

Relationship Between Parental Attitudes to Education and Academic Performance of Secondary School Students in Sokoto Metropolis, Sokoto, Nigeria: Implication for Counseling

Dr H.S. Aliero¹, Dr B.U. Aliero¹ and Hindatu Abdullahi²

¹Department of Education, Kebbi State University of Science and Technology, Aliero. ²Department of Education Foundation, Usmanu Danfofiyo University, Sokoto, Nigeria

Corresponding author: harunaaliero@gmail.com

Abstract

This study investigated the relationship among parents attitude to education and academic performance of senior secondary school students in Sokoto metropolis. A total sample of 378 students and parents participated in the study from the population of (24,683(203 students and 175 parents). Two (2) research questions, two research objectives and two research hypotheses were formulated to guide this study. Descriptive research design was adopted for the study. Purposive sampling method was used in drawing samples from the population. The Pearson product moment correlation coefficient (r) statistical method was used to test hypothesis one while multiple regression analysis was used to test the second hypothesis. The findings indicated that there is a positive relationship between parental attitude to education and academic performance of students. Based on the findings, it was recommended among others that during P.T.A meetings parents should be assisted to understand the importance of their positive attitude to their children, so as to make their wards have good academic performance.

Keywords: Parental attitudes to education, Academic performance, Secondary school students, Sokoto metropolis, Implication for counseling.

Introduction

Parent attitude is known to be linked with improved behaviour, regular attendance and positive manners. In addition, showing positive attitude to education of your child include constant involvement in his or her school activities and giving adequate care about his or her education and behaviour. This alone can make children appreciate the importance of education and help them to understand that what they are doing has a purpose. Parental positive attitude to education provides a support network for children, which is particularly important when they face academic hurdles or other challenges with friendships of extracurricular activities. It also means that you are a stake holder in your child's educational development and conversant with ups and downs of his educational trend.

As a result, children whose parents shows positive attitude and involvement are more likely to have higher self-esteem, disciplined, have more self - motivation and tend to achieve better grades, regardless of their ethnic, social or racial background (www.washington, 2005). Parents who are intelligent academicians, and well educated and are professional, provide their children with a favorable environment to motivate or encourage their children through their attitude to develop similar interest and perform well in their parents' subject areas. Ogunlade, in Ezra (2016) observed that children of illiterate homes perform worse than those from educated home. Students from these homes also study and concentrate in the class a lot more than the former. Waston in Ezra (2016) confirmed the significant relationship between education background and academic performance.

Peer group is a group of people of same age or social status. The first social group outside the home in which the child attempts to gain acceptance and recognition is the peer group. Adolescence always emulate their mates in whatever form of behaviour they exhibit, particularly that which interest them thus, since socialization only refers to change in behaviour, attitude having their origin in interaction with other persons and those which occur through integration, a child learns more through interaction with peers. It is important to note that peer group in encourages a person to change his or her attitude and values in order to conform to group norms.

Review of Related Literature

A child learns more through interaction with group members which helps to change his or her attitude and values in order to be in conformity to the group norms. That is why children are fond of emulating their mates in whatever form of behavior they exhibit. This change in attitude comes as a result of socialization with other members of the group.

Positive attitudes of parents to education can lead to the building of stronger relationships within the school, leading to clearer communication between teachers, parents and children. Parental involvement helps give children attention and praise which, in turn help them recognize their education is worthy of adult interest. Positive attitude to education of children can also boosts the mental health of children. It also encourages communication between children and parents, which can foster high self -esteem and confidence (Ezra, 2016).

Castro Giovanni in Robin (2016) sees the initial development of attitudes to begin from a small group of smaller age, fairly close friends and sharing same values and attitudes; some number of students see their friends as role models.

Edward, (2014) observed that Parental involvement in education is the contribution of parents which involves student's academic performance and other school related activities. It ensures that parents play a vital role in supporting their children's education both at home and school.

Statement of the problem

Some parents do not show positive attitude to the education of the children which can lead to poor academic performance of their children and consequently the withdrawal of such children from school. This make such children take to the street and become menace to the society later in life. Children socialize with the people with whom they associate. Through interaction over many years, acceptable social customs are taught and fostered; other children as well as adults can have a great impact on broad range of issues in the child's including achievement in schools (Bashir, 2015). The immediate environment such as peer group, family, school, religion, Parents and other factors can encourage or discourage student's academic performance.

Significant of the study

The research work is carried out to examine the relationship among parental attitude to education, peers group influence and academic performance of secondary school students in Sokoto metropolis. the findings of this study will be beneficial to parents, students and educators. Through this research work, parents will be assisted to understand the importance of their positive attitude and involvement to the education of their children because if parents are aware of how their negative attitude affects the education of their children, they will be more active and show positive concerned about their children's education. Although some parents do not want their children to be educated, they preferred them to go for business or some other things.

