

Influence of Parental Involvement on the Academic Achievement of Primary School Pupils in Basic Science in Lagos State

Bamidele Tokunbo, **DELPHONSO**
College Science Education
Lagos State University of Education, Oto-Ijanikin.
delphonsobt@lasued.edu.ng

&

Esther Oluwatunmise, **DELPHONSO**
Faculty of Education, Lagos State University Ojo
delphonsotunmise@gmail.com

Abstract

This study investigated the influence of parental involvement on the academic achievement of Primary School Pupils in Basic Science in Lagos State. Three research questions and two hypotheses were formulated for this study; a descriptive survey research design was adopted in the study. Five (5) schools were selected using the simple random sampling techniques. From each selected primary school, twenty (20) pupils were selected randomly using simple random sampling technique. Therefore, the sample size is one hundred (100) pupils. A questionnaire containing 20 items was a major instrument used for data collection. The questionnaire was divided into two sections: A, and B. The method adopted in analyzing the data collected for this research work was Pearson's Product Moment Correlation coefficient analysis and three formulated hypotheses were tested at 0.05 level of significance. H_{01} revealed that significant relationship exists between the influence of the parent social economic class and academic achievement of primary school pupils in Basic science in Lagos State at a significance of $r = .906$ and $P < 0.5$. and H_{02} indicated that significant relationship exists between the educational background of the parents and learning outcomes of primary school pupils in Basic science in Lagos State at a

significance of $r = .818$ and; $p < .50$ and hypothesis and recommendations were made.

Keywords: Academic attainment, Parental involvement, Basic Science, Parenting Style, Social Economic Class

Introduction

Education is a process of developing individual's knowledge, information, beliefs, skills, attitudes, interests and abilities, so as to take such from the darkness of ignorance to the light of knowledge. Education is much more than an entry to the job market. The researcher observed that education is one of the key foundations to a nation's development, taking Nigeria for example, education has helped in the continuous shaping of our country into a better Nation not only economic wise but also through the moral attitude of educated individuals within the country. For an individual to become educated, the teacher is the key personnel who plays the important role to bring about transformation and is mainly responsible for implementation of the educational process at any stage. Durisic and Bunijevac (2017) opined that, parents' attitude towards education and learning outcome has a powerful impact on children's willingness to achieve. When parents show their interest and commitment to the success of their children, they will be more motivated to do their best. Durisic and Bunijevac (2017), further stated that responsibility for learning is an aspect of parenting that places emphasis on activities in their home and community that promote learning skills in the young child.

In Lagos State, there has been poor pupils' learning outcome in Basic Science in primary schools over the years and efforts are always undertaken to address the problem. Among the factors that are suspected associated with the pupils' learning outcome is lack of parental care and unfavorable home environments. Sequel, to the above the researcher deem it needful to undergo the research titled: the Influence of Parental involvement on the Academic Achievement of Primary School Pupils in Basic science in Lagos State.

Basic science education refers to teaching science by integrating multiple scientific fields in a unified manner rather than teaching them separately

thus, basic science it see as the acquisition of knowledge and an approach to the teaching of science in which the course is devised and presented in such a way that students gain the concept of the fundamental unity of science (NCCE, 2020).

According to Ajewole (2016) this type of knowledge places the learner in a good position of being scientifically literate. Therefore integrated science is described as interdisciplinary subject which prepares the students for higher science discipline or career and most importantly the subject is intended to produce a course which:

- i. Is relevant to the pupils' needs and experiences.
- ii. Stressed the fundamental unity of science.
- iii. Provide adequate and solid foundation for subsequent specialist programme and
- iv. Insert immediate environment cultural factors to science education.

In other words, basic science has been offered as a way to increase scientific literacy, understand the process of science, and increase interest in sciences, learner needs maintain flexibility and show the relationship of science to society.

However the Nigerian integrated science project emphasizing the learning process of science rather than acquisition of scientific knowledge in view of this, integrated science has been offered as a way to increase scientific literacy, understand the process of science, increase interest in science learner needs, maintain flexibility and show the relationship of science to society. According to Delphonso *et. al.*, (2024) emphasized that a country cannot have a strong scientific and technology without a strong solid scientific foundation.

Statement of the Problem

The pupils learning outcome is the result of what the pupils have been able to achieve or learn during a specific period of time either from parents, teachers or caregivers which has in one way or another contributing to the pupils development which can take different forms; personal, social, emotional, and physical. But as a result of poor parental perceptions on the academic achievement of primary pupils, there exist a poor academic performance of pupils during class assessment and examination which

has resulted into a high rate of repetition in classroom.

