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INFLUENCE OF PARENTAL INVOLVEMENT AND PARENTING STYLES ON ACADEMIC ACHIEVEMENT OF LOWER BASIC PUPILS IN DALA ZONAL EDUCATION DIRECTORATE, KANO STATE

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Abstract
This study examined the Influence of Parental Involvement and Parenting style on Academic Achievement of Lower Basic Pupils in the Dala Zonal Education Directorate, Kano State. Guided by four research objectives, two research questions, and two hypotheses, the study adopted an ex-post facto research design. The population comprised 28,170 lower basic pupils, from which a sample of 378 was selected using a multi-stage sampling technique. Data were collected using the Parental Involvement Questionnaire (PIQ) and the Parenting Styles Questionnaire (PSQ), both validated and found reliable with coefficients of $\alpha = 0.71$ and $\alpha = 0.75$, respectively. Academic achievement was measured using the 2022/2023 average scores in English and Mathematics from the common entrance examinations. Descriptive statistics (simple percentages) were used to analyze the research questions, while inferential statistics (ANOVA) tested the hypotheses at a 0.05 significance level. The result revealed a high level of parental involvement among respondents, with authoritative parenting identified as the dominant style. No significant difference in academic achievement was found across varying levels of parental involvement; however, a significant difference was observed based on parenting styles. The study concluded that parental involvement does not significantly influence academic achievement, whereas parenting style does. It recommended the organization of frequent Parent–Teacher Association (PTA) meetings to strengthen school–parent collaboration and the sensitization of parents on the importance of supportive parenting styles for enhancing pupils' academic outcomes.

Keywords: Parental involvement, parenting style, academic achievement, lower basic pupils, Kano State.

Introduction

Over the years, research has consistently identified poor academic achievement as one of the most pressing educational challenges in Nigeria, particularly in Kano State. This issue is especially evident at the lower basic education level, where national and state assessments continue to reveal low literacy and numeracy proficiency among pupils. For example, a 2023 UNICEF Nigeria assessment reported that only 46.7% of Primary 3 pupils and 36.5% of Primary 4 pupils in Kano State demonstrated proficiency in both literacy and numeracy. In government schools, teachers frequently report that parents are not actively involved in their children's education. Many parents fail to provide essential learning materials such as textbooks, seldom attend Parent–Teacher Association (PTA) meetings, and often neglect to ensure that homework assignments are completed. In Dala Zonal Education Directorate specifically, UBEC's 2022 statistics revealed that only 31% of lower basic pupils achieved the minimum proficiency benchmark in core subjects, with only 5.6% having access to at least three reading books at home. These patterns not only hinder effective learning but also perpetuate the trend of poor academic performance across all educational levels primary, secondary, and tertiary in areas such as Dala. As both the researchers and parents, the authors have personally observed a persistent lack of parental commitment and contribution to their children's academic development.

Academic achievement refers to measurable performance outcomes that reflect the extent to which an individual has attained defined academic goals in a formal learning environment. In other words, Academic achievement is the result of instruction, that is the level or extent to which a student, teachers, parents, and institutions have achieved their educational goals and objectives (Usman, 2024). Steinmayr, Meibner, Weidinger, and Wirthwein (2017) describe it as encompassing cognitive outcomes such as mastery of subject-specific skills, problem-solving, and critical thinking, often assessed through standardized tests, assignments, and teacher evaluations. Academic Achievement in viewpoint of Rogo (2021) is defined as successful completion, through effort, of the attainment of academic content and skills. At the lower basic education level, these outcomes particularly literacy and numeracy serve as the foundation for future educational success.

Parental involvement is the active participation of parents in their children's educational process to promote both academic and social development. Zong, Zhang, and Yao (2017) define it as home- and school-based engagement, including monitoring homework, attending school meetings, maintaining communication with teachers, and fostering a positive home learning environment. Bunijevac and Durisic (2017) emphasize that parental involvement starts at home with a safe, supportive,

and stimulating setting and a positive attitude toward school. High parental involvement has been linked to improved academic outcomes, moderate involvement to average performance, and low involvement to underachievement and weak learning motivation effects that are particularly evident in the foundational years of schooling.

