



PARENTAL INVOLVEMENT AND PEER GROUP INFLUENCE AS PREDICTORS OF NURSERY PUPILS' ACADEMIC PERFORMANCE IN ARGUNGU EMIRATE, NIGERIA.

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Abstract

This study analyses the parental involvement and peer group influence as predictors of nursery pupils' academic performance in Argungu Emirate, Nigeria. Drawing on current literature, the research analyses the impact of these characteristics on educational outcomes in early infancy. The study is guided by social cognitive theory, which stresses observational learning and socialization processes in educational context. The conceptual frameworks of parental participation and peer group impact provide a foundation for understanding how these interactions shape academic accomplishment. The sampling size of the study is 194 respondents drawn from nursery school teachers of ten (10) selected nursery schools in Argungu Emirate of Kebbi state, Nigeria. Statistical mean was used to answer the research questions, while Pearson correlation was used to test the hypothesis. Base on the findings, it was therefore recommended that, Parents must be encouraged to get involved in their children school activities and teachers should provide the children with home works and encourage the parents to help the children at home with regard to school work.

Keywords: Parental Involvement, Pupils Academic Performance, Peer Group Influence, Academic Performance, Early Childhood Education.

Introduction

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance. Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy

initiatives. Coupled with these findings of the importance of early academic success, a child's academic success +has been found to be relatively stable after early elementary school. Therefore, it is important to examine factors that contribute to early academic success and that are amenable to change.

Parent-child interactions, specifically stimulating and responsive parenting practices, are important influences on a child's academic development. By examining specific parenting practices that are amenable to change, such as



parent involvement, and the mechanisms by which these practices influence academic performance, programs may be developed to increase a child's academic performance. While parent involvement has been found to be related to increased academic performance, the specific mechanisms through which parent involvement exerts its influence on a child's academic performance are not yet fully understood. Understanding these mechanisms would inform further research and policy initiatives and may lead to the development of more effective intervention programs designed to increase children's academic performance.

In Argungu Emirate, Nigeria, understanding the factors that influence nursery pupils' academic performance is essential for promoting educational success. Parental involvement and peer group influence have been identified as significant predictors of academic achievement among students. Parental involvement plays a crucial role in shaping a child's educational outcomes, with studies showing a positive correlation between parental support and academic performance (Hill et al. 2004). Additionally, research has highlighted the importance of peer support for academic excellence, particularly among Argungu Emirate students, in northern Nigeria where peer interactions can offset the negative consequences of authoritarian parenting (Steinberg et al., 1992). Moreover, the impact of parental involvement on academic achievement has been studied across different ethnic groups, emphasizing the need to consider demographic variations in parental academic involvement and aspirations (Kindermann, 2007). Understanding the pathways among parent academic involvement, school behavior problems, achievement, and aspirations across diverse ethnic groups is crucial for developing effective interventions to support nursery pupils' academic success (Kindermann, 2007). Peer group influence also plays a vital role in predicting academic performance among nursery pupils. Studies have shown that peer interactions can significantly impact a child's academic engagement and achievement. By disentangling peer group selection from peer group influences

and considering the simultaneous socialization influences from teachers and parents, researchers can gain insights into the complex dynamics of peer relationships in educational settings. In the context of Argungu Emirate, Nigeria, exploring the interplay between parental involvement and peer group influence as predictors of nursery pupils' academic performance is essential. By examining how these factors interact and influence educational outcomes in a specific cultural and social context, educators and policymakers can develop targeted strategies to support nursery pupils in achieving academic success.

Statement of the problem:

This study investigated parental involvement and peer group influence as predictors of nursery pupil's academic performance in Argungu Emirate, in Nigeria. The importance of parental involvement in schools is acknowledged throughout the literature (Ben 1990, Epstein, 1987; Kagan, 1984; Salters, 19850). Many studies had examined parental involvement and student achievement; however only very few scholars have examined the parental perception on their children achievement. This study, therefore, has combined both parental involvement and peer group influence on their children's achievement.

Purpose of the Study

The study on parental participation and peer group influence as determinants of nursery kids' academic success in Argungu Emirate, Nigeria, is significant due to various reasons supported by existing literature. The combination of developmental changes throughout early adolescence raises the chance that individuals may not fulfil their academic potential, underlining the necessity to locate sources of support Jeynes (2007). Research has established a direct link between parental participation and teenagers' academic self-efficacy, underscoring the importance of family educational aspirations in determining academic performance (Jeynes, 2005). Moreover, there is a dearth of complete knowledge regarding which parts of parental participation are most beneficial for urban student accomplishment, underlining the need



for further research to discover effective techniques (Artiles et al., 2010). Additionally, the explanation for racial disproportionality in special education might perpetuate deficit attitudes about historically under served populations, underlining the significance of recognizing cultural perspectives in educational practices (Hibi & Assadi, 2021).

