



Parenting and the Educational Performance of Secondary Schools Students' in Rivers State, Nigeria

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ABSTRACT

This paper looks at parenting and the educational performance of secondary schools' students' in Rivers State, Nigeria. Survey methodology were employed to collect data from the population of all registered secondary school in Rivers State which was estimated as 3,467 as at 2023. Taro Yamane formula were used to arrive at a sample size of 400 and questionnaire was distributed of which 387 returned. With a mean criterion of 3.0, SPSS and Crombach Alpha coefficient of 0.05 were used to analyse the study's research topics. Reviewing the effect of parenting on the educational performance of secondary schools' students' in Nigeria we found out that absent of either father/mother from home, keeping children/wards in the hands of house help/care giver to take care of, family responsibility/obligation which made parents to show less concern in children/wards academic, devotion to work, lack of time, love, care, concern etc. are the effect of poor parenting that lead to poor academic performance of secondary school students River State, Nigeria. The study concluded that parent should try to involve themselves in their children/wards academics than just paying their fees, giving them good meals/snacks to school, buy whatever the children/ward's needs, enrol them in expensive school then leave them in the hands of the teachers' as academic involvement and child training is far beyond this knowing that they are their child/ward first teacher in life and also no one can train their child/ward better than they do knowing the fact that "**charity begins at home**".

INTRODUCTION

Education is the bedrock for development in every society despite the system of government been practice by the society. Students achievement is the focus of the community based on the belief that children are the leaders of tomorrow. Students who do more academically get benefits and rewards such as happiness, pride, joy, better job offers and higher careers. According to Bandura (2007), higher academic achievement is associated with positive traits such as self-esteem, energy and motivation. Academic success in the form of higher academic achievement has long been believed to be the path to a stable and successful future (Hyde & Kling, 2011). Lack of academic performance can have many negative consequences for students because they make them vulnerable to themselves, their families and society, and end up becoming robbers, robbers, thieves, soldiers, etc. away. Believing that this is the only way to succeed in life. Asarian and Askaranjad (2006) found that students with low academic performance are more vulnerable to problems such as stress, depression, crime, psychosis and substance abuse. There are many reasons why students are underperforming such as peer issues, social issues, school environment and parenting. Chao & Querido (2012); Lee, (2007); Machine, (2011); and Silvia, (2022) have shown that parents, through their various parenting roles, are fundamental to various aspects of children's development and success. In addition, Silvia (2022) showed that the attitude of parents is one of the most important factors in the progress of students in school. Different parenting styles emphasize how parents respond to their children and the approach they use to demand compliance from their children. Many parents adopt authoritarian style, other *laisser-faire*, some democratic or the authoritative style. Most of the parents sometimes may even adopt two or more parenting style in some situation just to get the best performance from their children/ward but still the expected result may not be the outcome. In Rivers State, most secondary school student brag about their parents' negative abilities to teacher and even threatening teachers of how he/she will be dealt with by the parent for discipline or punishing the student. Sometime most of the parent even come to school to embarrass, insult, fight or arrest teacher for discipline their child/ward, thereby making the students to look down on the teacher and never believe or value whatever the teacher is teaching in class. The question now is what magic did parents want teachers to perform in their children/wards when they have already disgrace/embarrass and downgraded the teacher in front of their children/ward? what can a student learn/benefit from a teacher that has already been downgraded, devalue and embarrass? how can a teacher give his/her best when his/her best effort in grooming the student have been jeopardize? And finally, what will be the outcome of the students' academic performance since the parent have failed to train their children at home? To this end, this paper term to look at parenting and educational performance of students in secondary schools in Nigeria using Rivers State as a case study.

LITERATURE REVIEW

Theoretical Literature

This work is anchored on Diana Baumrind's Pillar Theory which emphasizes a child's behaviour is associated with parenting styles as they grow and interact with new people. Parenting styles have always been perceived to be a major factor in children's development because it affects the academic development of children. Each child is being affected by the parenting style used by their parents while growing up. Parents are the first and the best teachers a child had ever have. They are the most influential factors that affect children life's (Zedan, 2011). Home is where kids feel safe, secure, and properly nurtured. It is where appropriate guidance and support are present and always needed. Hence, parenting play an important role in nurturing and development of a child. It influences a child's growth and academic performance which cultivates them both in their childhood years and as an adult.

Empirical Literature Review

Mala & Muhammad (2023) conducted a study on parental involvement and its impact on the academic performance of public secondary school students in Maiduguri Metropolis, Borno State, Nigeria. The research aimed to determine the influence of parental involvement on student academic performance, investigate if it can enhance students' self-efficacy, explore the connection between parents' socioeconomic status and students' academic performance, and assess the role of parent-teacher relationships on students' academic success. The study used a correlational research design with a sample of 363 students from public senior secondary schools in Maiduguri Metropolis. The findings revealed a positive relationship between parental involvement and students' academic performance, self-efficacy, and parents' socioeconomic status affecting students' educational outcomes. Additionally, the study found a significant link between parent-teacher relationships and students' academic performance.