Parenting style as another factor that can influence pupils' academic achievement, refers to the general emotional climate and behavioral patterns through which parents raise their children, characterized by levels of responsiveness, control, and communication. Baumrind's typology, cited by Darling and Steinberg (1993), distinguishes three major styles: authoritative (high responsiveness, high demandingness), authoritarian (low responsiveness, high demandingness), and permissive (high responsiveness, low demandingness). parenting styles can be termed as a set or a system of behaviors that describe the parent and child interactions over a wide range of situations and creates an effective interaction atmosphere (Usman, 2024) That is to say parenting styles can be characterized as shapes of behavior that primary caregivers use to relate with their children. At the lower basic stage, these parenting styles can significantly influence pupils' early literacy, numeracy, and problem-solving skills, laying either a strong or fragile foundation for lifelong learning.

Similar studies have been carried out by many scholars, to find out whether the parental involvement and parenting styles influences academic achievement of students. For instance, a study carried out by Owobi (2024) investigated the influence of socio-economic status, parental involvement, and achievement motivation on academic achievement among senior secondary school students in Dala Education Zone, Kano State. The findings revealed that the majority of respondents had high parental involvement (71.1%), Significant differences existed in academic achievement among students with varying parental involvement (p-value $0.046 < 0.05$).

Also, in another related study by Alonso et al. (2017) on parental involvement and academic performance; less control and more communication. A multistage sampling technique was used for the study. A descriptive research design was used for the study. The results of the study indicated that students whose parents exhibited a more distal or indirect profile of family involvement tended to demonstrate better results than those from homes with a more controlling style. Parental involvement styles have an effect on achievement at an individual and school level, even after accounting for the effect of context or background variables with a calculated value of $p=0.05$.

Similarly, a study conducted by Martinez (2015) on parental involvement and its effects on student academic achievement in California. The results of the study indicated that students with highly involved family members significantly outperformed those with family members who were not involved based on scores of the cumulative end-of-year district benchmark tests for ELA and mathematics for grade 4 with a calculated value of p=0.001.

Similarly, Usman, (2024) examined the influence of home background factors and social media usage on the academic achievement of science and technical College students in the Kano state of Nigeria. The study revealed that authoritative parenting style is the most prevalent parenting style practice by the parent of the respondents. The study revealed no significant difference in academic achievement among respondents with different parenting styles.

Similarly, Akanni (2019) on the influence of parenting types on students' academic performance in financial accounting in secondary schools in Kano state, Nigeria. The results showed that stepfathers do not influence the performance of secondary school students in financial accounting, as also stepmothers. There is a significant difference between the performance of secondary school students in financial accounting with a calculated value of p=0.003. It was recommended in the study that among others, step-parents of school children should be informed of the effect of engaging their stepchildren in rigorous activities at home that will hinder their academic improvement.

So also, Ibukunolu (2013) investigated the influence of parenting styles on students' academic achievement in Junior Secondary Schools in Ogun state, Nigeria. The study showed that there was a significant difference between the academic achievement of students from democratic and autocratic parenting homes (P- value 001 < 0.05). Also, a significant difference exists between the level of involvement of parents of male and female students in their education (P- value 025 < 0.05). The paper established the importance of parenting style in the achievement of students. This implies that school alone does not determine student achievement but a collaborative effort at home and school.

Finally, David and Orluwene (2020) studied Influence of Parenting Style on Academic Achievement of Students in University of Port Harcourt. Methodology: The study employed a descriptive survey design. The researcher found that the students who performed best experienced an authoritative parenting style (p-value 005 < 0.05) and therefore, it was the best method of parenting style for academic achievement.

All the studies reviewed are ails to single out a study on Influence of Parental Involvement, and Parenting Style on Academic Achievement of Lower Basic Pupils in Dala Zonal Education Directorate, Kano State which is the major concern of the present study in order to fill the knowledge gap

Statement of Problem

Poor learning outcomes in Nigerian primary schools remain a pressing concern, particularly in northern states such as Kano. Despite policy reforms and increased enrollment, evidence shows that early-grade pupils struggle significantly in literacy and numeracy. The World Bank (2022) reported that **53% of Nigerian 10-year-olds cannot read and understand a simple story**, indicating a deep learning crisis at the foundational stage. Similarly, a 2023 UNICEF Nigeria assessment revealed that only **46.7% of Primary 3 pupils** and **36.5% of Primary 4 pupils** in Kano State demonstrated proficiency in both literacy and numeracy, well below national expectations.

In Dala Zonal Education Directorate, performance indicators are even more concerning. UBEC's 2022 Annual Education Statistical Bulletin highlighted that only **31% of lower basic pupils in the zone** attained the minimum proficiency benchmark in core subjects. Furthermore, only **5.6% of pupils had access to at least three reading books** at home, a factor strongly linked to poor reading fluency. These deficiencies are compounded by weak instructional quality, overcrowded classrooms, and low teacher motivation, all of which hinder effective learning.

