In sections B of the instrument, the mean cut-off point is 2.5 (i.e. $4+3+2+1/4$). Therefore, any item that ranked 2.5 and above was considered as positive parental factors while below 2.5 was considered as negative parental factors influencing school achievement of pupils.

Thematic analysis was used for analyzing qualitative data that is section C. Thematic analysis helped in establishing meaningful information to support the quantitative data analyzed. The responses were analysed and arranged using thematic analysis with each of the responses coded and formed to themes to allow for ease of analysis. Using the inductive approach of code development, which enables codes and themes to emerge from the data, the researcher read through each transcript or audio severally to grasp more detail and gain a better understanding of how the data relates to the research questions.

Results

Research Question 1: What are the parental factors influencing school achievements of pupils as expressed by primary school teachers Ilorin metropolis, Kwara State?

Table 1. Mean and Rank Order Analysis on the Respondents' Expression on the Parental Factors Influencing School Achievement of Pupils. Source: authors.

Item No	As far as I am concerned, the following factors positively contributed to pupils' school achievement:	Mean	Rank
1	Parent's academic background	3.78	1 st
3	Parent's interest in education	3.57	2 nd
7	Parent-child relationship	3.52	3 rd
8	Parental monitoring	3.44	4 th
9	Parental involvement	3.49	5 th
6	Parent's ability to use technology	3.37	6 th
10	Parental attitude to discipline	3.37	7 th
4	Parent's academic abilities	3.35	8 th
5	Parent's occupation	3.31	9 th
2	Parent's socio economic status	3.12	10 th

Table 1 presents the mean and rank order on the respondents' expression on the parental factors influencing school achievements of pupils. The table indicates that items 1, 3 and 7 which state that the parent's academic background; parent's interest in education; and parent-child relationship are the main factors positively contributed to pupils' school achievement. The items ranked 1st, 2nd and 3rd respectively with mean scores of 3.78, 3.57 and 3.52 respectively. Also items 4, 5 and 2 which state that parent's academic abilities; parent's occupation; parent's socio economic status are the least parental factors positively contributed to pupils' school achievement. The items ranked 8th, 9th and 10th with the mean scores of 3.35, 3.31 and 3.12 respectively. Since all the ten items have mean score that is above 2.50, then it can be said that respondents attested positively that parental factors have influence on pupils' school achievement.

The researcher also asked 10 primary school teachers and 5 parents Ilorin metropolis some questions during face to face interviews. The questions and their responses were as follows:

1. How can parental level of education influence pupils' school achievement?

The teachers' reports revealed the following:

Themes: know when to give pupil the material need, able to guide and direct the pupils well enough, able to modify pupils' learning behaviour, to serve as a mentor to pupils, able to understand children better, can improve the child intellectual performance, impact more knowledge.

Statements:

A female teachers of 28 years old with NCE and been teaching for 5 years stated that: „Parental level of education can positively affect the pupils school achievement because they know the

significant of being educated and that make them to give their pupils all they need e.g. payment of school fees, stationeries, adequate feeding etc.”

A male respondent of 33 years old with NCE who has been teaching for 11 years reported that: „Parental level of education influence the pupils academic performance especially those with higher level of education, in the sense that they can guide and direct the pupils well enough compared with parent with low level of education.”

Another male teacher of 42 years old with first degree and been practicing teaching for 14 years simply stressed that: „Involvement of educated parents has greater impact on elementary school students than secondary school students.”

A 41 years old female teacher who has first degree and been teaching for 12 years stated that: „Parent education affect children learning behaviour and academic achievement positively.”

A 42 years old female teacher who has first degree and has been teaching for 11 years stated that: „It depends on parental level of education to influence their children school achievement, those with school leaving certificate and senior secondary school certificate might not significantly has influence on pupils' school achievement compare to those with first degree and postgraduate.”

A 39 years old female teacher who has master degree and has been teaching for 11 years reported that: „It will have great impact because parents with higher education level and exposure understand their children better and they tend to teach them properly and child learn best from parents.”