Also, at the end of this research, the findings of this study will help adolescent to choose their peer with caution, to know and study the people they are associating with. it will also provide information to counselors, educationalist and parents on how they can assist and help adolescent to deal with peer group pressure. In addition, findings of this study will be useful to many people who may want to know the factors that could affect academic performance. The findings of this study will help parents to understand about the need to encourage and motivate their children to attain good academic performance.

Research Questions

To guide the study, the following questions were raised:

1. Is there any relationship between parental attitude to education and academic performance of senior secondary school students In Sokoto metropolis?
2. Which of the variables: Parental attitude to education and peer group influence is more related to academic performance of senior secondary school students in Sokoto metropolis?

Objectives of the study

The objectives of the study are as follows:

1. To investigate whether there is any relationship between parental attitude to education and academic performance of senior secondary school students in Sokoto metropolis
2. To find out whether parental attitude to education is more related to academic performance of senior secondary school students than peer group influence in Sokoto metropolis.

Research Hypotheses

Below are the research hypotheses of this study which were tested:

HO₁: There is no significant relationship between parental attitude to education and academic performance of senior secondary school student in Sokoto metropolis.

HO₂: None of the parental attitude to education and peer group influence is significantly related to academic performance of senior secondary school students in Sokoto metropolis.

Method of Administration of the Instrument

The administration of the research instrument was carried out in all the six selected schools by the researchers. The consent of the authorities of all the selected school was sought in order to have hitch – free exercise. The three (3) instruments were administered in a day. The researcher requested for some members of staff to serve as research assistants. The research assistants were briefed by the researchers to read the instructions to the respondents. The respondents were encouraged to ask questions where necessary before the commencement of the tests on each occasion.

Method of Data Analysis

To test the hypotheses the researcher used Pearson product moment correlation coefficient statistics as tool to test hypotheses 1 and 2.

Table 1: Sample Distribution of Schools Selected and Respondents

Name of Schools	Students Population No	No of Sample Respondent	Parents Population No	No of sample Respondent
	(Students)		(Parents)	
Army day secondary school,	659	41	480	30

Sokoto				
Hafsatu Amadu Bello Model Arabic Secondary School, Sokoto	732	45	680	42
Sultan Abubakar College, Sokoto	560	35	460	28
Sani Dingyadi Unity Secondary School, Sokoto	565	35	590	36
Sultan Bello Secondary School; Sokoto	518	32	444	27
Government Girls College Arabic Science and Islamic Secondary School, Sokoto	238	15	200	12
Total	3270	203	2854	175

Source: Ministry of Education Sokoto, Sokoto State

The number of sample respondents of student is 203 and that of parent sample respondents are 175, the reason why 203 students have 175 parents is that, some parent have more than one child in the school. The sample size of the student was proportionately determined across the six schools because their population varies in number so the higher the population of school, the higher the number of sample the school will have.

In order to determine the number of students to represent each of the six selected schools the sample size of the six selected schools and the number of parents which is 378 was divided by 6124 (that is the total population of the six selected school(s) and then multiplied by 100 which gave 6.2%. therefore, approximately, 6.2% of student and parent in each of the selected school was randomly drawn to represent their various schools using proportionate sampling. According to Kerlinger in Bashir (2015) deliberate and purposive sampling technique as a non-probability sample is characterized by the use of judgment and deliberate effort to obtain representative sample, by including presumably typical areas or group in the sample. In selecting student to represent the simple, the researcher used simple random sampling by writing "yes" and "no" on folded pieces of paper. Student that pick "yes" were selected to represent the student sample which indicated that all students were given equal chance of being selected.

Instrumentation

Three set of instruments were used to obtain information in this research work. The instruments are (2) set of research questionnaires the first research questionnaire was adopted from Ezra (2016), the second research questionnaire was adapted from Ezra (2016) and one set of academic performance test (APT) (mathematic and English) the academic achievement test was self-designed for the level of student in the study. The following are the instruments:

1. Adopted Ezra (2016) parental attitude to education and dimension questionnaire (PAEDQ), to measure the level of parental attitude to school.
2. Adapted Ezra (2016) Peer Group Influence Questionnaire (PGIQ) to measure the level of peer group influence.
3. Academic performance test (APT)to measure the level of academic performance of the student in two subjects mathematics and English

Population of the study

The population of this study included all the SS II students in the public senior secondary schools in Sokoto metropolis and parents that have children in schools were part of the population of this study. There are thirty-three (33) public secondary schools with senior secondary schools in Sokoto Metropolis with 13639 SS II student and 11044 parents.

Samples and Sampling Technique

The sample for the study was drawn from senior secondary school two (SSII) involving only six (6) selected secondary school in Sokoto metropolis. Purposive sampling was used in selecting the six (6) schools. The schools that the researcher selected are one Male boarding School, one Female boarding School, one mixed school, one male Day - School, one female Day- School and one Unity School which give a total of six schools. The schools were selected by the researchers because of their relevance to the investigation under consideration.

