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PARENTAL COMMITMENT TO CHILDREN'S LEARNING AS CORRELATE OF LEVEL OF PUPILS' DISCIPLINE AND SUCCESS IN PUBLIC PRIMARY SCHOOLS IN KATSINA METROPOLIS

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Abstract

The study investigated the relationship between parental commitment to their children's learning, level of pupils' discipline and success among public primary school pupils in Katsina Metropolis. Two research questions and hypotheses were formulated to guide the study. The study employed correlational survey research design. The population of the study was 23,537 comprising of all the public primary school pupils in Katsina Metropolis. Out of which a sample of 378 pupils were selected using the Research Advisors (2006) Table for determining sample size. A multi-stage sampling procedure was used in the selection of the study's sample. Two different set of questionnaires were administered to pupils sampled in the study and their parents. The questionnaires were adapted version of Palkovitz's (1997) Parental Commitment Questionnaire (PCQP) for pupils and Parental Commitment Questionnaire (PCQP) for Parents. The data was analyzed using Pearson Product Moment Correlation (PPMC) in order to ascertain the relationship among the variables involved. The findings revealed a significant relationship between parental commitments in their children's learning and level of pupils' discipline; and that there exists a significant relationship between parental commitment in children's learning and level of pupils' success. Based on the findings of the study, it was recommended among others that Parents who demonstrated higher commitment to their children's learning had children who exhibited higher levels of discipline and success. The study identifies the relevance of parental commitment in their children's learning in fostering pupils' discipline and academic success. The findings also have implications for parents, teachers, and policymakers, suggesting the need for collaborative efforts to promote parental commitment and support pupils' discipline and academic achievement.

Introduction

Education is a process of transmitting of cultural values, knowledge, norms, attitudes, and behaviour disposition which enables the individual to become an acceptable member of the society where lives. It is a process of learning which is aimed at improving moral, cultural and intellectual attributers of students individually as well as a member of social group. The process of learning is looked at as training in the field of morals for individuals through which their potentialities are developed; the traits of the cultures are inculcated in them and the culture of the people is transmitted to the coming generations. It is an instrument to change the social, cultural, economic and political set up of the society. It is considered as a key to development (Tadesse, 2014). Moreover, it can prepare ideal citizens to transform the irrational structure of society to rational one and can serve as a permanent source of human power for the development of a country. However, in preparing the ideal citizens, the role of parents is pivotal because family is the first agent of socialization to inculcate the conscience of good and bad (Grusec, 2011). Therefore, involvement of parents in primary educational institutions is a driving factor to ensure effective discipline among primary school pupils.

For many years, the importance and need for parental commitment in education has been well recognized (Ravitch, 2016). Parent's commitment can be understood as any action taken by a parent that can theoretically be expected to improve student performance or behavior. In other words, parent's involvement consists of those actions that help a child to meet or to exceed the norms or expectations of the student's role and encompasses parent-child, parent-teacher, and to some degree parent-parent relations (McNeal, 2014). Parent's commitment in their children's learning is of paramount importance in implementing the operation of educational system. School can no longer set itself up without taking into consideration the active commitment of parents and the community. Students with commitment of parents in their school tend to have fewer behavioral problems and better academic performance and are more likely to complete high school than students whose parents are not involved in their school (Henderson & Berla, 1994; McNeal, 2014).

Parental commitment in education is necessary in schools because the teachers alone cannot ensure that a child is equipped mentally, intellectually, morally and culturally for adulthood. Parental commitment can be practiced in three ways: co-operation, participation and partnership (Lenny, 2015). Co-operation implies that parents support the child at home through their actions, such as demonstrating loyalty towards the school and supervising children's homework. Participation means that parents become more committed in school matters e.g. by serving on certain committees and becoming committed in fund-raising projects. Partnership

constitutes the highest level of parent commitment at school level. Van Deventer and Kruger (2009) discuss the benefits of parental commitment and say that they include improved school performance, reduced drop-out rates, a decrease in delinquency and a more positive attitude towards school.