Male teacher of 26 years old with NCE and teaching experience of 4 years stated that: „Parent level of education can influence the child

academic achievement. It improves the child intellectual performance positively."

A female parent of 33 years of age with three children stated that: *„Parental level of education influence the child academic performance, if the parents are well educated it will also influence the child positively."*

Male parent with 2 children stressed that: *„Parental level of education can improve pupils academic achievem"*

Female parent with 2 children asserted that: *„Well educated parent make the best decision for their children due to their level of education"*.

Male parent of 31 years old with 2 children asserted that: *„Parental level of education can influence school achievement through provision of academic related materials."*

2. Based on your experience, does parental monitoring/supervising promote pupils' academic achievement? Please, explain. The following extracts from the interviews conducted at different schools illustrate the respondents' perceptions based on their experience on the above question. Therefore, the themes and response were as follows:

Themes: pupils' attitude in class improve, engage in good study habits at home, doing assignment, correct pupils habit, promote pupils intellectual capabilities or cognitive development, keeps pupils' in check, groom children properly, allows child to put more efforts.

Statements:

A female teachers of 28 years old with NCE and been teaching for 5 years stated that: *„Yes, parental monitoring and supervising go along way of*

promoting pupils academic achievement because parents will see them through reading at home, doing assignment etc"

A male respondent of 33 years old with NCE who has been teaching for 11 years reported that: *„Yes because anytime pupils is doing something out of time, due to parents monitoring they will be corrected of such bad habits."*

Another male teacher of 42 years old with first degree and been practicing teaching for 14 years simply stressed that: *„Parent monitoring through communicating with teacher helps students feel more motivated in their classes, their self esteem and attitudes in class improves."*

A 41 years old female teacher who has first degree and been teaching for 12 years stated that: *„Parental monitoring promote pupils intellectual capabilities or cognitive development."*

A 42 years old female teacher who has first degree and has been teaching for 11 years stated that: *„Yes, parent monitoring keeps children in check. A kid first teacher is always his/her parents. such kid's cademic activities will be affected by how constant the parents monitor his/her work.s."*

A 39 years old female teacher who has master degree and has been teaching for 11 years reported that: *„Yes, it is an essential as eating. Proper monitoring groom children properly and make them excel in their academic activities."*

Male respondent of 26 years old with NCE and teaching experience of 4 years stated that: *„Yes, it promotes the pupils academic achievement in the sense that it makes the child to put more efforts in his/her academic performance. It also makes the child to have focus on his/her academic."*

Another male respondent of 37 years old with first degree and teaching experience of 8 years stated that: „Yes, parental monitoring /supervising enhance the pupils academic performance, the parents should guide them, support them and by assisting them in their assignment.”

A female parent of 33 years of age with three children stated that: „Yes, it promotes the pupils achievement and help positively in learning.”

Male parent with 2 children stressed that: „Yes, parental monitoring and supervision also improves the child’s academic achievement. it makes the child to work hard in his/her studies and makes the child to be knowledgeable if the child undergo some monitoring and supervision by parent.”

Female parent with 2 children asserted that: „Yes, parental monitoring/supervising promotes the level of child education due to monitoring/supervising and prayerful for the child.”

Male parent of 31 years old with 2 children asserted that: „Yes, constant but proper monitoring is essential to the pupils’ academic performance”.

A female parent of 35 years of age with 4 children stated that: „Parental monitoring promote pupils academic for both the pupils and the teacher because the teacher will be putting more effort in other pupils who are academically poor.”

3. Do you think that the parental involvement/support can influence pupils’ performance in school based on your experience? Please, explain.

The following extracts from the interviews conducted at different schools illustrate the respondents’ perceptions based on their experience on the above question.

Therefore, the themes and response were as follows:

Themes: providing school materials for pupil, guide the pupil moral intelligence, influence pupils positive attitude towards education, build child confidence level.