Also, due to the poor type of parental style that is adopted by the parents, several pupils have been discouraged from going to school as a result of the negative impression they have been given by their parents or caregivers, some have drop out of school, while others are having difficulties progressing to the next class (educational background). It is as a result of this parenting background that there has been a poor academic achievement pupils due to their academic performance.

As long as there is inadequate monitoring of pupils academic achievement especially parents creating time to attend to the pupils academic needs definitely this in turn has enormously effect on the learning outcomes of pupils, because they have not been given proper attention and time to share their weaknesses. If more time is spent with the pupils, parents will get to understand their behaviour and know the weakness they are experiencing in their academic performance which in a way can help to improve pupils' learning outcomes in basic science.

Purpose of the Study

The purpose is to examine the influence of parental involvement on the academic achievement of primary school pupils in Basic Science in Lagos State. Therefore, the specific objectives of this research are to:

- i. assess the influence of parents social economic class and academic achievement of primary school pupils in Basic science in Lagos State.
- ii. evaluate the influence of the educational background of the parents and academic achievement of primary school pupils in Basic science in Lagos State.

Research Questions

In the context of the above objectives, the following research questions were generated to guide the study;

- I. What is the influence of parental social economic class and academic achievement of primary school pupils in Basic science in Lagos State?
- ii. What is the influence of the educational background of the parents and academic achievement of primary school pupils in Basic science in Lagos State?

Research Hypotheses

- H₀1:** There is no significant relationship between the influence of the parent social economic class and academic achievement of primary school pupils in Basic science in Lagos State.
- H₀2:** There is no significant relationship between the educational background of the parents and academic achievement of primary school pupils in Basic science in Lagos State.

Methodology

The study adopted a descriptive survey design on the influence of parental involvement on the academic achievement of primary school pupils in Basic science in Lagos State. Descriptive survey design was considered appropriate because it allows for collection of data from a group of people at the same time for the purpose of describing phenomena under study. The target population for this study consists of all pupils' in selected primary schools located in Lagos State. Five (5) schools were selected using the simple random sampling techniques. From each selected primary school, twenty (20) pupils were selected a using simple random sampling technique. Therefore, the sample size is one hundred (100) pupils. The instruments used in this study for data collection was entitled-Academic Achievement on Basic Science Questionnaire (AABSQ), which was used to determine the influence of parental involvement on the academic achievement of primary school pupils in Basic science. The instrument was divided into two sections. The instrument was in a four-point rating scale of; Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD). The instrument was presented to the researcher's supervisor for face validity. This is important because it's a simple first step to measuring the overall validity of a test or technique, which is relatively intuitive, quick, and easy way to determine if there is a need for modification. The instrument was presented to the supervisor with the request that he reviews it to ensure it is relevant to the study. To ensure the reliability of the instrument, Cronbach Alpha test of reliability was used to determine the reliability of the instrument at 0.5 level of significant. The instrument was administered on face-to-face basis by the researchers. The respondents were briefed on the objectives of the study and assured that the information supplied was served for the research purpose only. They

were allowed to fill out the instrument and return on the spot. The data collected was analysed using simple percentage, mean and standard coefficient deviation for descriptive analysis while statistics tool Pearson's Product Moment Correlation Coefficient (PPMC) was used to test the stated hypotheses through Statistical Package for Social Sciences (SPSS 23).

Results and Discussion

Hypothesis one

- H₀1:** There is no significant difference between the influence of the parent social economic class and academic achievement of primary school pupils in Basic science in Lagos State.

Table 1: Correlations of Significant difference between the influence of the parent social economic class and Academic AchievementCorrelations

	parental perceptions	Learning Outcomes
parental perceptions Pearson Correlation	1	-.016
Sig. (2-tailed)		.906
N	100	100
Learning Outcomes Pearson Correlation	-.016	1
Sig. (2-tailed)	.906	
N	100	100

Results

There is no significant difference between the influence of the parent social economic class and academic achievement of primary school pupils in Basic science in Lagos State.

Results obtained from the analysis carried out on data collected on hypothesis one shows that significant relationship exists between the influence of the parent social economic class and learning outcomes of primary school pupils in Basic science in Lagos State at a significance of $r = .906$ and $P < 0.5$. This is in agreement with Epstein (2001) who asserted that parents have their own perceptions regarding the degree to which they feel parental care due to their social status is important for their children's academic attainment. Aswani (1991) has argued that parental involvement is a function of a parent's beliefs about parental roles and responsibilities, a parent's sense that she or he can help her children succeed in school, and the opportunities for involvement provided by the school or teacher and the parent helping the child at home. Some of the previous studies done in the field of influence of parental involvement on academic performance of pre-school established that it is the role of parents to be initiators to their children. They are supposed to develop their learning outcome physically, cognitively and emotionally. This is in agreement with Kipkoech Tanui (2011) who reported that a large number of children who are having difficulties in their academic progress are not receiving adequate help at home. It appears that parent are not willing or are unavailable to devote much time to their children's academic performance and academic achievement. It is the duty of parents to spare much of their time to shoulder more responsibility towards their children's academic performance and learning, even if it just means to supervise homework. Muola (2010) summarize the activities that parents need to spare their children from home related activities that encourage children's academic performance and academic achievement. These activities include: parents working with children on their home works, Parents talking to children about school - related topics and parents sparing time to take their children on field trips. Therefore, the null hypothesis is therefore rejected.

