

IMPACT OF CHILD-REARING PRACTICES ON ACADEMIC PERFORMANCE OF PRE-PRIMARY SCHOOL PUPILS IN JOS NORTH LOCAL GOVERNMENT AREA OF PLATEAU STATE

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Abstract

This research investigated the impact of child-rearing practices on the academic performance of pre-primary school pupils in Jos North Local Government Area (LGA) of Plateau State. The study focused on the impact of authoritative child rearing practice on the academic performance of pupils of pre-primary schools in Jos North L.G.A., the impact of authoritarian child rearing practice on academic performance of pre-primary school pupils, the impact of permissive child rearing practice on academic performance of pre-primary schools pupils and the impact of laissez-faire child rearing practice on academic performance of pre-primary school pupils in Jos North L.G.A. Four research questions. The descriptive survey research design was adopted in the study. A sample for the research consists of a total of 150 parents and 150 pupils drawn randomly across ten wards in Jos North Local Government Area of Plateau State. A questionnaire tagged; "Child Rearing Practice and Pupils' Performance Questionnaire (CRPPPQ)" was used to elicit responses from the target respondents. The data collected in the study was analysed using mean score and chi-square statistics. From the analysis of data collected, it was discovered that authoritative parenting helps to enhance the cognitive development of pre-school children, it promotes the academic performance of pupils, it enhances the social development of children and promotes adherence to instructions among children, authoritarian child rearing has negative impact on pupils' academic performance as it did not foster self-confidence in learning nor development of social learning skills, permissive child rearing practice has negative impact on the academic performance of children. This is evident in the fact that it does not foster the cognitive development of pre-school children, it does not promote the social development of children and it doesn't enhance the development of self-confidence in learning among children. From the findings of the study, it was recommended among others since authoritative child rearing practice was found to enhance pupils' academic performance in schools, there is the need for the parents to model such parenting style in order to foster the social and educational development of their children.

Keywords: Child-rearing, Practices, Academic, Performance, Pre-primary, Pupils

Introduction

Children can be raised by parents, by fosterers, guardians, or partially raised in a daycare centre. Biologically, a child is generally any one between birth and puberty. Some English definitions of the word child include the fetus (sometimes termed the unborn). Children generally have fewer rights than adults and are classed as unable to make serious decisions and legally must always be under the care of a responsible adult or child custody, whether their parents are divorce or not, definition of childhood as a state differs from adulthood. Society relate to the child not as a miniature adult but as a person of a lower level of maturity needing adult protection, love and nurturing.

Baumrind (2020) defined child rearing practices as “a means to capture normal variations in parents” attempt to socialize the children. Jean-Jaques (2015) quoted child rearing practices as the overall emotional climate of the parent – child relationship – an affective context of sorts that sets the tone for the parent's interactions with the child – the term child rearing practices refers to the ways of upbringing children which are authoritarian, authoritative, permissive and laissez-faire child rearing. Authoritarian parents are parents who in the cause of rearing, have strict ideas about discipline and behaviour, while authoritative parents encourage their children to be independent but still place limit and control on their actions. Laissez-faire parents are much uninvolved in their children's lives. Also, permissive parents are highly involved in their children but place few demand or control on them.

Authoritative child rearing is described by Baumrind (2020), is a medium level demands on the child and a medium level responsiveness from the parents. Authoritative parents rely on positive reinforcements and infrequent use of punishment. Authoritative parents are more aware of a child's feelings, capabilities and support the development of a child's autonomy within reasonable limits. There is a give-and-take-atmosphere involved in a parent-child communication and both control and supports are balanced.

Authoritarian parents on the other hand are very rigid and strict. High demands are placed on the child, but there is little responsiveness to them. Parents who practice authoritarian practice child rearing have an on negotiable set of rules and expectations that are strictly enforced and require rigid obedience. When the rules are not followed, punishment is often used to promote and insure future obedience. There is usually no explanation of punishment except that the child is in trouble for breaking rules. This child rearing practice is usually associated with corporal punishment, such as spanking. Baumrind (2020) found that children raised in authoritarian-practice homes were less cheerful, moodier and more vulnerable to stress. In many cases, these children also demonstrated passive hostility. This practice also has a negative impact on educational success and career path, while a firm and reassuring child rearing practice has a positive impact.

Furthermore, another type of child-rearing practice to be considered in this study is the permissive child-rearing practice. Permissive or indulgent child rearing is more popular in middle class than in working class families. In this type of child-rearing practice, a child's freedom and autonomy are highly valued, and parents tend to rely mostly on reasoning and explanation. Parents are undemanding, so there tends to be little if any punishment or explicit rules in this practice of child rearing. These parents say that their children are free from external constraints and tend to be highly responsive to whatever the child wants at that time. Children of permissive parents are generally happy but sometimes show low level of self-control and self-reliance because they lack structure at home.