Furthermore, the impact of parents' engagement on children' educational attainment and value system, particularly in mathematics education, deserves a deeper research to promote parental knowledge and support throughout the educational process (Liu, 2023). The bi-dimensional concept of education among low-educated immigrant Latino parents underlines the need to examine cultural meanings of education and parental participation in varied communities (Malik, 2021). Understanding parental collaboration in children's school lives gives a chance to address theoretical disparities in education discussions, notably related social background and governmentality (Højholt & Kousholt, 2019). The experiences of African American moms of children with disabilities in special education settings underscore the necessity of combating unfavourable attitudes of parents and creating good collaborations between parents and educators.

Education is a fundamental human right it is recognized as pivotal for the attainment of self fulfillment and national development (UNESCO, 2010). Formally school exist independently without the support of the society using the argument that professional skill such as teaching must be carried out without interruption or interference, as such teachers believed that parent should allow teaching to exist little or no interference. This led the society or parents to lose confidence in schools and then to withhold any kind of assistance which might be helpful to the schools. Several policies have been done and many organizations have been formed for improving a relationship between the school and the society. Since 1999 when free and compulsory primary education was introduced in Nigeria, pupil's academic performance in both nursery and primary schools in Argungu Local

Government Area has been on steady decline, comparing with other 20 Local Government Areas in Kebbi State. Argungu Local Government Area in particular is classified among the weak Local Government with regard to Senior Secondary Schools Certificates (WAEC & NECO). The reasons were noted by the Kebbi State Ministry of Education (KMOE, 2015) as lack of qualified teachers, quality and quantity of early childhood education resources and lack of parent's involvement in both Private and Public Nursery, Primary and Secondary Schools. From the above statements it is obvious that pupils' academic performance in Nigerian Nursery Schools is not encouraging, therefore strengthening relationship between teachers and parents needs to be improved in order to improve pupils' academic performance.

Purpose of the study

The purpose of the study is to find out parental involvement and peer group influence as predictors of nursery pupils' academic performance in Argungu Emirate, Nigeria. Specifically, it sought to establish;

1. The level of parental involvement of nursery pupil's in Argungu Emirate, Kebbi State, Nigeria
2. The level peer group influence of nursery pupil's in Argungu Emirate, Kebbi State, Nigeria
3. The relationship between parental involvement and nursery pupil's academic performance in Argungu Emirate, Kebbi State, Nigeria
4. The relationship between peer group influence and nursery pupil's academic performance in Argungu Emirate, Kebbi State, Nigeria
5. The relationship between parental involvement, peer group influence and nursery pupil's academic performance in Argungu Emirate, Kebbi State, Nigeria

Research questions

1. What is the level of parental involvement of nursery pupil's in Argungu Emirate, Kebbi State, Nigeria?
2. What is the level peer group influence of



nursery pupil's in Argungu Emirate, Kebbi State, Nigeria?

3. What is the relationship between parental involvement and nursery pupil's academic performance in Argungu Emirate, Kebbi State, Nigeria?
4. What is the relationship between peer group influence and nursery pupil's academic performance in Argungu Emirate, Kebbi State, Nigeria?
5. What is the relationship between parental involvement, peer group influence and nursery pupil's academic performance in Argungu Emirate, Kebbi State, Nigeria?

Research hypothesis

Ho1: There is no significant relationship between parental involvement in nursery schools activities and pupil's academic performance in Argungu Emirate, Kebbi State, Nigeria.

Review of Related Literature

Parental involvement and peer group influence are significant predictors of nursery pupils' academic performance. Research has consistently shown that parental involvement plays a crucial role in shaping a child's academic success (Topor et al., 2010). Studies have highlighted a positive association between parental involvement and academic performance, emphasizing the impact of parental engagement on children's educational outcomes (Yu et al., 2023). Moreover, parental involvement has been identified as a key factor that influences a child's academic achievement, with its effects extending beyond the child's intelligence (Topor et al., 2010).

