

Exploring the Parenting Style and Truancy Behaviour of Primary School Pupils in Lagos State, Nigeria

Effrim, Paul Kobina

Department of Psychology and Education
University of Education, Winneba, Ghana
original6532@gmail.com

LAPITE, AKOLADE OLUBUNMI

Dept. of Edu.l Psychology, Guidance & Counselling
Adeniran Ogunsanya College of Education Otto/Ijanikin, Lagos State, NIGERIA.
akoladelapite@gmail.com

&

OGUNJIMI, MAYOWA OLUROTIMI (Ph.D)

Department of Adult and Primary Education
Faculty of Education
University of Ilorin, Ilorin, NIGERIA.
ogunjimimayowa@gmail.com

Abstract

Educationists have long been interested in how parents affect child's behaviour in school. A research finding is required to establish the links between specific actions of parents and truancy behaviour among primary school pupils. Hence, this study was designed to examine the parenting style as determinant/predictor of truancy behaviour among primary school pupils in Lagos State, Nigeria. The study population is all primary school pupils in Lagos State while a sample size of 300 participants whose age ranged from nine years to 13 years were purposively selected from five primary schools in each of the six local education districts in the State. Data were gathered with a self constructed questionnaire by the researchers and analysed with descriptive statistics and inferential statistical method. Three hypotheses formulated were tested at 0.05 level of significance. Results from the study showed that there was statistically significant relationship between parenting style and truancy behaviour of pupils. The study also revealed that poor and ineffective parenting styles were adopted by parents among others. The researchers among others recommended that concerted efforts should be made by parents to ensure their children are adequately provided for and morally groomed.

Key words: Parenting style, truancy, behaviour

Introduction

As an agent of change of the society, schools (whether primary or secondary) are set up to change for better the interests, qualities, propensities and sentiments of children with the goal for them to adjust to the tenets and controls, and estimation of the society. In spite of the above, some students do not appreciate the value of why they should be school and the gain accrues to it. They do this by not going to school and not attending

classes. This act is known as truancy. Truancy is a continuous illegal absence from class of school going children. This absence is practical by the students, in a voluntary circumstance without obtaining permission from the school authority (Rothman, 2001). In another dimension, truancy is also practiced by students who attend schools but not attending classes. Truancy has been connected to genuine immoral practices in young people and these huge negative practices have potential diverse consequences for students academic achievement. Of great concern in Nigeria and Lagos State especially is the number of pupils in primary school that are engaged in truancy. As young as they are, some adults see the opportunity to introduce the pupils into risky sexual behaviours, cigarette, smoking, drug abuse and other anti-social activities (Maduabuchi, 2013). According to him, they are also engaged in street hawking, game parlour, video playing and are seen playing around the neighbourhoods.

Baker, Sigmon and Nugent (2001) buttressed that truancy as a risk factor for delinquency, is reported to be related to substance abuse, gang activity and involvement in criminal activities. Baker, et al (2001) further reported that many American students are not found in school without permission every day. Therefore, truancy goes beyond a national problem and it has taken a global dimension for years. Truancy has been obviously recognized as one of the early cautioning signs that kids and youth conceivably are working towards, such as delinquent activity, social seclusion or instructive disappointment. Truancy can begin early and is related with poor results both for the short time and long term . Truancy can start early and is associated with poor outcomes both in the short term and long term. Studies have indicated possible causes of truancy in our educational system. Zhang, Katsiyannis, Barret & Wilson (2007) categorized the cause of truancy into four major areas. They include family factors, school factors, economic factor and student.

As serious as truancy can be described, one cannot but look into one of the causable family factors identified above which is parental style. Ajiboye (2015) succinctly describe parenting

“as a critical aspect of child upbringing in every family and society.

Hence, family is the smallest unit that constitutes the society. What come up as a result of this training affect the society either positively or negatively due to the time young children spend in the presence of their parents, it seems logical to conclude that family environment has a marked influence on their lives p. 22” .