Table 2: Relationship between Parental Attitude to Education and Students' Academic Performance

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Parental attitude	175	70.42	20.51	.507	.000	Ho rejected
Academic performance	203	76.82	22.87			

From the result of table 12, parental attitude to education and students' academic performance were positively related and significant, Pearson's $r(376) = .507, p=.000$. This indicates significant relationship between parental attitude to education and students' academic performance because the p-value is less than the .05 level of significance. Therefore, H_{01} which states that there is no significant relationship between parental attitude to education and academic performance of senior secondary school students in Sokoto metropolis is here by rejected.

H_{02} : Parental attitude to education is not more related to academic performance of senior school students in Sokoto metropolis than peer group influence.

This hypothesis was tested by subjecting the parental attitude to education and peer group influence scores to regression analysis to predict their relationship to academic performance of the respondent as shown in table 2.

Table 3: Parental Attitude to Education and Peer Group Influence Relation to Academic Performance

Variables	R	R ²	Adjust d R ²	SE	F	t	p-value	
Parental attitude to school	.507	.257	.253	20.717	59.971	.505	7.577	.000
Peer group influence	.507	.257	.248	.20.775	.29.740	.011	.158	.874

Dependent variable: Academic Performance

A look at the squared part correlation revealed that parental attitude to school accounted for 25.7% of the variance in academic performance $r^2_{adj} = .253, f(1, 173) = 59.791, p .05$ while peer group influence accounted also for 25.7% of the variance in academic performance $r^2_{adj} = .248, f(92, 172) = 29.740, p .05$. Thus, the significant results of the procedure indicated that the combination of the

predictor variables were able to account for a significant amount of variance in the dependent variable.

Although peer group influence was an explanatory variable of academic performance, analysis of regression coefficients indicated that parental attitude to education, $B=.505$, $t=75.77$ $p .05$ emerged as the significant predictor when all variables were in the model. This indicated that parental attitude to education is more related to students' academic performance than peer group influence. Therefore, H_0 is here by rejected. Thus, it is concluded that parental attitude was more related to students' academic performance than peer group influence.

Conclusion

The purpose of this study was to investigate factors that could affect academic performance of senior secondary school students, these factors are parental attitude to education and peer group influence. The research has found out that there is strong relationship between parental attitude to education and academic performance of senior secondary school students in Sokoto metropolis. Also, the finding of this study clearly proved that, there exists a positive relationship between peer group influence and academic performance of senior secondary school students in Sokoto metropolis. Furthermore, parental attitude to education was found to be more related to academic performance of senior secondary school students in Sokoto metropolis than peer group influence.

Recommendations

Based on the result of this study, the findings made on this study are not conclusive, but an avenue for future studies, parents, teachers and government to find out more. Thus, the following recommendations were put forward:

1. During P.T.A meeting, parents should be assisted to understand the importance of their positive attitude to the education of their children, so as to make students have good academic performance.
2. Parents should be encouraged to monitor their children in school and reward them if they perform better as a sign of motivation.
3. The teachers, parents and counselors should help the adolescent to understand bad peer influence, they should study and understand the kind of people they are associating with and help adolescents on how they can deal with peer group pressure.

References

- Abdeshinwa, O.A. (2013). Effects of family type (monogamy or polygamy) on students' academic achievement in Nigeria. *International journal of psychology and counseling* 5(7) 153-156.
- Abubakar, F. (2014). Relationship among self -esteem, socio-economic status and academic performance of senior secondary school students in Sokoto metropolis. Implication for counseling unpublished M.ED dissertation, Usmanu Danfodio University Sokoto.
- Bashir, D. (2015). Relationship between Parental attitude, influence of Peer group, Social media and Oral development of Senior Secondary School Students in Sokoto metropolis. Unpublished M.Ed dissertation, Usmanu Danfodio University Sokoto.
- Darling, N. (2005). Participation in extracurricular activities and adolescents adjustment in English language. *Journal of Vocational and Technical Education in Nigeria*. Abu Zaria. vol. 3, no.3, pp.27.
- Edward, R. (2014). Relationship between parents Attitudes towards Educational Involment and Academic Performance of Day Secondary School Students in Samia, Kenya.

- Ezra, D. R. (2016). Parental involvement and peer group influence and secondary school student's academic performance in Birnin Kebbi metropolis, Kebbi state, Nigeria: published dissertation (M.ED) dissertation submitted to Usmanu Danfodio University Sokoto.
- Ibrahim, U. (2002). "Peer effect in the classroom: learning from gender and race variation" National Bureau of Economic Research Working pp.7867.
- Salami, S.O. and Alawode, E.A (2000). Effect of Single Parenting on Academic Achievement of Adolescent in Secondary School: Implication for Counseling. Department of Guidance and Counseling University of Ibadan, Ibadan.
- Robin, K. H. Bukowski, W. & Parkerb, J. G (2006). Peer interaction, relationship and groups. In w. Damon & r. Lerner (series EDS) & n. Eisenberg (volume Ed). Handbook of child psychology 6th edition: volume 3 social emotional and personality development (pp.3710645). New York, NY: John Wiley and sons.
- Stephen, N. (2012). Authoritative Parenting Style and its effect. Retrieve from www.thepositiveparentingcentre.com/authoritativeparentingstyle.htm