Peer group influence also plays a vital role in predicting academic performance among nursery pupils. Research has indicated that peer interactions can impact a child's academic engagement and achievement (Kindermann, 2007). While parental involvement is essential, peer relationships can also significantly influence a child's academic success (Yu et al.,

2023). Studies have suggested that peer group dynamics, such as peer pressure and peer support for achievement, can affect students' academic performance (Gebresilase & Zhao, 2023).

Furthermore, the combination of parental involvement and peer group influence can have a synergistic effect on nursery pupils' academic performance. Research has shown that the interplay between parental support and peer relationships can shape a child's educational outcomes (Qiu & Jiang, 2022). Understanding the complex interactions between parental involvement and peer group influence is crucial for promoting positive academic performance among nursery pupils (Yu et al., 2023).

The academic achievement of nursery learners can be strongly affected by parental participation and peer group influence, which are important considerations. Studies have demonstrated that there is a favourable relationship between parental involvement and a child's academic achievement. The support and active participation of parents are crucial factors in influencing educational success. The authors Wright et al. published a paper in 2022. Furthermore, research has shown that the influence of parents has a crucial role in profession choice and academic success, surpassing the influence of instructors, counselors, and peers (Joseph et al., 2017). The influence of peer groups also has a significant impact on predicting the academic performance of nursery students. Studies have shown that peer interactions can have a significant influence on a child's level of academic engagement and their overall achievement in school (Gebresilase & Zhao, 2023). Studies have demonstrated that peer interactions, encompassing both peer pressure and peer support for academic success, have a significant impact on students' academic performance (Davison et al., 2022). Furthermore, the significance of socialisation in educational outcomes is highlighted by the moderating influence of peer pressure on the correlation between teacher-student interactions and academic achievement (Gebresilase & Zhao, 2023). Comprehending the complex relationship between parental participation and peer group



influence is crucial in fostering favourable academic achievement in nursery students. Parental involvement is essential for academic achievement, but peer interactions also have a key role in a child's educational progress. By understanding and addressing the affects of both parental engagement and peer dynamics, educators and policymakers may establish supportive settings that increase nursery learners' academic success.

Methodology

This research presented the research design, target population, sample size sampling techniques, research instrument validity and reliability testing, data gathering procedure, statistical analysis, ethical consideration and limitation of the study.

Research Design

this study has employed a descriptive survey design in particular descriptive correction design, because the research is looking for relationship between parental involvement and pupils academic performance in other words the descriptive correction design is to be use to look for the relationship between parental involvement in nursery schools activities and pupils academic performance. It will also employ quantitative approach since it is only going to use questionnaire to gather data.

Research Population

The research populations of this study were 194 teachers working in 10 Nursery schools in Argungu Emirate of Kebbi State. The researcher preferred/Select teachers as respondent because he thought they know well about parents' involvement and pupils academic performance and teaches are likely to respond without bias.

Sample and Sampling Procedure

The sample size for the study is 194 teachers teaching in the selected 10 nursery schools in the Local Government area. A purposive sampling technique was used to select respondents from the schools that have been in existence for minimum period of 8 years and must have taught in the same school for duration of not less than 3 years. Simple random sampling was used to

select the 194 respondents.

Instrument for data collection

The instrument used for the study was a questionnaire, to determine parental involvement and a checklist to scrutinize the pupils' results on daily teachers' assessment and end of the year examination.

Validity and Reliability of the Instrument

Validity of the instrument was ascertained through face and content validity by experts in the department. To ensure the reliability of the 29 items, Chronbach's alpha statistics was used, and it yielded a coefficient index of 0.844. This means that the instrument is highly reliable.

Data Gathering Procedure

An introduction letter was collected from the university granting permission to proceed with data gathering/collection and present it to the Local Government Education Authority, Argungu for acceptance and authorization to undertake the study. The researcher has then asked the respondents to sign the informal consent and also ask them to answer all the questions in the questionnaire. The researcher has retrieved the questionnaires after two days, check for completeness and then prepare for data analysis.

Data Analysis

Data from the field was be compiled, sorted, edited and coded to have the required quality, accuracy and completeness then it has been entered in a computer using the statistical package for social sciences (SPSS V.17.0) for analysis. During the analysis of the data, frequencies and percentage distribution will be use to analyze data on the profiles of the respondents.

Mean will be apply to determine parental involvement and pupils academic performance, later Pearson's linear correlation coefficient will be use to identify the relationship between parental involvement in nursery school activities and pupils academic performance.

This research paper dealt with presentation,



analysis and interpretation of data based on the objectives and research question that guided the study. The research showed the profiles of the respondent level of parental involvement in nursery activities, the level of pupil's academic performance and tested the relationship between the two (2) variables.

