

Research Paper

## Effects of Parenting Style, School Climate and Academic Performance Among Secondary School Students in Kano State

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### ABSTRACT

The study explores the Effects of parenting styles, school climate and peer interaction on students' academic performance among senior secondary school II students in Kano State. The study was carried out in public senior secondary schools in both rural and urban areas. Five research hypotheses were formulated to guide the study. The research employed ex-post facto design. The population of the main study comprised of all the 70, 947 Senior Secondary School II students in Kano State. The sample size 382 students were randomly selected. The instrument used for the main study was parenting styles, school climate, peer interaction and academic performance (PSPAPQ) questionnaire. Validities of the questionnaire were sought through face and logical validation. Reliability of internal consistency of the PSPAPQ were sought through Cronbach's alpha formula and coefficient indices for child rearing practice scale .613, school climate scale .610 and peer interaction scale .601 were obtained. The result showed that the measuring instrument possess adequate internal consistency. The study used Anova, Pearson moment correlation and t-test. The result show that there is no significant difference in academic performance among SSS II students from authoritarian, authoritative and permissive homes/parent in Kano state; no significant difference between students from favorable and unfavorable school climate on academic performance in Kano state and student's academic performance do not significantly differ based on school climate. It is concluded that variation academic achievement is invariant across home and school related factors as far as 2015 SSCQE is concerned. It is recommended that parents should get involved in the education of their children so as to make impact in their academic attainment through support and monitoring. The principals and teachers should create rapport and understand the feelings and needs of their students. They should also provide environment conducive in which the students for feel better learning.

**Keywords:** Parental Style, School Climate & Academic Performance

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## Effects of Parenting Style, School Climate and Academic Performance Among Secondary School Students in Kano State

Home remains instrumental to child's academic development and attainment in school. The way in which children are being brought up tends to affect the sort of people they became; an accompanying belief that certain characters or style of behaviors are more desirably than others. The manner a child is brought up can promote or hinder his or her academic performance. Some students see some of their parents, teachers and peers as role models (behavior/attitude). They provide them with suggestions and feedback about what they should think and how they should behave in social situations. For instance, parents and guardians have different ways of bringing up their children or wards which may influence their academic performance. Most parents due to their varying ways of bringing up their children or wards contribute by making them to either improved or hindered their academic performance (Korir and Kipkemboi, 2014).

Beside home, school is an agent of socialization, School that is used to impart knowledge/training of the values norms and tradition of the immediate society for continue survival of that particular community (Cherongis, 2010). Where the school was found to be well equipped with facilities, structures, qualify teachers, positive relationship, library etc. it may likely realized its stated objectives but where the school is left dilapidated it will not have facilitate learning. School climate may influence students' academic performance, as child rearing practice and peer influence do. Children need safe, healthy and stimulating environment in which to grow and learn, as it plays a critical role in child development. Thus, school climate is of paramount importance in shaping and reshaping the intellectual ability of students. However, supportive and favorable school environment enriched with enough learning facilities (books, libraries, laboratory equipment's among others) and favorable climate makes students more comfortable, more concentrated on their academic activities that resulted in high academic performance (Byoung-suk, 2012).

**Academic performance** of students, especially at the senior secondary school level in Nigeria is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the country in general. Learning is the medium through which the attainment of individuals and the country's educational goal can be achieved.

Secondary education is mainly education for adolescents and the school environment enables interaction among them, Peers has strong influence in emotional and social well-being of children especially those across with similar age limit, where the peers exert positive influence on one another it is expected that the behavior may be strong and positive while on the other hand where the influence of the behavior is negative can affect children's attempt to study. Peer groups are among the most influential social force affecting adolescent behavior from mundane decisions concerning clothing, hairstyle, music and entertainment to more significant decision concerning short and long term education plans. Peers are more valuable than parents, teachers and counselors during the formative adolescent years and peer interaction decisions of youth can have long lasting consequences (Foster, 2006). Peer effects are important determinant of student outcomes (Corno 2012). A typical student learns from discussions with classmates and can be affected by their personalities and attitudes toward learning.

Generally, studies involving academic performance pay attention to student related factors with no or little attention to school and home related factors. The independent variables (parenting style, school climate, peer interaction) are connected to the dependent variables

## Effects of Parenting Style, School Climate and Academic Performance Among Secondary School Students in Kano State

(academic performance) in the sense that family is the most fundamental and important structure of the society that has an important role in one's life and in the society, as children are first influenced by family (Ryan, (2006). Parents play a pivotal role in the development of their children; they should utilize positive parenting techniques for training their children. Future generation is the asset of a nation. They need to experience a healthy and positive psycho-social development which enables them to succeed in every field of life including education. School is the second home and also a social and learning agent that provides the environment upon which a child may be formally educated in order to attain educational goals. Individuals are bounded with unlimited capacity but may however be limited by the behavior patterns and facilities that the immediate environment offers (Umoh, 2006). Peer group is the first social group outside the home in which the child attempt to gain acceptance and recognition. Peer interaction has a great influence throughout one's life including achievement in school (Landau, 2007). The immediate environment such as parents, peers and schools are the most sensitive factors that can encourage or discourage students' academic performance. Child life is circled within parenting styles, school climate and peer interaction as the type of interaction within the circle can tell how well a child will behave, perform, progress or otherwise in his/her life including academic performance.