Parental commitment in their children's learning benefits schools because they have a profound influence on the culture of learning and teaching. A school with such a culture is characterised by the fact that all role players value the processes of teaching and learning. Parent commitment is viewed as the participation of parents in every facet of children's education and development from birth to adulthood (Ravitch , 2016). Wilder (2014) reported that parental commitment or involvement was found to be one of the factors affecting student's achievement and student's behavior in the school. Parent commitment can be described as social relations that are imbued with norms of trust, obligation, or reciprocity (McNeal, 1999). If it is described in this manner, parent commitment is conceived as a form of social capital. Using this framework, McNeal contends that parent involvement encompasses three broad domains, parent-child relations, parent-school relations, and parent-parent relations. It is generally assumed that parents invest their time in their children and school personnel with the expectation that their commitment will yield a tangible return. Parent involvement is any action taken by a parent that can theoretically be expected to improve student's behavior (McNeal, 2014).

The six key types of commitment were described by Epstein et al. (2009). They are: (i) *Parenting*: means giving information and material that increases parent's awareness and strengthen their skills to influence their child's development and advancement, institutions can help families in attaining their responsibilities as parents/guardians of students at each age level (Epstein, 2013). Parents, according to Epstein, should provide a save and healthful learning environment with supervision and guidance as well as proper discipline. With effective child rearing skills in place, parents tend to have a better sense of support from the school and other parents. (ii) *Communication*: this alludes to parent and school contact with respect to school curricula and student progress. Epstein, Galindo, and Sheldon (2011) characterized it as the capacity to plan compelling kinds of school-to-home and home-to-school collaborations about school and student progress. As parents speak with the school, they commonly turn out to be more agreeable and happy with the school and the educators (Epstein et al., 2011). (iii) *Volunteering*: comprised of supporting the mission and vision of the school and supporting the learning process in any capacity. Some of the sample practices include allowing parents to serve in school programs (Epstein, 2010). (iv) *Learning at home:* families give reassurance to their children, and there is likelihood for the children to be more actively committed in setting

goals for educational success, and in planning postsecondary educational experiences (Epstein, 2010). (v) *Decision-making:* schools are charged now to include parental representation in school governance so that parents have a voice in the decision-making process for school affairs. (vi) *Collaborating with the community:* this refers to the identification and combination of resources for assisting the school and families, as well as the community (Hall & Quinn, 2014).

Recent research continues to highlight the critical role of parental involvement and modeling in shaping youth behavior both at home and in school. According to Adeyemi and Adeyemi (2023), a lack of parental supervision and engagement often leads to increased behavioral problems among adolescents, including the formation of peer groups that may encourage rebellion against authority figures in schools and society. The authors emphasize that when parents fail to provide guidance and positive examples, children are more likely to exhibit indiscipline and resist established norms.

It is well known fact that primary education is the foundational schooling earlier given to children who serve as basis for further academic advancement. National Policy on Education (FGN, 2013) had clearly defined that discipline is among the National Primary Educational Goals. They are: (i) mold character and develop sound attitude and morals in the child, and (ii) develop in the child the ability to adapt to the changing environment. Therefore, maintaining discipline at primary level of education is cogent objective to pursue. The issue of school discipline often evokes strong views in school communities, particularly among teachers and parents. While it is important to retain a sense of perspective concerning the extent of discipline problems in schools - only a small percentage of schools indicate that that they have a serious discipline problem - the impact on the process of teaching and learning that a minority of disruptive pupils can have must not be underestimated. Discipline is exact opposite of indiscipline. According to Ibenegbu (2017) indiscipline in school is the violation of school rules. In the words of Kayode (2017) indiscipline refers to a situation in which people do not control their behaviour or obey rules. This is to say that indiscipline is a behaviour or activity that contradicts the laid down rules and norms in the school. Indiscipline is the lack of controlled behaviour or disobedience to order. For better understanding, it is also necessary to briefly explain the terms school and discipline in order to perceive more clearly the concept of school discipline**.**

