

Influence of Parental Monitoring on Gender and Academic Performance of Secondary School Students' in Ogun State, Nigeria

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Abstract

The study examined the influence of parental monitoring on gender and academic performance of secondary school students in Ogun State. A total of 720 SS II secondary school students (373 boys and 347 girls) (public and co-educational) and their primary parent figures were taken as respondents. Twelve schools were selected through multistage sampling technique. Descriptive Survey design was employed. Data on student's academic performance was obtained from student's scores in two selected school subjects (English Language and Mathematics). Two research hypotheses were formulated to guide the study. Data obtained was analyzed using descriptive and inferential statistical techniques; Analysis of Variance (ANOVA) and T-test were used. After the analysis of data, the result revealed that parental monitoring has significance influence on academic performance of students; female students has more parental monitoring than the male students. The present research revealed that parental monitoring enhanced the academic performance of students. These findings were discussed and some recommendations were made in terms of their implications for research and Practice. Please state the recommendations

Keywords:

Academic performance, Gender, Parent, Parental Monitoring, Secondary School Students

Introduction

Parents play a prominent role in the life of their children. Parental contribution in a child's education is known to have significant influence on the child's positive outcomes such as behaviour, future prospects and their performance in school. One of the main concerns in schools is the academic performance of secondary school students. Academic performance can be refers to how well a student is accomplishing his tasks and studies (Scottt's, 2012). Grades

are really the most well-known pointer of academic performance. Grades are the students 'score' for their classes and overall tenure.

Academic performance in school is evaluated in a number of ways. For regular grading students demonstrate their knowledge by taking written or oral tests, performing presentations, submission of homework and contributing in class activities and discussion (Adesemowo, 2005). Some environmental variables which include parental socioeconomic status, level of parent supervision of children, location, home, library facility among others, affect the academic performance of students (Izundu, 2005). This problem of poor academic performance exists in all levels of education in Nigeria, but it is most acute in secondary schools. Reports from West African Examinations Council (WAEC) pointed out that the level of achievement of candidates in all school subjects over the years has been awful.

Meanwhile, Parental role in a child's education is known to have significant influence on the child's behaviour, and academic performance. The result of parent contribution to their children's education are better school attendance, lower rates of suspension, decreased use of drugs and alcohol and fewer instances of violent behaviour (Epstein 1992). Factors that influence child's studies after school include the ability of the parent to monitor their children activities such as how they make use of their time and choice of programmes on television, control playing time after school and supervise child to do homework.

Parental monitoring is the level of awareness and supervision that parents maintain to track their children's activities and whereabouts (Kerr, Stattin & Burk, 2010). Researchers define parental monitoring as parental behaviours that regulate and provide awareness of their offspring's whereabouts, conduct, and companions (Li, Feigelman, Stanton, 2000).

Monitoring is one way that parents provide structure for children. Structure refers to ways in which parents organize a child's environment to facilitate competence. Other structure building strategies include setting routines, rules, and consequences for times when children break rules (Grolnick & Pomerantz, 2009). Parental monitoring has been found to be one of the most important family-related factors that protect children and adolescents against psychological and social risk (Brookmeyer, Fanti & Henrich, 2006). Not only does monitoring provide structure, but it conveys the message to children that they are worthy of their parents' time and attention (Stattin & Kerr, 2000).

A parent monitoring activities according to Jeynes (2003) includes the ability of parents to regulate the child exposure to media content especially to television and computer games, set time for child to study and complete their homework after school hours, to regulate the time children spend playing after school, ability of the parents to guide the academic progress by helping student to select subjects, and finally the ability of parent to monitor the return of their children from school.

Family whose children are performing well in school establish a daily family routine by providing time and a quiet place to study with the children and assigning responsibility for household chores; Monitor out-of-school activities, for example setting limits on television watching, reduce time of playing, monitor the groups of friends the children walk with; Showing interest in children's progress at school, helping him or her with homework, deliberating on the importance of a good education and future career with children (Harder, 1998; Jeynes, 2005).

Rafique, Fatima, Sohail, Saleem & Khan (2013) also asserted that home supervision, rules with a combination of appropriate monitoring of home-related behaviour such as television viewing has shown positive association with academic achievement. Children of parents who closely monitor their activities spend less time watching television and more time on school related activities which also showed a positive correlation with academic achievement.

There is also evidence that adolescent perceptions of monitoring differ for males and females, with females reporting higher levels of monitoring than males (Li, Feigelman & Stattin., 2000; Smetana & Daddis, 2002). Jiang (2016) also confirmed that the degree of parental knowledge about girls is higher than that of boys which implies that boys are less monitored than girls. Females are found to be more highly monitored than males, whereas males are more exposed to deviant peers than females (Svensson, 2016). Barnes, Reifman, Farrell & Dintcheff (2000) asserted that parents employ higher levels of monitoring for girls and younger adolescents than boys and older adolescents. Furthermore, in a four-year longitudinal data, parental monitoring was shown to decrease for boys, but not girls (Laird, Pettit, Bates, Dodge & Criss, 2008).