According to Terry (2004) parenting or child rearing is a convoluted occupation that requires a wide range of aptitudes that work in show to impact a child’s conduct. It can be contended that parents begin building up their parent rearing style indeed, even before their child is conceived. This early socialization handle in this way, seems, by all accounts, to be a method by which children come to the realisation of what is wrong (Ludwig & Duncan, 2006). Research has demonstrated that substantial rate of delinquent

behaviour like truancy originated from homes that needed parental love and care. Consideration, love and warmth go far in helping the child's enthusiastic improvement and adjustment (Odeunmi, 2007).

Baumrind's (1970, 1971, 1991) mode of parenting shall serve as the theoretical framework for this study. The model laid emphasis on four parenting styles. They are authoritative, authoritarian, permissive and neglective (Baumrind, 1971). These four parenting style portray the distinctive nature and attention parents give to their children. Initially, Baumrind (1970, 1971) postulated the first three parenting style but later, neglective parenting style was added (Baumrind, 1991). There are two major terms that govern on Baumrind's (1991) parenting style: parental responsiveness and parental demandingness. By parental responsiveness it refers the extent that parents show support, warmth, being attentive and compliant to the needs and demands of the children. By parental demandingness, it means expectation on the children, to become integrated into family system by the parents' supervision, disciplinary efforts and interest in confronting the child when he disobeys.

The authoritarian parenting style is full of high level of control and low warmth by parents to their children. The parents force their children to follow their instructions and directives without any due regards to the children. In addition, the authoritarian parents use punitive methods to stop their children's self-will (Cramer, 2002). The children are not at liberty to express their input to ideas. According to Baumrind (1971) authoritarian parents endeavour to shape, control and assess the conduct and demeanors of their children as indicated by the arrangement of the standards they give. The parents seem to be strict and conservative. Rosli (2014) asserts that "authoritarian parents talk to their children rather than with their children and do not consult with their children when making decisions." Rosli (2014) itemized and discussed the effect of authoritarian parenting style has on children's emotions and behaviour. These include effect of depression, self-esteem, life satisfaction, on aggression and delinquent behaviour.

The authoritative parenting style is a child-centred approach. According to Terry (2004) authoritative parents effectively communicate with their children in a warm and loving manner. They are both demanding and responsive. The children are expected to be mature and at the same time the parents are still in the position of authority, in the sense that their children's opinion and independence are respected while their own stands are maintained. Cramer (2002) asserts that authoritative parenting style maintain a balance between authoritarian and permissive and place high premium on reasoning and consistency while interacting with their children. Authoritative parenting style has been related with various positive child results, for example, self-regulation, high social skill, positive social change, and low mental and behavioural brokenness (Cramer, 2002). Authoritative parents comprehend their children's sentiments and show them how to control themselves and guide them against from any slip-ups they make (Marsiglia, Walczyk, Buboltz & Griffith, 2007). Positive communication exists between parents and children and invariably enhance good relationship.

Permissive parenting style or indulgent parenting is known to have low behavioural expectations for the child. The parent is responsive but not demanding. Baumrind (1971) portrayed the thought behind permissive parenting style as self-actualization, or then, the characteristic inclination of children to learn all alone on their own and to follow up on this information when prepared to do such. Thus, unlimited freedom is being given to being cautioned by their parents. Though these activities by children make them more mature and more responsive (Baumrind, 1991). Ajiboye (2015) reported significant and positive correlation of permissive parenting style and delinquent behaviour of students.

Neglective parenting style are low in warmth and control, and are for the most part not included in their children's life, are withdrawn, undemanding, low responsiveness and do not set breaking points. According to Cramer (2002) neglective parents tend to avoid their children as much as possible, reacting to children requests just to make them stop. Neglective parents can originate from an assortment of reasons, including the parents prioritizing themselves, absence of consolation on the part of parents, financial stresses, absence of help and dependence on unsafe substance.

Educationists have for quite some time been occupied with how parents influence children's behaviour in school. An exploration is required to set up the connections between specific activities of the parent and truancy conduct among primary school pupils. Consequently, this investigation was intended to analyze the parenting style as predictor of truancy behaviour among primary school pupils. Specifically, the following research hypotheses were formulated:

H0₁: There is no significant relationship between parenting style and academic performance of primary school pupils.