H₀₂: There is no significant difference between educational backgrounds of the parents on the academic achievement of Primary School Pupils in Lagos State.

Table 2: Correlations of Significant difference between educational background of the parents on the Academic Achievement Correlations

		parenting style	Learning Outcomes
parenting style	Pearson Correlation	1	.047
	Sig. (2-tailed)		.818
	N	100	100
Learning Outcomes	Pearson Correlation	.047	1
	Sig. (2-tailed)	.818	
	N	100	100

Discussion of Findings

Results obtained from the analysis carried out on data collected on hypothesis two shows that significant relationship exists between the educational background of the parents and academic achievement of primary school pupils in Basic science in Lagos State at a significance of $r = .818$ and; $p < .50$. This is in agreement with Delphonso (2004), who asserted that majority of the parents with low qualifications preferred their children to attend private. They look at it as a thing of a class and pride; hence they go all the way to strive in all possible means to send their children to private school. They concluded that since they were not given such quality educational background, they would like their children to obtain quality education. The quality of parenting can be determined based on their educational attainment and more essential than the quantity of time spent with the child. Hence the null hypothesis was therefore rejected.

Conclusion

The study investigated the influence of parental involvement on the academic achievement of primary school pupils in Basic Science in Lagos State and three hypotheses were formulated and tested. Results obtained from the analysis carried out on data collected on hypothesis one shows that significant relationship exists between the influence of the parent social economic class and academic achievement of primary school pupils in Basic science in Lagos State. Results obtained from the analysis carried out on data collected on hypothesis two shows that significant relationship exists between the educational background of the parents and academic achievement of primary school pupils in Basic science in Lagos State.

Based on the findings of this study, it can be concluded that parents have their own perceptions regarding the degree to which they feel parental involvement is important for their children's academic attainment in Basic Science. Therefore, parents who believe in carrying out their parental roles and responsibilities effectively tend to improve the academic achievement of the primary school pupils in Lagos State and as such their children tends to have better academic performance thereby increasing the children's academic achievement compared to those whose parent perceptions are otherwise and do not carry out their role and responsibilities effectively.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were made:

1. Parents should acquire adequate skills needed to improve their sense of perception in order to increase the academic achievement of primary school pupils in Lagos State.
2. Parents should schedule more time for the development of their children's academic achievement.
3. Parents should employ better parenting style that can foster the development of their pupil both physically, emotionally and mentally.
4. Schools should organize parent meetings in order to encourage parents on how to increase their pupil's academic achievement.
5. School management should create an effective communication system in order to keep in touch with parents and provide feedbacks on pupils' academic performance.

References

- Ajewole, G. A. (2016). *History and Philosophy of Science and science technology*, Lagos Published by Piostcity.
- Aswani, J. (1991). Some of the Home Environment Factors that Influence Educational and Occupational Aspirations of Standard Eight Pupils. *Unpublished M.ED Thesis*. Kenyatta University.
- Delphonso, B. T, Osunloye, O. A, Sunday E. F. & Ajose, O. O. (2024). Quality Science and Technology Education as a Veritable tool for Eradication of Poverty in the face of gross National Unemployment. *LASU Educational Perspectives Faculty of Education Publication*, 12(1).
- Delphonso (2004), Parent Patronage of a Pragmatic Science Oriented UBE Scheme in Lagos Metropolis and their Choice of Primary School *MOCPED Journal of primary Science* 3(1), 87-99.
- Durisic & Bunijevac (2017). Parental Involvement as an Important factor for successful education *Varia C.E.P.S Journal* 7(3).
- Epstein, J. L. (2001). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Boulder, CO: Westview.
- Kipkoech T. (2011) Standard Newspaper, 24th August, 2011. www.standardmedia.co.ke. Published by the standard group Centre, Kenya.
- Muola, J. M. (2010). A study of the Relationship between academic achievement motivation and the home environment among standard eight pupils, *Educational Research and Reviews* Vol. 5 (5), 213-217.
- NCCE (2020). National Commission for College of Education 2020 Edition.
- Suminitino, B. (2017) Science Education Malaysia challenges in the 21st Century, *Journal Cakrahala pendidollan* vol. 3 pp 459–471.