Thus, its outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to unravel factors that militate against good Academic performance (Aremu and Sokan, 2006).It is in the light of the above background that there is urgent and serious need for positive contribution in form of research to explore the influence of parenting style, school climate and peer interaction on academic performance among senior secondary school students in Kano State.

### **METHODOLOGY**

This section explains the research design, population and sample, sample size, sampling technique, data collection instruments, validation of the instruments, procedure for data collection and procedure for data analysis.

#### ***Research Design***

It is quite difficult to scientifically address and achieve the study objectives without a research design or blueprint. Therefore, ex-post facto design was used for this study. Ex post facto design is a non- experimental research technique in which pre-existing groups are compared on some dependent variable; it is a type of study that can masquerade as a genuine experiment. The assignment of participants to the levels of the independent variable is based on events that occurred in the past, this is where the name is derived from. This non-experimental research is similar to an experiment because it compares two or more groups of individuals with similar backgrounds who were exposed to different conditions as a result of their natural histories (Lammers, and Badia, 2006). Thus, in this study parenting style, school climate, peer interaction, gender and academic performance were presumed to have already occurred and therefore data was collected and analyzed retrospectively to establish their differences in relation to academic performance.

#### ***Population and Sample***

This section of the study contains the description of the population and the sample size used for the study.

**Effects of Parenting Style, School Climate and Academic Performance Among Secondary School Students in Kano State**

***Population of the Study***

Kano has eight hundred and eighty-eight (888) government secondary schools with a population of five hundred and six thousand, seven hundred and eighty-nine (506,789) students. The characteristics of the population are students within the same average age, from same convectional senior secondary, distributed within male and female, taught with the same curriculum and syllabus, all teachers are employed by government because of possessing minimum teaching qualification. since it is practically impossible to access all the schools in the area, only manageable population of all the senior secondary school two (SSSII) students put at 70,947 (KSSSSMB, 2015) were used for the study as shown below:

***Table 1.1: Population for the Study***

<b>S/N</b>	<b>Senatorial zones</b>	<b>Educational zones</b>	<b>Population</b>	<b>Population of schools per senatorial zones</b>
1.	Kano South	Gaya	3456	19250
2.		Gwarzo	3738	
3.		Karaye	3297	
4.		Rano	2324	
5.		Tudun Wada	2809	
6.		Wudil	3626	
7.	Kano Central	Dala	9910	43152
8.		Dawakin kudu	4979	
9.		Kura	3065	
10.		Minjibir	4318	
11.		Municipal	9459	
12.		Nassarawa	11421	
13.	Kano north	Bichi	2951	8544
14.		Dambatta	5593	
	<b>Total</b>		<b>70946</b>	<b>70946</b>

*Source: KSSSSMB 2015*

***Sample Size***

To achieve the stated aim and objectives of the study, a total sample size for the study was three hundred and eighty-two (382) recommended for such population by Research Adviser (2006), as it may be very difficult, if not impossible to study the whole population due to time and money.

**Effects of Parenting Style, School Climate and Academic Performance Among Secondary School Students in Kano State**

**Table 1.2: Sample Size for Questionnaire Distribution**

<b>Political Zones</b>	<b>Education Zones Sampled</b>	<b>Name of Sampled Schools</b>	<b>No. of SSSII Students in Sampled Schools</b>	<b>Sample Size for Questionnaire Distribution</b>	<b>Total no. of questionnaire per senatorial zones</b>
Kano South	Gaya	GSS Ajingi	248	30	146
		GGSS Gaya	180	21	
	Gwarzo	GSS Gwarzo	600	72	
		GGSS Gwarzo	191	23	
Kano Central	Kura	GSS Kwankwaso	267	31	223
		GGSS Kura	278	33	
		Municipal	GSS SabuwarKofa	809	
	GGSS GanduAlbasa	519	62		
	Kano North	Bichi	GSS Chiromawa	40	
GGSS Tsanyawa			67	8	
<b>Total</b>			<b>3199</b>	<b>382</b>	<b>382</b>

Source: KSSSMB 2015

The table 1.2. above shows the sample size for the main study.

**Data Collection Instruments**

The study used questionnaires as data collection instruments. The questionnaires were used since the study was mainly concerned with variables that could not be directly observed or manipulated. A questionnaire was also preferred because it takes care of confidentiality. It was a Likert's-type 4 questionnaire.