H0₂: There is significant relationship between truancy behaviour and academic performance of primary school pupils.

H0₃: There is no significant relationship between parenting style and truancy behaviour on academic performance of primary school pupils.

Methodology

The study used the descriptive survey research design. This involves collecting data in order to answer the research questions concerning the current status of parenting style, truancy behaviour and academic achievement of primary school pupils in Lagos State. The population of the study comprises of primary school pupils in Lagos State while the target population consist of all primary five pupils. The choice of primary five as the target population was as a result of the fact that they are matured enough to respond to the items in the questionnaire and that majority of the primary school children get admission into junior secondary school at that level. Using multistage sampling techniques, the first stage involve using simple random sampling by ballot to select 10 schools in each of the six educational districts of the state. The second stage involves using purposive sampling to select 20 pupils in each of the ten schools that were

selected. The purpose of selection was the use of less than seventy-five percent attendance at school for each child. Hence, the total study sample consisted of 1,200 primary five pupils in Lagos State.

The instruments used for data collection was a self constructed questionnaire titled Parenting Style and Truancy Behaviour Questionnaire''(PSTBQ). The first part of the instrument seeks for demographic data of the respondents. The second part contains five items on each types of parenting style while the third part also contains ten items on truancy behaviour. The respondents were asked to answer Yes (2points) or No (1point) on the occurrence of each items concerning parenting style and truancy behaviour. The items on the questionnaire were validated by test and measurement experts and counselling psychology experts, while the final draft of the questionnaire was pilot tested on an equivalent sample of thirty respondents not used in the main study. The Cronbach Alpha measure of internal consistency was used to determine the reliability. The reliability value of the questionnaire was 0.84 which implies that the instrument is reliable. The data collected were analyzed using percentage for demographic data while Pearson Product Moment Correlation Coefficient and Regression Analysis were used to test the stated hypotheses.

Result

The data collected were analysed using simple percentage for demographic data, Pearson Product Moment Correlation Coefficient for hypotheses one and two, Regression analysis for hypothesis three. The result of the analysis is presented in the Tables 1 through 5.

Table 1: Distribution of Respondents by Gender

Gender	Frequency	%
Male	1122	93.5
Female	78	6.5
Total	200	100

The result in Table 1 above shows that out of 1,200 respondents that participated in the study, male respondents are 93.5% while the female respondents are 6.5% of the total respondents.

Table 2: Distribution of Respondents by Age

Age	Frequency	%
8years below	27	2.25

9years	186	15.5
10years	753	62.75
11years	158	13.2
12years above	76	6.3
Total	1,200	100

Table 2 revealed the distribution of respondents by age. Most of the respondents (62.75%) are 10years old while 15.5% of the respondents are 9years of age. The other respondents are 11years old (13.2%), 12 years above (6.3%) and 8 years below (2.25%).

Hypothesis 1: There is no statistically significant relationship between parenting style and academic performance of primary school pupils.

Table 3: Summary of Correlation Coefficient Analysis on Parenting Style and Academic Performance

Variable	N	Mean	SD	r-value	Sig.	Remark
Parenting Style	1,200	28.51	2.51	0.54	0.02	Significant
Academic Performance	1,200	31.43	2.47			

The result of Pearson Product Moment Correlation Coefficient analysis shown on Table 3 revealed that the moderately positive relationship ($r\text{-value} = 0.54$) that exist between parental style and pupils' academic performance is significant at 0.05 level of significant ($p < 0.05$). Therefore, the null hypothesis which states that there is no statistically significant relationship between parental style and pupils' academic performance is not accepted. This indicates that there is a statistically significant relationship between parental style and pupils' academic performance.

Hypothesis 2: There is statistically significant relationship between truancy behaviour and academic performance of primary school pupils.