Onwunyili & Obi (2023) investigated the influence of parenting styles on the academic performance of female secondary school students in Kabba, Kogi State, Nigeria. The study identified different parenting styles adopted by parents of in-school female students and their impact on academic performance. It was found that authoritarian parenting style was more effective in influencing the academic performance of female students compared to other styles.

Hassan et al. (2022) explored the impact of parenting style on primary school pupils' academic performance in Sokoto State, Nigeria. The study showed that parental involvement significantly contributed to children's academic excellence and performance in school. Results indicated that parents and teachers' involvement, through activities such as discussing, helping with homework, guiding, coaching, supporting, and reading with children, greatly improved children's academic performance.

Ibrahim & Aisha (2015) investigated the influence of parenting styles on the academic performance of secondary school students in Niger State, Nigeria.

The study found positive correlations between authoritative, authoritarian, and permissive parenting styles and students' academic performance. It was recommended that parents should actively participate in their children's educational activities to enhance their academic performance.

This work is different from the above literature by looking at parenting and educational performance of secondary schools' students in Nigeria focusing on Rivers State as a case study.

METHODOLOGY

The study adopts survey research design to examine parenting and educational performance of secondary schools' students in Rivers State, Nigeria. Primary and secondary data were employed in the study. The population for this study consists of all the registered secondary schools in Rivers State (3,467) as at 2023. With the use of Taro Yamane the population size was reduced to 400. The research instrument adopted for this study is a self-structured questionnaire titled parenting and educational performance of secondary schools' students in Rivers State, Nigeria (P.E.P.S.S.S). It enabled the researchers obtain relevant data for the research. The descriptive statistical tools of: tables, percentages, averages and more were used for data presentation. On the other hand, 5 Likert scale with the use of Mean and Standard Deviation in Statistical Package for Social Science (SPSS) were used in analysing the three research questions. The research questions were analysed using a mean criterion of 3.0 for the research questions, an aggregate mean below 3.0 means the respondents disagree with the stated research question while an aggregate mean of 3.0 and above means the respondents agree with the stated research questions. The questionnaire was designed to elicit information from the respondents, and to suit the need and purpose of the study. The questionnaire was designed in two (2) sections. The first section looked at demographic data of the respondents such as; gender, age, academic qualification and position. The second analysed the impact of electricity tariff hike on household and businesses in Rivers State, Nigeria. The questionnaire adopted a 5-point Likert scale of Strongly agreed (SA), Agreed (A), Undecided (U), Strongly Disagreed (SD), and Disagreed (D). The instrument is made up of a total of 14 items. Purposive sampling techniques were adopted for the study. For the purpose of clarity, six (6) local government out of the twenty-three (23) Local Government Areas in Rivers State were purposively selected as the sample of this study. The use of Purposive sampling techniques in this study allows for non-probability samples selected based on specific characteristics within a population group and study. It enables the researcher to identify extreme perspectives within each population group as well. Based on purposive sampling technique, two (2) secondary schools and two (2) LGA were selected from each of the three (3) senatorial district that made up Rivers State making and they are as follows: Obio/Akpor (Akpor grammar school) and Port Harcourt (Greenok school); Bonny (Government secondary school Bonny) and Ogba/Egbema/Ndoni (Government secondary school Kregene); Eleme (comprehensive high school Alesa) and Oyigbo (Pacesetter secondary school) local government areas of Rivers State.

RESEARCH RESULT

Data presentation and analysis

The data was presented based on the research objectives. Primary and secondary data were reviewed and questionnaire was distributed based on senatorial district, local government area, specific demographic characteristics such as age, gender, status and others demographic variables are calculated using percentages. The research question was analyse using mean, standard deviation and Cronbach alpha method was used to determine the reliability coefficient of the instrument using Statistical Package for Social Sciences (SPSS) software.

Senatoria	No.of	LGA	Questionn	Demograp	Freque	Percent
I District	LGA	Select	aire	hic	ncy	age
		ed	Distribute	Characteris		
			d &	tics		
			Returned			
				Gender		
Central	Emohua	2		Male	184	47.6
Senatorial	Ikwerre			Female	203	52.4
District	Etche			Total	387	100
	Omuma					
	PortHarcourt		70/68			
	Obio/Akpor		66/65			
	Okrika					
	Ogu/bolo					
				Status		
West	Bonny	2	66/63	Parent	132	34.1
Senatorial	Degema			Teacher	77	19.9

District	Asari-Turu		Student	178	46.0
	Akuku-Toro		Total	387	100
	Ogba/Egbema	66/62			
	/Ndoni				
	Ahoada East				
	Ahoada West				
	Abua/Odual				
			Age Range		
South/Ea	Andoni	2	11-21 years	178	46.0
st					
Senatorial	Opobo/Nkoro		22-31 years	56	14.5
District	Gokona		32-41 years	65	16.8
	Khana		42-	88	22.7
	Eleme	66/65	yrs&above		
	Oyigbo	66/64	Total	387	100
	Tai				
			Highest		
			Educationa		
			l		
			Qualificati		
			on		
			FSLC/WAE	212	54.8
			C		
			NCE/ND	35	9.0

				HND/BSC	96	24.8
				MSC/PHD	44	11.4
				Total	387	100
		Total	400/387		387	

Source: Survey, 2024.