While existing research in Nigeria has examined systemic challenges such as inadequate infrastructure and teacher shortages, limited empirical studies have explored **the role of parental involvement and parenting style** in shaping the academic outcomes of lower basic pupils in Kano State. This is a critical oversight, given that global evidence consistently shows that home-based support and parenting approaches strongly influence early learning achievement (OECD, 2021; UNESCO, 2023). Addressing this knowledge gap is crucial for formulating targeted interventions in foundational education within the Dala Zonal Education Directorate.

Consequently, this study seeks to investigate **the influence of parental involvement and parenting style on academic achievement of lower basic pupils in Dala Zonal Education Directorate, Kano State**.

Research Objectives

The following objectives guided the study:

1. To determine the level of parental involvement among lower basic pupils of Dala zonal education Directorate in Kano State.

2. To determine the dimensions of parenting styles among lower basic pupils of Dala zonal education Directorate in Kano State.
3. To find out whether there is a difference in the academic achievement of pupils from high, moderate, and low parental involvement among lower basic pupils of Dala zonal education Directorate in Kano State.
4. To find out whether there is a difference in the academic achievement of pupils from different dimensions of parenting styles (authoritative, authoritarian, and permissive) among lower basic pupils of Dala zonal education Directorate in Kano State.

Research Questions

The research questions are:

1. What are the levels of parental involvement among lower basic pupils of Dala zonal education Directorate in Kano State?
2. What is the most predominant type of parenting style among lower basic pupils of Dala zonal education Directorate in Kano State?
3. Is there a significant difference in the academic achievement of lower basic pupils in the Dala Zonal Education Directorate, Kano State, based on high, moderate, and low levels of parental involvement?
4. Is there a significant difference in the academic achievement of lower basic pupils in the Dala Zonal Education Directorate, Kano State, based on different parenting styles (authoritative, authoritarian, and permissive)?

Research Hypotheses

Ho_1: There is no significant difference in the academic achievement of pupils from high, moderate, and low parental involvement among lower basic pupils of Dala zonal education Directorate in Kano State.

Ho2: There is no significant difference in the academic achievement of pupils from different dimensions (authoritative, authoritarian, and permissive) of parenting styles among lower basic pupils of Dala zonal education Directorate in Kano State.

Methodology

This study employed an ex-post-facto research design. The population comprised 28,170 secular primary six pupils in the four local education authorities within the Dala zone. A sample size of 378 pupils was determined using Research Advisors' (2006) sample size determination table. The sample was drawn using a multi-stage sampling technique, which included purposive sampling, cluster sampling, simple random sampling, and proportionate sampling. Six schools were randomly selected from two local education authorities (Dala and Gwale), with three schools from each

authority. Two instruments were adapted and utilized for data collection: the Parental Involvement Questionnaire (Chavez, 2006) and the Parenting Styles Questionnaire (Saidu, 2018). Academic achievement was measured using the 2022/2023 common entrance examination results. Data analysis was conducted using descriptive statistics (simple percentages) and inferential statistics (Analysis of Variance, ANOVA).

Results

Research Question 1: What is the level of parental involvement among lower basic pupils in Dala zonal education Directorate?

Table 1: Levels of Parental Involvement

Variables	Levels	Frequency	Percent
Level of Parental Involvement	High Parental Involvement	255	69.3%
	Moderate Parental Involvement	110	29.9
	Low Parental Involvement	3	0.8
	Total	**368**	**100%**

The result presented in table 1 indicates that 225 pupils making 69.3% have high level of parental involvement, 110 pupils making 29.9% have moderate level of parental involvement and 3 pupils making 0.8% have low level of parental involvement. Therefore, on the overall the level of parental involvement among lower basic pupils of Dala zonal education Directorate in Kano State in line with the decision rule is generally considered to be high.

Research Question 2: What is the type of parenting style among lower basic pupils of Dala zonal education Directorate?

Table 2: Dimensions of Parenting Style

Variables	Levels	Frequency	Percent
Parenting Style	Authoritative Parenting Style	283	76.9%
	Authoritarian Parenting Style	84	22.8%
	Permissive Parenting Style	1	0.3%
	Total	**368**	**100%**

Table 2 above presented the result analysis of parenting style among primary pupils of Dala education zone. The result indicated that 283 pupils making 76.9% have the authoritative type of parenting style, 84 pupils making 22.8% have the authoritarian type of parenting style while only 0.3% have the permissive type of parenting style. On the overall, the type of parenting style among lower basic pupils in Dala zonal education Directorate, Kano is generally considered to be authoritative.