Table 4: Summary of Correlation Coefficient Analysis between Truancy Behaviour and Academic Performance

Variable	N	Mean	SD	r-value	Sig.	Remark
Truancy Behaviour	1,200	36.88	2.17			

Academic Performance	1,200	31.43	2.47	0.37	0.03	Significant
----------------------	-------	-------	------	------	------	-------------

Also, the result of the Correlation Coefficient analysis shown on Table 4 indicated that low positive relationship (r-value = 0.37) exist between truancy behaviour and pupils' academic performance. Moreover, the result shows that the relationship is significant at 0.05 level of significant ($p < 0.05$). Therefore, the null hypothesis which states that there is no statistically significant relationship between truancy behaviour and pupils' academic performance is not accepted. This indicates that there is a statistically significant relationship between truancy behaviour and pupils' academic performance.

Hypothesis 3: There is no significant relationship between parenting style and truancy behaviour on academic performance of primary school pupils.

Table 5: Summary of Regression Analysis between Parenting Style and Truancy Behaviour on Academic Performance

Model	Sum of Square	df	Mean Square	F	R	R Square	Sig.	Remark
Regression	175.21	2	87.61	3.07	0.19	0.03	0.04	Significant
Residual	35,682.57	1,197	29.81					
Total	35,857.78	1,199						

The result of the analysis on Table 5 revealed that the R-value of 0.19 is significant at 0.05 alpha level (p-value of 0.04 is less than 0.05), hence the stated null hypothesis is rejected. This shows that there is a statistically significant relationship between parenting style and truancy behaviour on academic performance.

Discussion of Findings

The findings showed that there is a moderate positive relationship between parenting style and truancy behaviour among primary school pupils in Lagos State. This finding suggests that good parenting style which seeks to satisfy the welfare of children and their upbringing has the capacity to relegate truancy behaviour to the background and facilitate good performance. Further good parenting could ensure serene atmosphere in the home and school environment to propel learning resulting in good academic performance. Similarly bad parenting style promote truancy behaviour leading to unhealthy life style resulting in poor academic performance. A good parenting style therefore brings about high level of cohesion. This finding agrees with the findings of Glasgow, Dornbusch, Troyer, Steinberg and Ritter (1997) and Dehyadegary, Yaacob, Juhari, and Talib (2012). The finding however, contradicts the findings of Rivers, Mullis,

Fortner and Mullis (2012) which surmised that there is no relationship between parenting style and academic performance pupils.

The study revealed that there was a significant relationship between truancy and academic performance of pupils. The finding agrees with Nwadiani (1994), Oghuvu (2006) and Oghuvu (2010). Truancy behaviour could result into poor academic performance, losing friends and parties and disruption in class. By implication, non-truant behaviour could result in good academic performance.

The study finally found a significant relationship between parenting style and truancy behaviour on academic performance. This implies that a good parenting style does not promote truancy behaviour thus influencing positively on pupils' academic performance. However, bad or poor parenting style is a recipe for truancy behaviour leading to poor academic performance. This finding corroborates that of Shute, Hanse, Underwood and Razouk (2011) which claimed that poor academic performance of pupils in schools is as a result of the interplay between parenting style and truant behaviour of the children. They further opined that the relationship among these three variables is linear.

Conclusions

It can be concluded from the study that different parenting styles affect truancy behaviour and pupils' performance. It is further concluded that truancy behaviour hinders effective learning and could lead to poor academic performance of truants. Constant absence from school has serious negative consequences both for truant pupils themselves and for communities, which suffer both short and long-term threats to public safety. Parents with good styles give emotional security to their children with a sense of calm and autonomy, assist their children to be successful in school activities, support their children, encourage them to do well academically, and explain the need for education in order to become a successful adult. Thus, children growing up in the good parenting style environment have better overall well-being and higher performance in school and other related activities.

Recommendations

It is thus recommended that

- Parent-Teacher Associations should organise seminars, workshops to expose stakeholders of education to parenting styles and their impact of the performance of school children.
- Parents should put more effort to ensure that their children are adequately provided for and morally groomed.
- The increasing student enrolment at all levels of education should be matched with corresponding professionally qualified teachers.
- There should be enlightenment campaigns by government agencies, and non-

government organizations for parents and children on the dangers inherent in truancy.