The adapted instrument used for the study was parenting style, School climate, Peer interaction and Academic Performance Questionnaire (PSPAPQ). The instrument was adapted and modified by the researcher from the work of Lawan (2006) and Robinson, Mandleco, Olsen and Hart (1995). Lawan (2006) used the instrument to study the relationship between parental support, school climate, peer influence and academic self-concept among secondary school truants in North-west political zone of Nigeria. Robinson, Mandleco, Olsen and Hart (1995) developed parenting style questionnaire and used the instrument to study parenting styles. The original reliability coefficient of the three instruments were recorded at school climate .60 and peer influence .70 and authoritative .7561, authoritarian .7247 and permissive .6777, respectively while the reliability of the 3 instruments after validation was recorded at .613 parenting style, .610 school climate and .601 peer interaction. The items in PSPAPQ are generated by constructing rating scale on parenting style, school climate and peer interaction: bearing in mind the objectives of the study, through reviewing the related literature in respects of the variables under investigation.

**Effects of Parenting Style, School Climate and Academic Performance Among Secondary School Students in Kano State**

***Procedures for Data Analysis***

Data analysis refers to examining what has been collected and making deductions and inferences. It involves the uncovering underlying structures, obtaining important information, detecting anomalies and testing any underlying assumptions (Kombo and Tromp, 2006). The statistical analyses used for this study were Anova, Pearson moment correlation and t-test to explore the magnitude as well as the differences between the independent and dependent variables

**RESULTS AND DISCUSSION**

***Table 2.1: Name of schools of the respondent***

<b>S/N Variables</b>	<b>Frequency</b>	<b>Percentage</b>
1) GSS Ajingi	30	7.85
2) GGSS Gaya	21	5.50
3) GSS Gwarzo	72	18.8
4) GGSS Gwarzo	23	6.02
5) GSS Kwankwaso	31	8.12
6) GGSS Kura	33	8.64
7) GSS SabuwarKofa	97	25.39
8) GGSS GanduAlbasa	62	16.23
9) GSS Chiromawa	5	1.31
10) GGSS Tsanyawa	8	2.09
<b>Total</b>	<b>382</b>	<b>100</b>

**Source:** Fieldwork, 2016

Table 2.1 the above present distribution of schools who form the sample of the study. Thus, majority(30)7.85%of the respondents are from Government Secondary, Ajingi,(21) 5.50% are from Government Girls Secondary School Gaya,(72) 18.8% from Government Secondary School, Gwarzo,(23)6.02% from Government Girls Secondary School Gwarzo Also, (31) 8.12% of the respondents are from Government Secondary School Kwankwaso,(33) 8.64% are from Government secondary School Kura, (97)| 25.39%, from Government Secondary School SabuwarKofa, (62)16.23% are from Government Girls Secondary School GandunAlbasa,(5)1.31% are from Government secondary School Chiromawa and(8) 2.09 from Government Girls Secondary School Tsanyawa. The result concluded that the majority of the respondents were from Government Secondary School Sabuwar Kofa with (97) 25.39% while the lower percentage comes from Government secondary School with (5) 1.31%.

***Table 2.2: Students Distribution by Gender***

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
Male Students	235	61.5
Female Students	147	38.5

**Source:** Field work, 2016

The table 2.2 above present distribution of students who form the sample of the study by their gender. The result showed (235) 61.5% of the students were male students while (147) 38.5% were female students. The result of the survey concludes majority of the students who form the sample were male students.

**Effects of Parenting Style, School Climate and Academic Performance Among Secondary School Students in Kano State**

**Table 2.3: Descriptive Summary of the Variables**

<b>Variables</b>	<b>N</b>	<b>Min Stat</b>	<b>Max Stat</b>	<b>Mean(x)</b>	<b>Standard deviation</b>
Student Parenting Style	382	1	3	2.028	.2743
School Climate	382	1	2	1.180	.3852
Peer Interaction	382	1	2	1.151	.3593
Age	382	15	25	18.374	1.3196
Academic Achievement	382	40	77	55.0615	6.13632

**Sources:** Field work, 2016

The table above present descriptive summary of variables, the result showed parental rearing practice was measured based on authoritative, authoritarian and permissive with a minimum/maximum score of 1-3 respectively. School climate was measured based on favorable and unfavorable with a minimum/maximum statistic of 1 and 2 respectively the  $\bar{x}$ =1.180 and  $sd$ =.3852 respectively. Peer Interaction was scored based on minimum/maximum statistics of 1 and 2 for high and low with a  $\bar{x}$ =1.151 and  $sd$  :3593 respectively. The students' academic performance was recorded with a minimum/maximum scores of 40 and 77 respectively. The mean score  $\bar{x}$ =22.13 and  $sd$ =2.279. Three hundred eighty two.

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## Effects of Parenting Style, School Climate and Academic Performance Among Secondary School Students in Kano State

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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