The present study is set to investigate the influence of parental monitoring on gender and academic performance students of secondary school students in Ogun State, Nigeria.

Statement of the Problem

Students' academic performance has been of great concern to educationists, stakeholders, policy makers, teachers, government, researchers and parents. A drop in students' academic performance both in internal and external examinations, especially in Senior Secondary School Certificate Examination (SSCE) is worrisome and calls for urgent attention because these students are the leaders of tomorrow. It is obvious that the huge investment of government and parents is not yielding the anticipated outcome. It is against this background that this study examined the influence of parental monitoring on gender and academic performance of secondary school students.

Purpose of the Study

The purpose of this study is to establish the influence of parental monitoring on gender and academic performance of secondary school students in Ogun State

Specifically, the study was designed to:

1. examine if parental monitoring will influence the academic performance of secondary school students
2. determine whether there is a significant relationship between parental monitoring and students' gender

Research Questions

1. To what extent will parental monitoring affect the academic performance of students
2. Will there be any significant difference between parental monitoring and students gender

Research Hypotheses

The following null hypotheses were tested at 0.05 confidence level of significance.

1. Parental monitoring will not significantly influence students' academic performance.
2. There will be no significant difference between students' gender and parental monitoring

Area of Study

The study was carried out in Public Secondary Schools in Ogun State. Ogun State was created in 1976 and it is in South-Western, Nigeria.

Research Design

This research was carried out using descriptive survey design..This design requires that the variables of interest had finished interacting among themselves before the research, making it possible for the researcher to consciously manipulate the variables (Nwadinigwe, 2012). It is a design in which responses would be obtained from a relatively large population considered a representative of a group. It seeks to ascertain how some dimensions, variables or characteristics of a given population change with time and data is collected to enable the researcher describe systematically the characteristic features about the population (Ilogu, 2005).

Population of Study

The population for the study comprised all Senior Secondary School Two (SSII) students in Public Secondary Schools in Ogun State, Nigeria and their parents. The Senior Secondary School II classes (SSII) of 2015/2016 academic session were considered for the study because they are neither adjusting on the syllabus nor preparing for external examinations

Sample and Sampling Procedure

A Multistage sampling process was adopted for this study. The study covered 720 (373 boys and 347 girls) senior secondary school II (SSII) students and their primary parent figures (720 pairs of adolescents and their primary Parent figures) in Ogun State namely, Ogun East, Ogun Central and Ogun West. Two local governments each were randomly selected from the three senatorial districts (two from each of the senatorial districts).

Simple random sampling technique was used in order to give every local government equal chance of being selected Secondly, twelve schools were drawn from the six local government areas (two schools randomly selected from the six local governments areas).Lastly, Lastly, a proportional stratified sampling procedure was used to determine the sample size for each of the 12 schools chosen for the study. The sample size of each School (stratum) is proportionate

to the population size of the school (stratum) when viewed against the entire population which means that each school (stratum) has the same sampling fraction.

Using a sample size calculator, it was determined that the appropriate sample size for a finite population of 2,344 students at 95% confidence limit and 3.03 confidence interval is 720. The sample size generated for students is equivalent to the sample size generated for their primary parent figures.

Instruments for Data Collection

For the purpose of data collection for this study, the following instruments were used.

1. Parental monitoring scale
2. First and Second term result of the unified(standardized) examination for SS II students in English and Mathematics

Parental Monitoring Scale (PMS)

The instrument was divided into two sections. Section (A) presents the demographic data of the respondents such as age, gender, name of school and class

Section (B) presented the Parental monitoring scale. Parental monitoring was measured with the 10-item monitoring/supervision scale (Parent Version) of the Alabama Parenting Questionnaire (Frick, 1991). Parents indicated for each item the frequency with which they engaged in the practice described. The instrument has a reliability coefficient (Cronbach's Alpha) of 0.85 for this study. The scoring system was, strongly agree (SA-4), agree (A-3), disagree (D-2) and strongly disagree (SD-1) for positive items while the negative items were scored in reverse order. Sample items include: My child goes out without a set time to be home

Academic Performance Score

In addition to the instruments, the respondents first term and second term of the unified examination grades for 2015/2016 academic session in English Language and Mathematics were collected from the school record and matched with the names of the respondents to determine their Academic Performance due to the fact that they are the core subjects. The students' cumulative academic scores for determining academic performance were

standardized after collation to help eliminate influence of school and teacher factors on the scores

Validation of Instruments

The instrument was content validated. This was done using expert judgement in the department of Educational Foundations, University of Lagos.