Statements:

A female teacher of 28 years old with NCE and been teaching for 5 years stated that: „Yes parental involvement and support can also influence pupils performance. If parents provide needed materials that the school is lacking, such as instructional materials, textbooks and stationeries etc.”

A male respondent of 33 years old with NCE who has been teaching for 11 years reported that: „Yes parental involvement can always guide the pupil moral intelligence.”

Another male teacher of 42 years old with first degree and been practicing teaching for 14 years simply stressed that: „Yes and teachers who focus on parent engagement often see a profound change in their class room.”

A 41 years old female teacher who has first degree and been teaching for 12 years stated that: „Parent personal involvement has more impact on children academic outcomes and it influence pupils positive attitude towards education”

A 42 years old female teacher who has first degree and has been teaching for 11 years stated that: „Any child would fail if the parent does not support such child. A parent support can help build child confidence level.”

A 39 years old female teacher who has master degree and has been teaching for 11 years reported that: „Yes, parental involvement/support

can influence pupils' performance in school by supporting the child in doing his/her take home work and have more time in engaging him/her in a summer lessons."

Male respondent of 26 years old with NCE and teaching experience of 4 years stated that: *„Yes, parental involvement can influence the pupils' academic performance if the child does not have parental support, it can affect the child by not improving well in his/her academic performance."*

A female parent of 33 years of age with three children stated that: *„Yes, it supports the pupils' performance in school learning. It also gives a child to be up and doing in his/her education."*

Male parent with 2 children stressed that: *„Yes parental involvement and support influence the child academic performance if the child is been supported positively e.g. provision of some academic materials."*

Female parent with 2 children asserted that: *„Yes, because the parent will guide the pupils based on experience he/she has."*

Male parent of 31 years old with 2 children asserted that: *„Yes, the essential tools for any development of the support from the right channels. A kid performance is greatly affected/ influences by parental supports and involvement."*

A female parent of 35 years of age with 4 children stated that: *„Yes, parental involvement can influence pupils' performance especially in their weak area of subject."*

4. In your opinion, in what ways do you think parent-child relationship improved or reduced pupils' academic performance? The following extracts from the interviews conducted at different schools illustrate the respondents' perceptions based on

their experience on the above question. Therefore, the themes and response were as follows:

Themes: giving the pupils the best guidance, improve interaction, improves child academic.

Statements:

A female teacher of 28 years old with NCE and been teaching for 5 years stated that: *„Parent-child relationship can improve pupils academic performance by giving the pupils the best guidance and not over loading the pupils with what they cannot absorb and reducing stress help the pupils in the academic performance."*

A male respondent of 33 years old with NCE who has been teaching for 11 years reported that: *„It allows child to succeed and assist their psychological development."*

A 41 years old female teacher who has first degree and been teaching for 12 years stated that: *„When parent-child relationship is closed the child improved in their academic with little discipline but sometimes some child not living with their parent and the person treat the child badly so pupils academic performance will reduce totally."*

A 42 years old female teacher who has first degree and has been teaching for 11 years stated that: *„Parent-child relationship is very important in the life of every child, it makes the child to interact well with their parents and also makes the child to have cordial relationship with the parents in terms of expression."*

Male respondent of 26 years old with NCE and teaching experience of 4 years stated that: *„Parent-child relationship improves child academic if the parents are friendly and tolerant, it will improve the child academically and the child will have a very smooth relationship with the parents and he/she will be free to express his/herself."*

A female parent of 33 years of age with three children stated that: „*The parent and child relationship improved pupils’ education. It can also reduce because most pupils will not be serious if the parents are advising them*”.

Male parent of 31 years old with 2 children asserted that: „*Parent-child relationship makes the child to do well in his/her academic or it also reduce the academic performance of the child if not given freedom.*”

A female parent of 35 years of age with 4 children stated that: „*It can improve the level of education of pupils by encouraging and offering words of advice. It can also reduce the pupils’ academic performance due to misguiding the child.*”

Hypotheses Testing

Two null hypotheses were formulated and tested for this study. The hypotheses were tested using 2-

way Analysis of Variance statistical method at 0.05 level of significance.