On the other hand, discipline according to Kayode (2017) is the willingness of a student to exhibit proper conduct, a great sense of responsibility, passion for order and zeal to discharge duties promptly and efficiently. In the view of Thompson and

Kleiner in Ezeugbor and Anozie (2019) discipline helps to direct the behaviour of school members towards achieving the goals of organization. According to Ezeugbor and Ebeatu (2018) discipline is a training to act in accordance with rules. This is to say that discipline is gained when rules and regulation of the school is adhered to by its members. Accordingly, discipline can be said to be an act of instructing learners to adhere to a code of conduct, school rules and regulations in the schools. Discipline also refers to a system of making the individual to make reasonable decision responsibly. The author further says that the goal of discipline is to make it possible for the individual or a team of individuals to succeed in the set goals. The term therefore denotes the kind of order involved in the efforts by trying to reach appropriate standards to follow appropriate rules for engaging in a valid activity (Etizi, 2008). It requires freedom of choice and makes one to understand the consequences and is not imposed by authority figures but rather individual themselves (Charles, 1995). Therefore, with discipline in our learning institutions, we would have very rare cases of the student strikes. Griffin (1994) asserts that sound discipline is an essential ingredient in the creation of a happy and industrious school community, performing properly its function of training the citizens of tomorrow. Based on this background, this study therefore sought to assess whether there is any relationship between parental commitment to children's education and discipline in schools.

Pupils' success is most commonly associated with academic achievement and test scores. "Parental commitment at home and at school, such as parents' reading to their children at home, providing encouragement and support for learning, maintaining high aspirations and expectations for their children's education and academic success, establishing communication, discussing school issues with their children, all have positively impacted the academic achievement of children" (Şengönül, 2022). There was a general avoidance of high-risk behaviours. Pupils with committed parents were nearly three times more likely than pupils whose parents were not committed to be engaged in school-sponsored activities such as the arts, academics, service clubs, and athletics. Pupils who felt connected to the school, typically, exhibited higher achievement, better social skills, and higher levels of self-esteem.

From the above definitions of the terms i.e. parental commitments, level of pupils' discipline and success, one can rightly say that commitment of parents in their children's school activities helps in maintaining law and order, respect, dignity, control and also helps in promoting pupils' discipline and success in the school. Therefore, the present study is aimed at investigating the correlation between parental commitments to their children's learning, levels of pupils' discipline and

success among public primary school pupils in Katsina metropolis, Katsina state, Nigeria.

Statement of the Problem

Students' indiscipline in Nigeria's public primary schools particularly in Katsina Metropolis is depicting a worrying trend. This is because; hardly a school term passes without incidents of indiscipline being reported in the community and mass media. This has the implication that if this behaviour trend goes unchecked, our public primary schools may not play their role expectations of producing responsible citizens. Evidence and observations showed from various studies within and outside Nigeria, seems to suggest that unfavourable school and home environments are critical risk factors to students' misdemeanor.

However, despite the global importance of parental commitment in children's learning, a substantial number of parents are rarely committed in their children's learning which affects their discipline and academic success. Some parents never check their children's homework and never visit them during school hours to checkmate the discipline strategies being employed by the school authority and finally to assess the discipline of their children at school. Most of pupils engage themselves in many disciplinary problems as a result of their associations with peers, such as truancy, absenteeism, lateness, bullying, male pupil- female pupil relationship among others, which significantly affects their performance. In an ideal educational environment, parents play an active and sustained role in supporting their children's learning, which in turn fosters good discipline and academic success among pupils. However, in public primary schools across Katsina Metropolis, there is growing concern over increasing cases of indiscipline and underachievement among pupils. Many teachers, psychologists and other stakeholders have observed that parental commitment to children's learning is often lacking, with some parents showing little interest in their children's academic progress or school activities.