Reliability of Instrument

A pilot study was carried out by the researchers on a mini scale to determine the psychometric properties of the research instruments. The research instrument was administered to one hundred and twenty-three (sixty-four males and fifty-nine females) students in an intact class of SSII that was randomly chosen. The pilot study was carried out in two schools in Abeokuta North Local Government Area that were not part of the main study. The schools possessed similar characteristics as the schools used for the actual study. The reliability coefficient of Parental Monitoring Scale was 0.82 using Cronbach's Alpha **statistic**

Administration of the Research Instrument

The administration of the instrument lasted for four weeks. Copies of the instrument were administered to all respondents in each of the selected secondary schools. The researchers told the respondents the objectives and purposes of the study as well as the duration of the exercise. The researcher with the assistance of the research assistants administered the instruments. The Scale on parental monitoring was given to the students for onward transmission to their parents to fill and this was collected a week later.

The respondents' first and second term unified (standardized) examination scores were collected by the researcher with the permission of the school Principals and the cooperation of the Vice-Principals (Academics) in all the schools selected.

Method of Data Analysis

The statistical procedure employed for analyzing the data generated on the study are Analysis of Variance (ANOVA) and T-test.

Data Analysis

- Hypothesis 1: Parental monitoring will not significantly influence students' academic performance.

Table 1: ANOVA of Parental Monitoring and students' academic Performance

Parental Monitoring		AELS= Avearge English Language Score	AMS= Avearge Mathematics Score	AES= Avearge Exams Score
Low	Mean	47.6585	48.9415	96.6000
	Std. Deviation	10.32264	13.89611	22.05838
	Minimum	15.00	21.00	42.00
	Maximum	68.50	90.00	156.50
	N	205	205	205
High	Mean	47.5117	49.2340	96.7456
	Std. Deviation	10.36160	14.39956	22.80721
	Minimum	19.00	19.50	40.00
	Maximum	78.50	95.00	165.00
	N	515	515	515
Total	Mean	47.5535	49.1507	96.7042
	Std. Deviation	10.34356	14.24902	22.58135
	Minimum	15.00	19.50	40.00
	Maximum	78.50	95.00	165.00
	N	720	720	720

Data presented in Table1 revealed that the average scores of students with low parental monitoring in English Language of 47.66 is slightly more than that of students with high parental monitoring of 47.51. On the other hand, respondents with high parental monitoring with average scores of 49.23 performed better in Mathematics than those with low parental monitoring with an average scores of 48.94. On the overall, respondents with high parental monitoring had higher scores in average examination scores with mean scores of 96.75 than

respondents with a low parental monitoring with mean scores of 96.60. The data presented revealed that respondents with a high parental monitoring performed better in examinational scores than their counterpart with a low parental monitoring. Thus the null hypothesis was rejected.

2. Hypothesis 2: There will be no significant difference between students' gender and parental monitoring

Table 2: T-test showing parental monitoring of male and female students

	Gende r	N	Mean	Std	t-cal	Critical t	Df	p	Remark
Parental Monitoring	Male	373	26.027	2.86	1.68	1.65	718	0.04	Sig.
	Female	347	26.424	3.48					

The data in Table 2 revealed that the average scores of female in parental monitoring of 26.42 is more than that of male of 26.03. The results also revealed that the calculated t of 1.68 is greater than critical t of 1.65. This is significance at 5% level ($p=0.04<0.05$). This implies that female students had more parental monitoring those male students. The null hypothesis is therefore is rejected.

Discussion of Findings

This study examined the contributions of parental monitoring to the prediction of academic performance of secondary school students. The result of the first hypothesis revealed that parental monitoring predicts academic performance of students. The significant contribution of parental monitoring to academic performance of secondary school students is in consonance with the outcome of many previous works. The finding is in line with other studies which showed that students performed better academically and had more positive school attitudes if they had parents who were aware, knowledgeable and involved in their school activities (Yaseen, Zaman & Rasheed, 2017; Kordestani, 2014)).

The second hypothesis revealed that there is significant difference in gender as a result of parental monitoring. The study revealed that females are more monitored than their male

counterpart. The finding align with Barnes, Reifman, Farrell, Dintcheff (2000) who asserted that parents employ higher levels of monitoring for girls and younger adolescents than boys and older adolescents. Furthermore, in a four-year longitudinal data, parental monitoring was shown to decrease for boys, but not girls (Laird, Pettit; Dodge, Bates, 2008).

There is also evidence that adolescent perceptions of monitoring differ for males and females, with females reporting higher levels of monitoring than males parental monitoring than males (Li, Feigelman & Stattin., 2000; Smetana & Daddis, 2002). Jiang (2016) also confirmed that the degree of parental knowledge about girls is higher than that of boys which implies that boys are less monitored than girls

Conclusions and Recommendations

Based on the results of this study, the researchers conclude that Parental Monitoring is one major factor that affects academic performance of secondary school students in Nigeria. Therefore, the findings emphasized the importance of providing relevant information to families, individual consultations or group meetings, to enhance parents' awareness of how their behaviours likely influence their children's academic performance. School Psychologist or Counsellor may provide individual and group session for parents and students who need to improve or change their current parenting method at home. Counsellors or Psychologists could also organize workshops to assist parents to know how best they could get involved in monitoring their children's activities at home.

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