Profiles of the respondents:

The respondent of this study were nursery school teachers of ten (10) selected nursery schools in Argungu Emirate of Kebbi state, Nigeria. In this study were described in term of age, gender, level of education and experience.

Table 4.1 Frequency and percentage showing the profile of the respondents (n=194)

Category	Frequency	Percentage
Age		
20-30	39	19
31-40	70	37
41-50	56	29
51 and above	29	15
Total	194	100
Level of respondent Edu.		
Grade II Cert./SSCE	177	93
NCE certificate	13	6
Bachelors Degree	4	1
Total	194	100
Number of Years Teaching experience		
Less than/below one year	10	6
1-2 years	18	9
3-4 years	39	19
5-6 years	57	26
7 above years	70	40
Total	194	100

Source: Primary data (November 2018)

In terms of age, the table 4.1 showed that (19%) teachers were between 20-30 years old, while (37%) were aged in range of 31-40 (29%) were between 41-50 years (15%) were between 51 and above years respectively. By the sheer sense of numbers, the majority of teachers teaching in the sampled schools were young which is connected to the characteristics of Nigerian population which is also young ones (1991 & 2006 census).

As regards to teacher's gender male teachers represented 55% while the female teachers represented 45% respectively. It shows that male teachers outnumbered the female teachers in Argungu local government area, which is twisted with characteristics of in Nigerian Primary,

secondary and Universities leaving population, where men out numbered the women and the disparity continues to shaped even at workplaces. As far as education level is concerned the chat recorded in table above gave a sheer sense that most sampled teachers were teacher grade II and senior secondary certificate with 93% bachelors degree 6% and 2% respectively. Concerning the numbered of years teachers teaching experience, therefore the above table showed that 40%of teachers have taught for 7 years, and above 49 years 19% 3-4 years 9% between 1-2 years, 60% for less than 1 years

Level of Parent Involvement

The first objective of this study was to investigate



the parent involvement in nursery school activities. The responses were presented in table 4.2 below.

Table 4.2 means showing parent involvement in nursery school activities (N=194)

A. Home-School Communication	mean	Interpretation	Rank
Information about school event is regularly given out to the parent	2.87	High	1
Parents contribution are valued by the education	2.69	High	2
Parent understand the way school system work	2.67	High	3
Parent collaborate with education to redress bad conduct of three children	2.64	High	4
Parent are interested in communication with education	2.33	High	5
Parent take initiative contact their children teachers teaches	2.31	High	5
Parent inform the school about passivity of their children in doing home work and other sort of bad behavior at home	2.20	Low	6
Parent are interested to know their children progress and behavior at the school	2.08	Low	7
Average mean	2.47	Low	
B. Parent as participate in decision making			
Parent participate in decision making and parent group as P T A	2.68	High	1
Parent are include in planning and implementation of school event	2.60	High	2
Parent attend school meeting when ever invited	2.51	High	3
Parent feel concerned about teachers discipline	2.33	Low	4
Average mean	2.02	Low	
C. Parent as school supporters			
Parent help the school in fighting against outsiders sabotage such as thieves, child abusers, e t c	2.74	High	1
Parent are encourage by school educators to demonstrate their use of special knowledge abilities talents and cultural experiences school programs and activities	2.20	Low	2
Parent participate in fund raising for their children school	1.82	Low	3
Parent are employed in fund raising for their children attend or are made aware of employment opportunity through job programs	1.82	Low	4



Parent provide incentives to teachers to motivate them in their delicate job of teaching	1.52	Low	5
Average mean	1.56	Low	
A. Parent as monitors at home			
Pupils whose parent are involved in their education get better academic performance	3.92	Very high	1
Parent control discipline of their children	2.70	High	2
Parent are aware of important of giving food to children before going to school	2.68	High	3
Parent provide school materials to their children (school bags, book, pens, geometrical, uniform)	2.61	High	4
Parent except their children from household activities during class time or during lesson revision at home	2.41	Low	5
Parent fight against children dropout	2.36	Low	6
Parent are interested in their children performances	2.32	Low	7
Parent help their children enhance reading, writing and numeracy	2.22	Low	8
Parent care about children materials provide by the school.	2.22	Low	9
Parent fight against child labor	2.15	Low	10
Parent control their children regular attendance	2.11	Low	11
Average mean	2.24	Low	

SOURCE: Primary data (2018)