An important child-rearing practice to be assessed in this study is laissez-faire child rearing practice. This type of child-rearing practice is characterized by negligence and lack of concern about the child's well-being or behavioural development by the parents. Child rearing practices have impact on the learning and academic performance of children. The social

environment where the child is reared tend to have significant impact on the academic and behavioural development of the child. Social environment consist of both material and non material resources in the school. It includes the teacher, peers, cohesiveness, the subjects, method of teaching. A healthy and attractive school environment makes for conducive learning and promotes students pride in their schools and their interest to stay in school. Balonger (2017) writing on the importance of learning environment stated that people's educational life histories are influenced not only by provision of learning opportunities, but also by the quality of the environment where they live or learn. Continuing, he stated that learning is more than education provision and that the communities in which learners live have a profound impact on their aspiration to learn their own competency.

Graft (2020) postulated that the environment in which the learner acquires knowledge has a great influence on the cognitive performance of the learner. It has also been generally agreed that the quality of learning is influenced by environmental and organizational factors. Learning is an intimate transaction between the learner and his environment. The learning environment is much more than a passive container of the educational process, it is rather an integral component of the conditions of learning the layout and design of a facility contributes to the placed experienced of students, educators and community members depending on the quality of its design and management. The facility can contribute to a sense of ownership, safety and security personalization and control privacy as well as sociality, and spaciousness or crowdedness. When planning, designing or managing the school facilities, these facets of place experience should, when possible, be taken into consideration. Accordingly, this study will focus on the impact of child rearing practice on the academic performance of pre-primary school pupils in Jos North L.G.A of Plateau State.

Statement of the Problem

The incessant failures by children in education may be caused by the rearing practices adopted by parents. Children at pre-primary schools require love, care, warmth, and serious attention in order to develop academically and physically. Parental discipline involves control, monitoring, concern, encouragement and consistency which are all facets of the parents/child relationship that could affect academic performance. Therefore, if children are not given the right rearing practice or upbringing at the early childhood level, it may affect their development later in life. It is in the light of this problem that this study was prompted to investigate the impact of child rearing practice on the academic performance of pre-primary school pupils in Jos North Local .Government Area of Plateau State.

Research Questions

The following research questions were raised to guide the study:

1. What is the impact of authoritative child rearing practice on the academic performance of pupils in nursery schools in Jos North L.G.A.?
2. What is the impact of authoritarian child rearing practice on academic performance of nursery school pupils in Jos North L.G.A.?
3. What is the impact of permissive child rearing practice on academic performance of nursery school pupils in Jos North L.G.A.?
4. To what extent has laissez-faire child rearing practice affects academic performance of pre-primary school pupils in Jos North L.G.A.?

Methodology

The design for this research is the descriptive survey research design and it investigated the impact of child rearing practice on the academic performance of pre-primary school pupils in Jos North L.G.A. of Plateau State. The population for this study comprised all the pupils and their parents in nursery schools in Jos North Local Government Area. There are forty-nine (49)

registered public nursery schools and one hundred and thirty four (134) registered private nursery schools in Jos North Local Government Area with a population of 33,500 pupils and 15,250 parents. The sample for the research consisted of 150 parents and 150 pupils drawn randomly across ten wards in Jos North Local Government Area of Plateau State.

In selecting the sample for this research, the researcher made use of the simple random sampling technique. In drawing the sample of respondents for the research, the researcher visited the selected wards during PTA meetings and met with the parents of children. They were asked to pick at random from a basket containing a number of “A” and “B” written on pieces of papers. Those who picked pieces of papers with “A” were used as sample of the study. The total sample size for the study was 150 respondents. The researcher's choice of the simple random sampling technique is because it allowed accurate and unbiased information to be collected about a large population from a small sample.

The instrument used in this research for the purpose of data collection was a questionnaire titled: “Child Rearing Practice and Pupils' Performance Questionnaire (CRPPPQ)” and “Pupils' Examination Results”. The questionnaire was given to two experts in Early Childhood Education Unit and one expert from Research, Test and Measurement Units at the University of Jos to assess the content validity of the instrument, appropriateness of items, clarity of expression and easy comprehension of information of the instrument to be used. To establish the internal consistency of the questionnaire, it was pilot –tested on 50 other respondents aside the ones sampled for the study. The reliability coefficient was computed using Cronbach Alpha and the reliability coefficient was 0.93. According to Ugodulunwa and Awotunde (2014), instruments with reliability coefficients of between 0.7 and 0.99 are considered adequately reliable for use in studies.