Although recent studies have established a strong link between parental commitment and improved student outcomes or success in various parts of Nigeria and beyond, but there is insufficient localized research examining this relationship within the context of public primary schools in Katsina Metropolis. The unique socio-economic and cultural factors in this region may influence both parental commitment and its impact on pupils' discipline and academic success differently compared to other settings. This gap in the literature leaves teachers, school administrators and policymakers without the necessary evidence to develop targeted strategies that could enhance parental commitment and, consequently, improve children's learning, level of discipline and success. Therefore, this study seeks to address the problem by

investigating how parental commitment to children's learning correlates with the level of pupils' discipline and academic success in public primary schools within Katsina metropolis. To address this problem, the researchers examined the following specific objectives:

Purpose of the Study

The general purpose of the study was to investigate the relationship between parental commitment to their children's learning, level of pupils' discipline and academic success in public primary schools in Katsina metropolis. Specifically, the study sought to:

1. Determine the relationship between parental commitment to their children's learning and level of pupils' discipline.
2. Determine the relationship between parental commitment to their children' learning and the level of pupils' success.

Research Questions

The following research questions posed were answered in this study:

1. What is the relationship between parental commitment to their children's learning and level of pupils' discipline?
2. What is the relationship between parental commitment to their children' learning and the level of pupils' success?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of confidence to guide the study:

Ho_1: There is no significant relationship between parental commitment to their children's learning and level of pupils' discipline.

Ho_2: There is no significant relationship between parental commitment to their children' learning and the level of pupils' success.

Literature Review

Theoretical Framework

The model of parental commitment towards their children was developed by Palkovitz (1997). The Author posits that the fundamental characteristics of parenthood, such as nurturing and protection, are more widely acknowledged. In his framework for parental commitment to their children, the profounder describes the directness or indirectness of parental involvement. Given the historical significance of the traditional male breadwinner role, much of what fathers have done for children can be categorized as either direct or indirect commitment or involvement.

Indirect forms of commitment are exhibited by resident fathers/mothers who work extra hours to support their children financially. Non-resident parents who pay child support or supervise their children's lives through third parties are also indirectly involved. However, resident parents who are always present for their children participate directly. Palkovitz, essentially identified specified general aspects of parental commitment and described each aspect by identifying involvement activities. Particular broad elements include communication, teaching, supervision, cognitive processes, responsibilities, child-related maintenance, shared interests, planning, shared activities, providing, affection, protection, and emotional support in order to effective discipline not only in schools but also in the society at large.

This study also follows Epstein's framework which identifies six major types of commitment or involvement in schools. They fall within the areas of overlapping spheres and have emerged from many studies done on the work of educators in schools (Epstein et al. (1997) in Lemmer, 2007). Below is the description of the six types of parental involvement as described by Lemmer (2007).

- Type 1 – Parenting: Schools should assist families with parenting and child-rearing skills, family support, understanding child adolescent development and also the setting and home conditions so as to support learning at each stage and grade level.
- Type 2 – Communication: Schools should communicate with families about school programmes and students' progress with school-to-home and home-to-school communication.
- Type 3 – Volunteering: Schools should encourage recruitment, training, work and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programmes.
- Type 4 – Learning at home: Schools should involve families with their children in learning activities at home, including homework and other curricular linked activities and decisions.
- Type 5 – Decision making: Schools should include parents as participants in school decisions, governance and advocacy activities through PTAs, committees, councils and other parent organisations.
- Type 6 – Collaborating with the community: Schools should coordinate the work and resources of the community business, colleges or universities and other groups to strengthen the school programmes, family practices and student learning and development.

The researcher thinks that the six types of parental commitment identified by Epstein, et al. (1997) are very important practices for involving parents in the education and discipline of their children. If schools can use these strategies to involve parents, the problem of improper commitment will be addressed.