Table 4.2 showed that the computed means using likert scaled questionnaire of parent involvement in nursery school activities in the study area, the study pointed to parent involvement in area such as: **home – school communication**. Parents as school supporters and parent as monitors at home respectively. The sub – category was computed and ranked by using likert scale. From the mean (2.87) which is high, one can say that teachers duly give information about pupils to their parent. The second sub – category (parent contribution are valued by educators) and the other categories, have mean of 2.69, 2.67, 2.64, 2.33 and 2.31 which where all interpreted as high and the last two (2) as low with 2.20 and 2.08 respectively. The above computed results tell us that teachers or school educators' roles to parent have high score of 2.30. This however is a clear indention that school teachers informed, valued parent contribution interested in communication with parent but parents ignored these

responsibilities commented to them.

The overall means average of category was low as index as 2.47 confirming that home school communication in the study area was low. Dearing et al (2006) in their Harvard family research project found that family involved in school matters most for children whose mothers found the increases in family involvement in the school predicted increases in literacy achievement for low income families and that family involvement in school matters most for children of this low home- school communication teaches to affect the nursery school pupils academic performance in the study area.

Parent as participant in decision – making

The category has four (4) sub- categories prepared to answer the question of parent participation in the school decision – making



process. The sub- categories were computed according as: 2.68 (high) 2.60 (high) 2.51(high) and 2.33(low) respectively. From the more computed result, it's noted that school do involved parent in school decision – making implementation of school event and school meetings.

However parent feel concern about teachers discipline was computed low with 2.33 (low). The men average of 2.02 were computed low which tell us that parent in the study area didn't care on what teachers are doing which affect the children future performance.

Parent as school supporters

The category number three(3) of the question are focused on the parent supports to the school of the later ones has five(5) sub- categories all intended to provide a supportive guidance from the teachers with regard the categories was computed as 2.74 (high) 2.20(low) 1.82 (low)1.82 (low) 1.52

The computed average of the categories was calculated as 1.52 which is low. This may be obvious been the study – included both and rural areas. In the urban areas parents feel the need to contribute financially to the education of their children while parent in rural areas leveled all these responsibility to the government.

Parents as monitors at home

The found and last category of the question was parent monitors at how with reads to their children education. The category has 12 sub-categories as statement to examine the level of

parent monitoring at home. The categories were calculated as follows. Using likert scale. The results were as 3.92(very high). 2.70 (high). 2.68 (high).2.61(high).2.41(low). 2.36 (low). 2.32 (low). 2.22 (low). 2.15 (low). And 2.11 (low).

The overall mean compiled of the whole item were also low with 2.24. This result is a clear indention that parent involvement in the study area was completely low. The implication of this has been noted by many others and researchers as poor student performance Weinberger (1996) backed this low result where he state that parent reading to babies and young children has strong impact on children language and literacy development and parent reading to their children in the preschool year is regarded as important predictor of literacy achievement. Keith (1999) says children of involved parent typically display higher levels of achievement more acceptable behavior and greater motivation in school. Therefore the more parents care about Child's discipline the more their achievement improved.

Pupils academic performance

The second objective of the study was examining the level of pupil's academic performance in the study area. These inclusive responses for the ten school selected in Argungu local government areas were presented in table 4.3 below.

Range of mean	interpretation
0-11	very low
12-12	low
22-31	high
34-41	very high

Table 4.4 showing the academic performance of selected nursery school based on district (area education office) 2012-2017

Shift year	2012	2013	2014	2015	2016	2017
Alwasa area	30	28	9	14	26	25
Gulma area	20	18	29	30	21	25
Argungu area	34	27	38	39	37	34
Lailaba area	4	4	11	7	5	3
Sauwa area	–	–	6	1	–	–
Parcentage mean	17.6	15.4	18.6	18.2	17.8	17.4
Average mean	1.76	1.54	1.86	1.82	1.78	1.74

Source (field data 2017)



The calculated result of the schools (2 from each area education office) had on overall mean of 17.6 in 2013 (15.4) 2014 (18.6). 2015 (17.2). 2016 (17.78) and 2017 (17.4) which were all low respectively. If this poor trend is to be stopped or reserved, the possible factors that lead to this situation should be investigated and established. This study was timely so as to establish the reasons for this low academic performance. The results account for parent poor involvement in education of their children, also lack of suitable places for children to do their homework at home, as well as lack of access to education facilities within educational system, and poor or lack of provision of leaning materials by parent(Adamu 2016).

In conclusion parent involvement in school activities is a vital issue in educational process and for this reason it requires school, local authorities involve in their children education by sensitization.