Hypothesis 1.:There is no significant difference in the parental factors influencing school achievements of pupils in as expressed by primary school teachers in Ilorin metropolis, Kwara State based on gender and age.

Table 2 shows the result of the two-way Analysis of Variance based on gender and age. In the case of gender, the calculated F-value is 4.418, while the critical F-value is 3.84 with 1 and 194 the degrees of freedom. Since the calculated F-value is greater than the critical F-value, the hypothesis is thus not accepted. It could be inferred that there is significant difference in the parental factors influencing school achievements of pupils in as expressed by primary school teachers in Ilorin metropolis, Kwara State based on gender.

Table 2. 2-way Analysis of Variance showing differences in the Respondents’ Expression on the Parental Factors Influencing School Achievement of Pupils based on Gender and Age. Source: Authors.

Source	Sum of Squares	df	Mean Squares	Cal. F-Value	Crit. F-Value	Sig.
Corrected mod.	1464.627 ^a	5	292.925	34.412		.000
Intercept	206151.847	1	206151.847	24218.3034.4		.000
Gender	37.610	2	37.610	18	3.84	.0370
Age	1105.627	194	552.813	5.784	3.00	00
Error	1651.373	200	8.512			
Total	238414.000	199				
Corrected T.	3116.000					

* p < .05

In the same vein, the calculated F-value of age is 5.784, while the critical F-value is 3.00 with 2 and 194 the degrees of freedom. Since the calculated F-value is greater than the critical F-value, thus, the hypothesis is rejected. Therefore, there is a significant difference in the parental factors influencing school achievements of pupils in as expressed by primary school teachers in Ilorin metropolis, Kwara State based on age. In order to ascertain where the significant difference lies based on age, Scheffe Post-Hoc was carried out and the output is shown on Table 3.

Table 3. Scheffe post-hoc where the significant difference lies based on Age. Source: Authors.

Age group	N	Sub set for Alpha = 0.05		
		1	2	3
31-40 years	51	31.65		
18-30 years	93		33.38	
41 years ≥	56			38.25

Table 3 shows that respondents who were 31-40 years of age had the mean score of 31.65 (in subset 1), 18-30 years had the mean score of 33.38 (in

subset 2) while 41 years and above had the mean score of 38.25 (in subset 3). This implies that the mean score of respondents who were 41 years of age and above is greater than the mean scores of other age groups thus contributed to the significant difference.

Hypothesis 2: There is no significant difference in the parental factors influencing school achievements of pupils in as expressed by primary school teachers in Ilorin metropolis, Kwara State based on educational qualification and years of teaching experience

Table 4 shows the result of the two-way Analysis of Variance based on educational qualification and years of teaching experience. Based on educational qualification, the calculated F-value is 3.291, while the critical F-value is 3.00 with 2 and 194 the degrees of freedom. Since the calculated F-value is greater than the critical F-value, the hypothesis is thus rejected. This implies that there is significant difference in the parental factors influencing school achievements of pupils in as expressed by primary school teachers in Ilorin metropolis, Kwara State based on educational qualification.

Table 4: 2-way Analysis of Variance showing differences in the Respondents' Expression on the Parental Factors Influencing School Achievement of Pupils based on Educational Qualification and Years of Teaching Experience. Source: Authors.

Source	Sum of Squares	df	Mean Squares	Cal. F-Value	Crit. F-Value	Sig.
Corrected model.	538.525 ^a	5	107.705	8.107		.000
Intercept	61160.552	2	61160.552	4603.400		.000
Edu. Qualification	87.450	2	43.725	3.291	3.00	.039
Teaching Exp.	87.931	194	43.966	13.480	3.00	.039
Error	2577.475	200	13.286			
Total	238414.000	199				
Corrected T.	3116.000					

* p < .05

Likewise, the calculated F-value of years of teaching experience is 13.480, while the critical F-value is 3.00 with 2 and 194 the degrees of freedom. Since the calculated F-value is greater than the critical F-value, thus, the hypothesis is rejected. Therefore, there is a significant difference in the parental factors influencing school achievements of pupils in as expressed by primary school teachers in Ilorin metropolis, Kwara State based on years of teaching experience. In order to ascertain where the significant difference lies, Scheffe Post-Hoc was carried out and the output is shown on Tables 5 and 6.