However, on the part of discipline, Rice (1987) propounded that, not only is "discipline" behaviour which leads to better learning and a display of behaviour which the society has agreed upon as appropriate, but also as actions taken to prevent or handle behaviour problems in the classroom as well as the control of learners' behaviour. This study will use "discipline" as a condition of order and obedience among learners in school which makes it possible to attain the objectives of the school (effective teaching and learning).

Larocque, Kleiman, and Darling (2011) describe parental involvement as family involvement, defining it as "parents' or caregivers' investment in the education of their children". Another way of defining this term would be "the ways that parents support their children's educational experiences and academic achievement" (Suizzo, et al., 2012). Being involved in their children's education can be embodied in a number of ways and on multiple levels. Some parents are highly involved at the school level, i.e. volunteering in the classroom or school, chaperoning field trips or events, and communicating regularly with the teacher. Others may be involved more at the home level rather than the school level, helping with homework or providing time set aside each day for their child to do their homework, but not volunteering or communicating frequently with the school and its staff.

Review of Related Empirical Studies

A number of studies have been carried out with regard to youth rebellion to authority in the home, school and societal fronts. Fan and Chen (2020) conducted a systematic review of parental involvement and its influence on student academic outcomes. They found that parental commitment and involvement in schooling significantly improve students' academic aspirations, engagement in school activities, and reduce behavioral issues. Their study highlights that students with involved parents tend to have higher self-esteem and better social skills. Parental involvement at school is particularly necessary during childhood, when children are separated from their parents for the first time and when they start to attend school. Parents are responsible for helping their children acquire the competency to survive away from home, i.e. the ability to separate from the parent or care-giver with a reasonable degree of ease and to feel comfortable at school (Hendrick and Weissman, 2011).

Lara and Saracostti (2019) examined how parents' involvement in their children's schooling affects their academic achievement as adolescents in Chile. The total of 498 Chilean parents underwent cluster analysis. Non-involved parents' children performed worse academically. Recent studies of parents who actively participate in their children's education found that their success was more dependent on their

efforts. Parents' engagement, regardless of the child's level or the parents' education, had a significant impact on academic progress. Most research papers did not examine the relationship between student disengagement and parental involvement in schooling. Because most parental engagement studies had been done in western nations, an African-Liberian context study was appropriate.

Quilliams and Beran (2009) found that the more parents are involved in the school and actively promote learning at home, the higher the student's grades. In the same study, when children's perceptions were considered, those who perceived that their parents had positive attitudes towards education and took interest in the school had higher achievement. Wilder (2014) emphasizes that parental involvement is a key predictor of students' academic success, social skills, and self-esteem. The study also notes that students with committed parents are less likely to engage in antisocial or risky behaviors and more likely to set higher educational and career goals, particularly in STEM and professional fields.

Deepshika & Bhanot (2011) in their study to assess family environment and its impact on their social emotional adjustment revealed that eight family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of the adolescent girls. When schools believe that lax parental discipline explains a child's misbehavior, educators are less likely to consider alternative explanations for the misbehavior and the full range of interventions that could be implemented at school (Greene, 2011). Osher, Bear, Sprague and Doyle (2010) stated that the three approaches viz. ecological approaches to classroom management, school wide positive behavioural supports and social and emotional learning improves school discipline practices and student behavior.

Parental expectations are related to school performance. Educational expectations are positively and significantly related to grades in English, math, and science. There is also a strong correlation between parents who enforce rules at home and their children's grades at school. In their study, Castro et al. (2015) reviewed multiple studies on parental involvement and found consistent evidence that parental engagement reduces high-risk behaviors and increases participation in extracurricular activities, including arts, sports, and service clubs. Their findings also suggest that parental involvement is linked to higher academic achievement and better social-emotional outcomes. All reported some type of supervision and monitoring of homework. Many described rules and consequences for getting homework done, including where the students worked, the time allotted, and

rewards for completion. All parents in the sample expressed high aspirations related to their children's education.