Research Question 3: Is there a significant difference in the academic achievement of lower basic pupils in the Dala Zonal Education Directorate, Kano State, based on high, moderate, and low levels of parental involvement?

Table 3 ANOVA of Difference in Academic Achievement of Pupils with regard to the level of Parental Involvement

Test Variables		Sum of Squares	Df	Mean Square	F	Sig.
Academic Achievement	Between Groups	335.592	2	167.796	1.678	.188
	Within Groups	36506.310	365	100.017		
	Total	36841.902	368			

There was no significant difference in the academic achievement of lower basic pupils in the Dala Zonal Education Directorate, Kano State, based on high, moderate, and low levels of parental involvement, $F(2, 365) = 1.678$, $p = .188$. The results of the ANOVA test indicate that the level of parental involvement did not significantly impact pupils' academic achievement.

Research Question 4: Is there a significant difference in the academic achievement of lower basic pupils in the Dala Zonal Education Directorate, Kano State, based on different parenting styles (authoritative, authoritarian, and permissive)?

Table 4: ANOVA of Differences in academic achievement with regards to the type of parenting style

Test Variables		Sum of Squares	Df	Mean Square	F	Sig.
Academic Achievement	Between Groups	746.804	2	373.402	3.776	.024
	Within Groups	36095.098	365	98.891		
	Total	36841.902	367			

Table 4 shows that there was a significant difference in the academic achievement of lower basic pupils in the Dala Zonal Education Directorate, Kano State, based on different parenting styles (authoritative, authoritarian, and permissive), $F(2, 365) = 3.776$, $p = .024$. This suggests that the type of parenting style has a significant impact on pupils' academic achievement.

Hypothesis Testing

Ho_1: There is no significant difference in academic achievement of pupils from high, moderate and low parental involvement among lower basic pupils of Dala zonal education Directorate.

Table 5 ANOVA of Difference in Academic Achievement of Pupils with regard to the level of Parental Involvement

Test Variables		Sum of Squares	Df	Mean Square	F	Sig.
Academic Achievement	Between Groups	335.592	2	167.796	1.678	.188
	Within Groups	36506.310	365	100.017		
	Total	36841.902	368			

The result of the test difference using one-way ANOVA obtained is shown in table 5 above. The result showed the *F* statistics (368)= 1.678 and *p* Value= 0.188, *a*= 0.05 for academic achievement. The result of the analysis revealed the mean academic achievement based on the levels of parental involvement among lower basic school pupils of Dala education zone, Kano are not significantly different because the p value (0.188) is greater than the alpha value (0.05). Thus the null hypothesis which says there is no significant difference in academic achievement of pupils from high, moderate and low parental involvement among lower basic pupils of Dala education zone, Kano was accepted since 0.188>0.0 Therefore, the result indicated that there is no significant difference in the academic achievement of pupils from high, moderate and low parental involvement of lower basic pupils of Dala zonal education Directorate, Kano state.

Ho_2: There is no significant difference in academic achievement of pupils from authoritative, authoritarian and permissive parenting style among lower basic pupils in Dala zonal education Directorate.

Table 6: ANOVA of Differences in academic achievement with regards to the type of parenting style

Test Variables		Sum of Squares	Df	Mean Square	F	Sig.
Academic Achievement	Between Groups	746.804	2	373.402	3.776	.024
	Within Groups	36095.098	365	98.891		
	Total	36841.902	367			

The results of the one-way ANOVA, as presented in Table 6, indicate a statistically significant difference in academic achievement among lower basic school pupils based on parenting style, $F(2, 365) = 3.776$, $p = 0.024$, $\alpha = 0.05$. Given that the p-value (0.024) is less than the significance level (0.05), the null hypothesis was rejected, suggesting that there is a significant difference in academic achievement among pupils from authoritative, authoritarian, and permissive parenting styles. Due

to insufficient cases in one of the parenting style categories (fewer than two cases), post-hoc tests were not conducted to determine specific group differences.

Summary of Findings

1. The majority of participants reported experiencing a high level of parental involvement
2. The authoritative parenting style is the most prevalent parenting style practiced by parents of the participants.
3. There is no significant difference in academic achievement among lower basic pupils with high, moderate, and low parental involvement in the Dala Education Zone, Kano.
4. There is a significant difference in academic achievement among pupils exposed to authoritative, authoritarian, and permissive parenting styles in the study area.