- Teachers and counsellors should invite parents of truants for conference with a view to reducing the incidence of truancy in schools.
- The school authority and teachers should ensure conducive school physical environment for good working relationship between teachers and pupils.

REFERENCES

- Ajiboye, S. I. (2015). Influence of parenting styles and peer pressure on delinquent behaviour among senior secondary school students in Kaduna Metropolis. An unpublished M.Ed thesis, Ahmadu Bello University, Zaria, Nigeria.
- Baker, M. L, Sigmon, J. N, & Nugent, M. E (2001). Truancy reduction: keeping students in school. Retrieved from <http://www.ncjrs.gov/pdffiles1/ojdp/188947.pdf>.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental psychology monograph*, 4(1).
- Baumrind, D (1991). *The influence of parenting styles on anti-social behaviour*. New York: Oxford University Press.
- Baumrind, D. (2012).The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56-95.
- Changalwa. C. N., Ndurumo, M. & Poipoi, M. (2012). Relationship between parenting styles and alcohol abuse in college. *Greener Journal of education research*, 13 (25), 98 - 340.
- Dehyadegary, E., Yaacob, S. N., Juhari, R. B. & Talib, A. B. (2012). Relationship between parenting style and academic achievement among Iranian adolescents in Sirjan. *Asian Social Science* 8(1), 156-160.
- Glasgow, K. L., Dornbusch, S. M., Troyer, L., Steinberg, L. & Ritter, P. L. (1997). Parenting styles, adolescents attributions, and educational outcomes in nine heterogeneous high schools. *Child Development*68(3), 507-529.
- Gramer, K. E (2002). The influence of parenting styles on children's classroom motivation. *An unpublished M.Sc thesis*, Louisiana State University, U.S.A
- Ludwig, J & Duncan, G. (2006). *Parents' monitoring - relevant knowledge and adolescents delinquent behaviour; evidence of correlated developmental changes and reciprocal influences*. London: McGraw-Hill Inc.
- Maduabuchi, D. I. (2013). Truancy among secondary school students: An impediment to functional education for values, knowledge, skills and national development. <http://www.globalacademicgroup.com>
- Marsigha, C. S, Walczyk, J. J., Buboltz, W. C. & Griffith - Ross, D. A (2007). Impact of parenting styles and locus of control on emerging adults' psychosocial success. *Journal of Education and Human Development*, 1; 1-11.
- Nwadiani, M. (1994). Managing pupils attendance data for computerization. *A Paper*

Presented at the NIERA-Computerization of Educational Data Conference, University of Benin, 21-24 June.

- Odebunmi, A. (2007). *Parenting: A Cross-cultural and psychological perspective*. Abuja: Afabunmi Nigeria Ltd.
- Oghuvu, E. P. (2006). Data inquiry and analysis for effective administration. A comparative study of private and public secondary schools. *Journal of Social Science*, 13(3), 205-213.
- Oghuvu, E. P. (2010). Absenteeism and lateness among secondary school students in Nigeria: Profiling causes and solution. *Academic Leadership, On-line Journal*, Vol. 8 (4).
- Rivers, J., Mullis, A. K., Fortner, L. A. & Mullis, R. L. (2012). Relationship between parenting styles and academic performance of adolescents. *Journal of Family Social Work*, 13(3), 202-216.
- Rosh, N. A (2014). Effect of parenting styles on children's emotional and behavioural problem among different ethnicities of Muslim children in the U.S.
http://epublications.marquette.edu/dissertations_mu/376pp
- Rothman, S. (2001). School absence and students' background factors; A multilevel analysis. *International Educational Journal*, 2(1) 59-68.
- Shute, V. J., Hanse, E. G., Underwood, J. S. & Razouk, R. (2011). A Review of the relationship between parental involvement and secondary school students' academic achievement.
Educational Research International 5(1), 1-10.
- Terry, D. J. (2004). Investigating the relationship between parenting styles and delinquent behaviour. *McNair Scholars Journal*, 8(1) 86-96.
- Zhang, D, Katsiyannis, A, Barret, & Wilson, V. (2007). Truancy offenders in the juvenile justice system. *Remedial and Special Education*, 28, 244-256.