Parents in this study who reported having academically successful students showed an intrusive style of parenting. They closely monitored not only homework, but also other aspects of their children's lives. This monitoring behavior included knowing what children did during their leisure time and who their friends were, as well as enforcing strict curfews. Communication between parent and child was frequent, with parents reporting a high degree of trust and camaraderie between themselves and their children. Though this study is heavily flavored with ethnicity, the findings are likely to ring true for all parents who show the same parenting style. As Zellman and Waterman (1998) stated in their study of white, African American, and Latino parents, "ethnic and family structure effects on the individual measures were generally non-significant." Zellman and Waterman (1998) found parent enthusiasm contributed significantly to the home-site and school-site involvement of parents. Even more effective than enthusiasm was positive parenting style as a predictor of child outcome. They went on to say that parenting style had a greater effect on student achievement than parent school involvement. This is an important point to remember as we develop parent involvement programs and projects. Teaching parenting skills will have a greater and longer lasting effect on our children's lives.

Methodology

A correlational survey research design was adopted for the study. According to Price, et al. (2017) correlational research is a non-experimental research in which the researcher measures two or more variables and assesses the statistical relationship between them with little or no effort to control extraneous variables. The study was carried out in Katsina Metropolis, in Katsina State. The population of the study was 23,537 comprising of all the public primary school students in Katsina Metropolis. Out of which a sample of 378 pupils were selected form the entire population using the Research Advisors (2006) Table for determining sample size. A multi-stage sampling procedure was used in the selection of the study's sample. At first stage, the researcher employed the use of simple random technique (using balloting) to draw three (3) out of the seven (7) education zones within Katsina metropolis. At the second stage, the six targeted schools were selected using purposive sampling technique from the three (3) sampled education zones. At the third and final stage, proportionate stratified random sampling technique was used in selecting the 378 subjects. The stratification was based on gender, i.e. 196 male and 182 female public primary school pupils.

Consequently, any parent of a child who was chosen was regarded as a participant. So, 378 parents were automatically chosen to take part in the study. Two different sets of questionnaires were adapted from same author Palkovitz's (1997), i.e. Parental Commitment Questionnaire (PCQP) for pupils and Parental Commitment Questionnaire (PCQP) for Parents. The questionnaires were used as study's instrument for data collection in order to measure the relationship between parental commitment in their children's learning and the level of their discipline. Each questionnaire contained 14 items and was designed based on two sections. Section A contained the demographic information of the respondents, while Section B contained the items of the adopted questionnaires for the pupils aimed at eliciting that data on parental commitment in their children's learning and discipline. The two sets of questionnaires were designed based on 4-point Likert scales of Always (A) = 4 points, Often (O) = 3 points, Sometimes (S) = 2 points and Never (N) = 1 point. In order to ensure validity of the instrument, the questionnaires were face validated by three experts where they checked the clarity of the items and their applicability to the objectives of the study which finally guaranteed their content validity. To ensure the reliability of the instrument, pilot study of the survey was conducted in one public primary school which is outside the study area The adapted instruments were administered once to 30 (15 male and 15 female pupils and their parents). The data were collected and analyzed using Cronbach alpha statistical method. The internal consistency reliability co-efficient obtained for the two questionnaires were 0.71 and 0.83 order of Parental Commitment Questionnaire (PCQP) for pupils and Parental Commitment Questionnaire (PCQP) for parents respectively.

Results

The analysis of the data was based on the research hypotheses earlier formulated in the study. Pearson Product Moment Correlation (PPMC) statistics was used in analysing the hypotheses.