Discussions on the Findings

The findings presented reveal both consistencies and contradictions with prior research, necessitating a nuanced interpretation. The majority of participants reported high parental involvement, aligning with Owobi's (2024) study in the same region, which found that 71.1% of students experienced strong parental involvement. However, unlike Owobi, who reported a significant difference in academic achievement based on involvement levels, the current study found no such effect. This discrepancy may stem from methodological differences Owobi's sample comprised senior secondary students, whereas this study focused on lower basic education pupils, where foundational literacy and numeracy struggles may overshadow parental influence. Additionally, self-reported involvement may not capture the actual quality of engagement. Parents in Kano State may believe they are involved by ensuring their children attend school, yet fail to provide cognitive stimulation, such as reading support or homework supervision, which is critical for early academic success.

Furthermore, the study identified authoritative parenting as the most prevalent style, consistent with Usman's (2024) findings in Kano. However, while Usman also found no significant difference in achievement across parenting styles, other studies, such as Ibukunolu (2013) and David & Orluwene (2020), reported that authoritative parenting significantly enhanced performance. This inconsistency may be attributed to cultural and contextual factors. In Western literature, authoritative parenting—characterized by warmth and reasonable discipline is consistently linked to better outcomes. However, in Kano, where socioeconomic constraints are pronounced, even the most supportive parenting styles may be insufficient to counteract systemic

barriers such as poor school infrastructure, teacher shortages, and limited learning materials. Thus, while authoritative parenting may be ideal in theory, its real-world impact may be diluted in low-resource settings.

The most striking contradiction lies in the finding that parenting styles significantly influenced achievement while parental involvement did not. This suggests that how parents interact with their children (e.g., through consistent discipline, emotional support, or intellectual encouragement) matters more than the frequency of their involvement. For instance, a parent who attends PTA meetings but does not engage in meaningful academic discussions at home may contribute less to learning than one who employs structured, authoritative methods. This aligns with Alonso et al.'s (2017) conclusion that indirect but supportive involvement (e.g., fostering autonomy rather than exerting control) yields better academic results.

However, the non-significance of parental involvement in this study starkly contrasts with Martinez's (2015) research in California, where highly involved families significantly boosted their children's performance. This divergence underscores the role of environmental and institutional factors. In high-income contexts, parental involvement often includes access to tutors, educational technology, and well-resourced schools—luxuries unavailable to many families in Kano. UBEC's (2022) report, which found that only 5.6% of pupils had three reading books at home, illustrates how material deprivation may negate parental efforts. Thus, while involvement is theoretically beneficial, its practical impact depends on broader systemic support.

Finally, the study's finding that authoritative parenting led to better achievement than authoritarian or permissive styles is consistent with global literature but requires contextual refinement. In collectivist societies like Nigeria, moderate authoritarianism (high expectations with moderate warmth) may not be detrimental if culturally normative. Akanni's (2019) study in Kano, for example, found that strict parenting did not necessarily harm performance unless it involved excessive domestic labor that interfered with studying. This suggests that future research should avoid rigidly applying Western parenting typologies and instead explore culturally adapted models.

Conclusion

This study concludes that while parenting styles significantly influence academic achievement among lower basic pupils in Dala, parental involvement does not. This apparent contradiction with prior research can be explained by contextual factors: in low-resource settings like Kano, parental involvement often lacks the quality (e.g.,

cognitive stimulation) needed to impact learning, whereas parenting styles shape foundational skills like self-discipline and motivation that persist despite systemic barriers. Unlike studies from high-income contexts, where involvement thrives alongside strong schools, Dala's educational deficiencies limit parental influence highlighting that effective parenting must be paired with institutional reforms to drive meaningful improvement. Thus, the findings underscore that structural and home-environment interventions are both essential for academic progress.

Recommendations

Based on the findings of this study, the researcher recommends that

1. School Counsellors and Psychologists should develop targeted parent-education programs focusing on effective involvement strategies (e.g., interactive reading, structured homework support) rather than passive participation (e.g., merely attending PTA meetings). Incorporate culturally adapted parenting workshops to promote authoritative practices that align with local values while fostering academic resilience.
2. Teachers and School Administrators should implement regular teacher-parent collaboration initiatives, such as guided home-learning plans, to bridge gaps in parental academic support. Provide parents with simple, actionable strategies (e.g., daily 15-minute reading sessions) to enhance engagement quality.
3. Policymakers (UBEC, Kano State Ministry of Education) should Address systemic barriers (e.g., teacher shortages, lack of learning materials) that diminish the impact of parental efforts. Allocate resources to ensure schools can complement rather than counteract parental contributions.

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