Table 5: Scheffe post-hoc where the significant difference lies based on Education Qualification. Source: Authors.

Qualification	N	Sub set for Alpha = 0.05	
		1	2
Postgraduate	19	32.26	
NCE	111	33.59	
First Degree	70		35.97
Sig.		.270	1.000

Table 5 indicates that respondents who had Postgraduate and NCE (in subset 1) with the mean scores of 32.26 and 33.59 respectively while respondents who had first degree are in the sub-set 2 with the mean scores of 35.57 respectively. This implies that respondents who had first degree contributed to the significant different with mean score compared with other groups.

Table 6. Scheffe post-hoc where the significant difference lies based Years of Teaching Experience. Source: Authors.

Year	N	Sub set for Alpha = 0.05	
		1	2
1-5 years	99	33.52	
6-10 years	7	34.00	
11 years ≥	94		35.15
Sig.		.070	.794

Table 6 indicates that respondents who had 1-5 years and 6-10 years of teaching experience are in the same sub-set 1 with the mean scores of 33.52 and 34.00 respectively while respondents who had 11 year and above of teaching experience with the mean score of 35.15 is in the subset 2. This implies that respondents who had 11 years and above teaching experience contributed to the significant different.

Discussion of the Findings

The study revealed that revealed that parent's academic background; parent's interest in education; and parent-child relationship are the main factors positively contributed to pupils' school achievement. This could be as a result of the fact that parents provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school. The finding supports the study of that Egunsola (2014) revealed that the quality of parents educational background goes a long way to predict the quality of students' academic outcome and regularity of the satisfaction and provision of a child's functional survival and academic needs. The finding also agrees with the study of Adeyemi and Adeyemi (2014) stressed the importance of parents' interest and students' interest in education as predictors of pupils' academic achievement. The finding also supports the submission of Kentli (2012) who asserted parent-child interactions that support the pursuit of excellence in academic and cultural experiences enable children to be more successful.

The findings from the interview shown that parental level of education can influence pupils' school achievement when they know when to give pupil the material needed, able to guide and direct the pupils well enough, able to modify pupils' learning behaviour, to serve as a mentor to pupils, able to understand children better, can improve the

child intellectual performance, impact more knowledge to children. The finding is in line with the study of Durand (2010) who was of the view that educated mothers provide their children with more materials and activities that promote high educational outcomes and also an intellectually stimulating home setting in which parents provide opportunities for children and encourage them to become involved in working discipline.

The finding of the study revealed that parental monitoring/supervising: improve pupils' attitude in class improve, enable pupils to engage in good study habits, do assignment, correct pupils habit, promote pupils intellectual capabilities or cognitive development, keeps pupils' in check, groom children properly, allows child to put more efforts. The finding is in line with the submission of Ezenwafor and Amobi (2016) who stressed that parental monitoring or supervision enable students to adopt effective study habits to improve their academic performance and prepare them well for the future.

The result of the findings from interviewed teachers and parents further revealed that parental involvement/support can influence pupils' performance in school by providing school materials for pupil, guide the pupil moral intelligence/positive attitude towards education, build child confidence level. The finding also relates to the submission of Jeynes (2005) who stated that parents' involvement in their children's academic activities by supporting them financially and morally enhance students' academic performance.

The finding of the study revealed that parent-child relationship can improved pupils' academic performance by giving the pupils the best guidance, improving interaction to make children free to them, make children to express themselves in class. The finding is in line with the submission of Momen and Amari (2008) who asserted that parent-child communication pattern could have a tremendous influence on the life of their children ranging from the perception the children have

about themselves (self-esteem) by telling them about their mistakes in school which in turn improve students' academic achievement.