The data collected in this research were subjected to analysis through the use of mean scores and chi-square statistics. All the four research questions were answered using mean scores. Similarly, hypotheses one to four were tested using Chi-square statistics at 0.05 level of significance.

Results and Discussion

Research Question One: What is the impact of authoritative child rearing practice on the academic performance of pupils in nursery schools in Jos North L.G.A?

Table 1: Impact of Authoritative Child Rearing Practice on the Academic Performance of Pupils

S/N	Statement	SA	A	D	SD	Mean score	Decision
1	Authoritative parenting help to enhance the cognitive development of pre-school children	160	100	20	20	3.33	Agreed
2	Authoritative child rearing promotes the academic performance of pupils	80	132	68	20	2.90	Agreed
3	Authoritative child rearing promotes social development of children	180	40	70	10	3.30	Agreed
4	Authoritative parenting helps children to develop learning skills	164	96	10	30	3.31	Agreed
5	Authoritative parents promotes adherence to instructions among children	90	122	58	30	2.91	Agreed

Table 1 shows the responses of the respondents to research question one on the **impact of authoritative child rearing practice on the academic performance of pupils in nursery schools in Jos North L.G.A**. The statement on whether authoritative parenting helps to enhance

the cognitive development of pre-school children was rated with a mean score of 3.3 and was therefore agreed with. The following statement on whether authoritative child rearing promotes the academic performance of pupils was rated with a mean score of 2.90 and was therefore agreed with. The following statement on whether authoritative parenting helps children to develop learning skills was rated with a mean score of 3.31 and was therefore agreed. The last statement on whether authoritative parents promotes adherence to instructions among children was rated with a mean score of 2.91 and was therefore agreed with.

Research Question Two: What is the impact of authoritarian child rearing practice on academic performance of nursery school pupils in Jos North L.G.A.?

Table 2: Impact of Authoritarian Child Rearing Practice on Academic Performance of Nursery School Pupils

s/n	Statement	SA	A	D	SD	Mean score	Decision
1	Authoritarian child rearing enhances the cognitive development of pre-school children	68	20	80	132	2.08	Disagreed
2	Authoritarian child rearing enhances the academic performance of pupils	70	10	180	40	2.36	Disagreed
3	Authoritarian child rearing promotes social development of children	60	40	60	140	1.2	Disagreed
4	Authoritarian child-rearing helps children to develop learning skills	30	30	10	130	3.13	Disagreed
5	Authoritarian child-rearing enhances children's self-confidence in learning in school	30	58	90	122	1.98	Disagreed

Table 2 revealed that the statement on whether authoritarian child rearing enhances the cognitive development of pre-school children was rated with a mean score of 2.08 and was therefore disagreed with. The following statement on whether authoritarian child rearing enhances the academic performance of pupils was rated with a mean score of 2.36 and was therefore disagreed with. The third statement on whether authoritarian child rearing promotes social development of children was rated with a mean score of 1.2 and was therefore disagreed with. The fourth statement on whether authoritarian child-rearing helps children to develop learning skills was rated with a mean score of 3.13 and was therefore disagreed with. The fifth statement on whether authoritarian child-rearing enhances children's self-confidence in learning in school was rated with a mean score of 1.98 and was therefore disagreed with.

Research question three: What is the impact of permissive child rearing practice on academic performance of nursery school pupils in Jos North L.G.A?

Table 3: Impact of permissive child rearing practice on academic performance of nursery school pupils

s/n	Statement	SA	A	D	SD	Mean score	Decision
1	Permissive child rearing gives children the freedom to explore their environment	60	20	108	112	2.09	Disagreed
2	Permissive child rearing enhances the academic performance of pupils	52	8	32	208	1.68	Disagreed
3	Permissive child rearing promotes social development of children	40	50	170	40	2.30	Disagreed
4	Permissive child-rearing helps children to develop learning skills	22	18	160	100	1.87	Disagreed
5	Permissive child-rearing enhances children's self-confidence in learning in school	20	68	80	132	1.92	Disagreed

Table 3 shows the responses of the respondents to research question three on the impact of permissive child rearing practice on academic performance of nursery school pupils in Jos North L.G.A. The statement on whether permissive child rearing gives children the freedom to explore their environment was rated with a mean score of 2.09 and was therefore disagreed with. The following statement on whether permissive child rearing enhances the academic performance of pupils was rated with a mean score of 1.68 and was therefore disagreed with. The following statement on whether permissive child rearing promotes social development of children was rated with a mean score of 2.30 and was therefore disagreed with. The following statement on whether permissive child-rearing helps children to develop learning skills was rated with a mean score of 1.87 and was therefore disagreed with. The last statement on whether permissive child-rearing enhances children's self-confidence in learning in school was rated with a mean score of 1.92 and was therefore disagreed with.