Relationship between the level of parent involvement and pupils' academic performance. The third objective of this study was to establish the relationship between the level of parents involvement and the level of pupils academic performance in nursery school of Argungu local government area, Kebbi state Nigeria. The person linear correlation coefficient was used to determine the relationship between the mean of the hypothesis one at 0.005 of significance as indicate in the table 4.4 below.

Table 4.4 a parson's linear correlation Showing relationship between parent's involvement and the level of pupils' academic performance.

Variables correlated	Mean	R value	Sig	Interpretation	Decision HO
Level of parent involvement VS Level of pupils academic performance	2.24 17.5	0.14	0.000	Significant correlation positive	Rejected

Source primary data (2017)

The r-value ($r=0.14$ sig= 0.00) in table 4.4 indicate that there is a significant correlation between the parent involvement and pupils academic performance in selected nursery school in Argungu local government area. The significant value indicates that the two variables are significantly correlated. This means that the null hypotheses which state that there is no significant relationship between parents involvement and pupils should be rejected. Implying that parent involvement influences the pupils academic performance. According to cheung (2012) children who see their parents demonstrating attention and involvement to them may feel the need to reciprocate by meeting their parents expectations. And these same children may be compelled to perform well in order to maintain their parent attention and gain approval and support from them.

Discussion

This study investigated whether there is a

significant relationship between parents involvement in nursery school activities in Argungu Emirate and pupils academic performance. The study had three objectives which includes (i) to investigate the level of parents involvement in nursery school activities in Argungu Local Government, Kebbi state north western Nigeria (ii) to examine the pupils academic performance in nursery schools in Argungu Local Government (iii) to establish the significant relationship between parents involvement in nursery schools activities and pupils academic performance in Argungu Local Government area, Kebbi State north western Nigeria.

Parent involvement in nursery school activities was generally low from the finding of this study. This was indicated by the overall mean index of 2.24 which fell under very low on decision rule scale of likert. This was supported by seeyer and willian's study (1989) which stressed that there is



a difference between a school that draw strength from its environment than the one which ignores it.

Pupil's academic performance in nursery school in Argungu local government can be determine by the outcome of teachers daily documentation, comparison to standard and pupils family examinations.

The finding of the study has shown that there was a low level of pupil's academic performance in the six districts that made up the study area. The computed overall mean index was 1.75 which fell under very low on the decision rule scale.

The study made by Etsey (2005) in Cahona found out that influence between parent involvement and pupil's academic performance existed. Etsey reported that parents play an integral role in assisting pupils learning, the materials and moral that a student can have are found not only at school but also at home. He went on to say that support variable causing pupils to perform poorly were the parent inability to provide break test text books and other basic needs, less interaction between children teachers and less involvement of parents in parent teachers association (PTA).

The third objective of this study was to establish the relationship between parent involvement and pupils academic performance. Basic on the finding of the study, therefore, the computed overall mean index of pupils test and the low examinations have shown that there was a low level of parent participation in nursery school activities with 2.24 overall mean indexes.

The pupil's academic performance was also low when computed with likert scale which gave us an overall 1.75.

The finding on the relationship between the parents involvement and pupils academic performance therefore, Pearson's linear correlation co-efficient was used and the r-value was 0.14. Indicating that pupils' academic performance was also low with computed overall mean index of 17.5 which also fell under low on

decision rule scale.

The findings of this study agreed with numerous studies that revealed that parents involvement has potential to improve pupils academic performance. The US Department of Education research (1977) on parents involvement in pupils school work, have also supported this study findings, outlining three aspects for children development and academic success as demonstrating attitudes, values and interactions about learning through parenting, creating partnership between schools and homes using two-way communication and developing a sense of shared responsibility for learning outcomes by both the schools and the parents.

Conclusion

Based on the findings and discussion of the research, the following were the conclusions. Parents in the study area did not involve themselves in their children education, the Parents Teachers Association is the best way by which parents can get involved in education of their children. Also children have low academic performance because parents were not helping them in their school work. The common finding of researchers on parents' involvement and pupils academic performance was that schools where parents get involved in learning of their children they perform better.

Recommendations

Based on the findings of the researchers the following recommendations were made:

- (i) Parents must be encouraged to get involved in their children school activities in order to improve their academic performance.
- (ii) Teachers should provide the children with home works and encourage the parents to help the children at home with regard to school work.
- (iii) The school should emphasize to parents that their involvement in their children school activities is vital to the development and success of their children.



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