Table 1: Pearson's Correlation Coefficient Analysis of the Relationship between Parental Commitments to their Children's Learning and Level of Pupils' Discipline

Variable	N	Mean	Std. Deviation	r-Cal.	P-value	Decision
Parental Commitment to Children's Learning	378	39.55	29.85			
				.177	.001	Significant
Level of Pupils' Discipline	378	38.90	28.08			

From the result in Table 1, parental commitment to their children's learning and level of discipline of public primary school pupils of Katsina metropolis were

positively related and significant, r-Cal. = .177, and p = .001. This shows that there was significant relationship between parental commitment to their children's learning and level of pupils' discipline, because the p-value (.001) is less than the .05 level of significance. Therefore, hypothesis which says there is no significant relationship between parental commitments to their children's learning and level of discipline of public primary school pupils of Katsina metropolis was rejected. This means that, parental commitments to their children's learning of public primary schools in Katsina metropolis affect level of pupils' discipline.

Table 2: Pearson's Correlation Coefficient Analysis of the Relationship between Parental Commitments to their Children's Learning and Level of Pupils' Success

Variable	N	Mean	Std. Deviation	r-Cal.	P-value	Decision
Parental Commitment to Children's Learning	378	34.61	7.722			
				.385	.000	Significant
Level of Pupils' Success	378	38.90	28.08			

From the result in Table 2, parental commitment to their children's learning and level of success of public primary school pupils of Katsina metropolis were positively related and significant, r-Cal. = .385, and p = .000. This shows that there was significant relationship between parental commitment to their children's learning and level of pupils' success, because the p-value (.000) is less than the .05 level of significance. Therefore, hypothesis which says there is no significant relationship between parental commitments to their children's learning and level of success of public primary school pupils of Katsina metropolis was rejected. This means that, parental commitments to their children's learning of public primary schools in Katsina metropolis affect level of pupils' success.

Discussion

The findings of the study indicate a significant relationship between parental commitment to their children's learning and pupils' discipline in public primary schools in Katsina metropolis. The study's findings support the work of Fan and Chen (2020), who found that parental commitment and involvement in schooling significantly improve students' academic aspirations, engagement in school activities, and reduce behavioral issues. This suggests that when parents are actively involved in their children's education, students are more likely to exhibit positive behavior and discipline. The findings also support that of Hendrick and Weissman (2011) who found that Parental involvement at school is particularly necessary during childhood, when children are separated from their parents for the first time

and when they start to attend school. Parents are responsible for helping their children acquire the competency to survive away from home. This relationship can be attributed to several factors, including: parental guidance and support, role modeling and increased student motivation*: When parents show interest in their children's education, students are more likely to be motivated to learn and achieve academic success.

The findings of the study also indicate a significant relationship between parental commitment to their children's learning and pupils' academic success The study's findings is also consistent with the work of Quilliams and Beran (2009), who found that parental involvement in school and active promotion of learning at home are positively correlated with student grades. Additionally, students who perceive their parents as having positive attitudes towards education and taking an interest in school tend to have higher achievement.

Conclusion

From the findings of the study, it was concluded that there is significant relationship between parental commitment to their children's learning and the level of pupils' discipline among public primary school pupils in Katsina metropolis; and there exist exists a significant relationship between parental commitment in children's learning and the levels of pupils' success

Recommendations

In view of the above findings, it was recommended as follows that:

1. Parents especially in Katsina metropolis should actively participate in their children's education by regularly attending Parent-Teacher Association (PTA) meetings in public primary school so as to enable them support the children's education.
2. Parents and the school authority should work hand in hand in order to handle the disciplinary problems in the school by preparing frequent meeting programs, conferences and symposiums which will enable them facilitate meaningful dialogue and joint problem solving.
3. Primary schools should establish a conference and workshop center where teachers are required to contact parents and students together periodically throughout the academic year.
4. Parents should as much as possible maintain consistent communication with their children's teachers to follow up on academic progress and behavioural conduct aimed at ensuring effective teaching and learning.

5. Parents should encourage and support public primary schools in the implementation of systems of prizes and rewards to acknowledge pupils who demonstrate exemplary discipline and academic excellence.
6. Primary schools should develop and enforce clear, consistent rules and regulations that govern pupil behaviour, ensuring a disciplined and conducive learning environment.

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