Hypothesis one revealed that there was significant difference in the parental factors influencing school achievements of pupils as expressed by primary school teachers in Ilorin metropolis, Kwara State based on gender and age.

This implies that based on gender, male and female respondents were different in their perception on the influence of parental factors on pupils' school achievement. The interview conducted among respondents also showed respondents of both genders had different perception. This finding negates the study of Ezenwafor and Amobi (2016) who found that and female respondents significantly differed in their mean ratings on the extent student-related factors affect academic performance of secondary school students in business subjects in the area of the study. This could attributed to gender bias when it comes to parents sending children to schools where some parent prefer male child to female child thus the perception of the respondents could be differed based on their experience on parental factors.

Significant difference in the parental factors influencing school achievements of pupils as expressed by primary school teachers in Ilorin metropolis, Kwara State based on age. This implies significant age difference was found among respondents perception. The result of Scheffe post-hoc revealed that respondents who were 41 years of age and above contributed to the significant difference. Their contribution to the significant different could be as a result of their high level of maturity.

Respondents of different age groups were interviewed and they were also different in their perception on the parental factors influence pupils' school achievement. The finding of the study supports the study of Jeynes (2005) who also found significant difference in the effect of parental

involvement on the academic achievement among in-school adolescents of difference age groups.

Hypothesis two revealed that was significant difference in the parental factors influencing school achievements of pupils as expressed by primary school teachers in Ilorin metropolis, Kwara State based on educational qualification and years of teaching experience. The post-hoc result showed that respondents who had first degree contributed to the significant different with mean score compared with other groups. Based on respondents educational qualification, the finding implies that the perceptions of the respondents were different based on the parental factors influencing school achievement of pupils. Interviewed with respondents of different level of educational qualification showed that, the respondents did not share the same view on the parental factors influencing pupils' academic achievement. This could be as a result of the different knowledge they acquired at different level of their educational attainment on the parental influence on students' education. The finding of the study is in line with the submission of Ntitika (2014) who found significant difference in the parental characteristics influencing students' academic performance as perceived by teachers of difference educational qualification.

Significant difference in the parental factors influencing school achievements of pupils as expressed by primary school teachers in Ilorin metropolis, Kwara State based on years of teaching experience. This implies that no difference was found based on respondents years of teaching experience on the parental factors influencing school achievements of pupils. The result of Scheffe post-hoc revealed that respondents who had 11 years and above teaching experience contributed to the significant different. The same view was also found among interviewees with different type of occupations. This may be as a result of the different experiences they had year in

year out on the influence of parental factors on pupils' academic achievement. The finding of the study is in line with the submission of Kentli (2012) who found significant in the perception of teachers based on years of working experience on the parental influence on academic success.

Conclusion

This research work examined the parental factors influencing school achievements of pupils in Ilorin metropolis, Kwara State. The study that parent's academic background; parent's interest in education; parent-child relationship; parental involvement; and parental monitoring are the main factors positively contributed to pupils' school achievement among others. Hence, Professional counselors can sensitize parents who are not educated to enrol in adults class since the study has found that parental educational background and parents' interest in education could positively influenced school achievement of pupils. Counsellors can identify pupils whose parents are not involving, monitoring pupils' education to orientate them on the important of parental involvement and parental monitoring on pupils school achievement. Marital Counsellors can also sensitize parents on how parent-child relationship could improve pupils' school achievement.

Recommendations

Based on the findings of this study, it is recommended that:

1. School authorities should encourage parents through P. T. A. to improve their involvement in their children's academic activities by supporting them financially and morally to enhance their academic performance.
2. Parents should be actively involved in encouraging students to learn and also in supervising students' academic work at home as well as giving them advice.

3. There is need for establishment of adult education in various community in order to improve parents level of literacy which could negatively affect children school achievement.
4. There is need for School Counsellors to identify pupils whose parents are not involving, monitoring pupils' education to orientate them on the important of parental involvement and parental monitoring on pupils school achievement.

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