In Table 1 we can see the details of the senatorial district of LGA, numbers of LGA selected, distribution of the population, age distribution, academic qualification etc. The population was distributed equally (66) among the 5 LGA except Port Harcourt LGA that was give 70 because it's the capital of the state. Among the 387 respondents, 184 males (47.6% of the total) and 203 females (52.4% of the total). In terms of age, most respondents are 11-21 years of age; Similarly, when asked about their educational status, the highest respondents have FSLC/WAEC (54.8%) and the lowest respondents have NCE/ND.

Table 2. Respondents' Perceptions on the impact of parenting on the educational performance of secondary schools' students in Rivers State, Nigeria.

S/N	Factors	Mean	Standard Deviation	Decision
1	Absent of either father/mother affect secondary school students' academic performance.	4.3	3.9	Agreed
2	Most parent leave their children/wards in the hands of house	4.2	3.8	Agreed
3	help/care giver to take of them which has affected secondary school student performance.	4.2	3.7	Agreed
	Family responsibility/obligation has made parents to show less concern in their children/wards academic which affect their performance.			
4	Parental devotion to work affect students' academic performance negatively.	4.1	3.8	Agreed
5	Lack of time for parent to check their children/wards studies brings about poor academic performance.	4.4	4.1	Agreed

6	Most parents don't show love, care and concern towards their children as this reduce their academic performance.	4.4	3.9	Agreed
7	Lack of parental affection for students slow down students' academic performance.	4.1	3.7	Agreed
8	Parental inability to monitor children/wards academics reduce students' academic performance.	4.3	3.9	Agreed
9	Most parents are uneducated thereby finding it difficult to engage in their children/wards academics which hinders their academic success.	4.2	3.8	Agreed
10	Low self-esteem in most parent hinder them from engaging themselves in parent/school relationship as this stand as a bottle neck to students' academic performance.	4.4	3.9	Agreed
11	Poor cordial relationship between parents and children affect the academic performance of the students' negatively.	4.4	4.1	Agreed
Aggregate Mean		4.3	3.9	Agreed

Source: Authors survey, 2024.

As seen in able 2 above, it can be deduce that all the respondents anonymously agreed that absent of either father/mother from home, keeping children/wards in the hands of house help/care giver to take care of, family responsibility/obligation which made parents to show less concern in their children/wards academic, parental devotion to work, lack of time, love, care, concern, and affection from parent to children/wards, inability to monitor students' academics, uneducated parents, low self-esteem and poor cordial relationship between parents and children are some of the effect of poor parenting that lead to poor academic performance of secondary school students River State, Nigeria. The items have an aggregate mean criterion is 4.3 that's above the suggested mean criterion of 3.0 and a standard deviation of 3.9 that's above the suggested standard deviation of 3.0 indicating that all the respondents anonymously agreed to the items in table 2.

DISCUSSION

Parenting and the educational performance of secondary schools' students in Rivers State, Nigeria, were uncovered by answering the study question. absent of either father/mother from home, keeping children/wards in the hands of house help/care giver to take care of, family responsibility/obligation which made parents to show less concern in their children/wards academic,

parental devotion to work, lack of time, love, care, concern, and affection from parent to children/wards, inability to monitor students' academics, uneducated parents, low self-esteem and poor cordial relationship between parents and children are the effect of poor parenting that lead to poor academic performance of secondary school students River State, Nigeria which is in line with the findings of Mala & Muhammad (2023), Onwunyili & Obi (2023), Hassan et. al (2022) that parental involvement improves students' academic performance and also this conform with the theoretical literature of this study (Diana Baumrind's Pillar Theory) that parenting style influence a child's growth and academic performance.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The study investigated Parenting and the educational performance of secondary schools' students in Rivers State, Nigeria. Based on the result of the findings the following conclusion was drawn from the study. There is a significant positive relationship between parenting and academic performance of secondary school students'. The result implies that a lack of parental involvement in their children/wards studies bring about poor academic performance of students'. Conclusively, parent should try to involve themselves in their children/wards academics than just paying their fees, giving them good meals/snacks to school, buy whatever the children/ward's needs, enrol them in expensive school then leave them in the hands of the teachers' as academic involvement and child training is far beyond this knowing that they are their child/ward first teacher in life and also no one can train their child/ward better than they do knowing the fact that "**charity begins at home**".

Recommendation

The following recommendations are made:

1. parent should try to be available at home on time and also create time for their children/ward.
2. parent should never form the habit to keep their children/ward in the hands of house help/care giver to take care of.
3. parent should not allow family responsibility/obligation make them to show less concern in their children/wards academic knowing that child training is an investment and no one will like to see his/her investment collapsing.
4. parent should try to show love, care, concern, and affection to their children/ward academic.

5. parent should ensure they monitor their child/ward academic.
6. parent should endeavour to create a good relationship (parent-children relationship) with their children as this will make their children/ward to have trust, confidence, believe and also confide in them.

ADVANCED RESEARCH

Each study has limitations; thus, you can describe it here and briefly provide suggestions for further research.

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