Research Question Four: To what extent has laissez-faire child rearing practice affects academic performance of pre-primary school pupils in Jos North L.G.A.?

Table 4:Extent to which Laissez-faire child rearing practice affects academic performance of pre-primary school pupils

s/n	Statement	SA	A	D	SD	Mean score	Decision
1	Laissez-faire child rearing gives children the freedom to explore their environment	170	70	50	10	3.3	Agreed
2	Laissez-faire child rearing enhances the academic performance of pupils	32	20	208	40	2.14	Disagreed
3	Laissez-faire child rearing leads to non-provision of children’s educational needs	50	30	140	100	2.23	Disagreed
4	Laissez-faire child rearing helps children to develop learning skills	10	70	180	40	2.16	Disagreed
5	Laissez-faire child-rearing enhances children’s self-confidence in learning in school	40	50	170	40	2.30	Disagreed

From the analysis on the table 4, the statement on laissez-faire child rearing gives children the freedom to explore their environment was rated with a mean score of 3.3 and was therefore agreed with. The following statement on whether laissez-faire child rearing enhances the academic performance of pupils was rated with a mean score of 2.14 and was therefore disagreed with. The following statement on whether laissez-faire child rearing leads to non-provision of children's educational needs was rated with a mean score of 2.23 and was therefore disagreed. The following statement on whether laissez-faire child rearing helps children to develop learning skills was rated with a mean score of 2.16 and was therefore disagreed with. The last statement on whether laissez-faire child-rearing enhances children's self-confidence in learning in school was rated with a mean score of 2.30 and was therefore disagreed with.

Discussion of Findings

Findings from the analysis of research question one which addressed the impact of authoritative child rearing practice on the academic performance of pupils in nursery schools in Jos North L.G.A was analysed. From the results of the analysis, it was discovered that authoritative parenting help to enhance the cognitive development of pre-school children, it promotes the academic performance of pupils, it enhances the social development of children and promotes adherence to instructions among children. This finding is conformity with the findings of James (2016) who discovered that authoritative parenting foster high academic performance of students in schools.

Research question two which sought to investigate the impact of authoritarian child rearing practice on academic performance of nursery school pupils in Jos North L.G.A was analysed. From the results of the analysis, it was discovered that authoritarian child rearing has negative impact on pupils' academic performance as it did not foster self-confidence in learning nor development of social learning skills. This finding is in tandem with the findings of Yahaya and Nordin (2016) who discovered that authoritarian parenting leads to poor academic performance of pupils.

The results from research question three revealed that permissive child rearing practice has negative impact on the academic performance of children. This is evident in the fact that it does not foster the cognitive development of pre-school children, it does not promote the social development of children and it doesn't enhance the development of self-confidence in learning among children. This finding is in agreement with the findings of Turner and Heffer (2015) who discovered that permissive parenting leads to truancy and hence poor academic performance of students in school.

Research question four which states that to what extent has laissez-faire child rearing practice affects academic performance of pre-primary school pupils in Jos North L.G.A was analysed. From the results of the analysis, it was discovered that despite the fact that laissez-faire child rearing gives children the freedom to explore their environment, it does not foster pupils' academic performance, it does not foster the provision of pupils' educational needs, it does not help pupils to develop good learning skills and does not foster self-confidence in learning. This finding corroborates the findings of Taiwan and Chu (2014) who discovered that laissez-faire parenting leads to poor academic performance of students in school.

Conclusion

From the findings of this study, it is evident that authoritative child rearing practice fosters positive academic performance among children in the study area therefore, it is concluded that there is need for parents to adopt such proactive parenting style in order to help children develop good learning skills and develop strong self-confidence in their academic pursuit.

Recommendations

Based on the findings of this study, the following recommendations were proffered in the course of this study

Based on the findings of the study, the following recommendations are made:

- (1) Since authoritative child rearing practice was found to enhance pupils' academic performance in school, there is the need for the parents to model such parenting style in order to foster the social and educational development of their children.
- (2) Parents should endeavour give adequate attention and care to their children and should not be strict
- (3) Parents should endeavour to listen to their children and understand them very well by giving them time and care
- (4) Parents should desist from being neglectful towards their children.

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