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Abstract
The study assessed teachers' perception of parental influence on pupils' study habits in primary schools in Ilorin South LGA, Kwara State. The study adopted a descriptive survey research design where one research question and three hypotheses were raised. The population for the study consisted 118 primary schools with 708 teachers in Ilorin South LGA, Kwara State, where 100 teachers were randomly selected. A researcher-designed questionnaire titled "Teacher' Perception of Parental Influence on Pupils' Study Habits (TPPIPSH)" was used for data collection. The validity of the instrument was conducted by two experts in Childhood Education and Psychology respectively, while Cronbach Alpha reliability method used yielded an index of 0.71. Mean and standard deviation was used to answer the research question, while t-test and Analysis of Variance were used to test the hypotheses formulated. The findings revealed positive perception of teachers on parental influence on pupils' study habits. It was also revealed that, there is significant difference in the perception of teachers on the basis of gender and school type, while there was no significant difference in the perception of teachers based on experience. It was recommended that Parents should be actively involved in their children's educational activities so as to instill in them the best study habits needed. Moreover, there should not be gender bias in the parent involvement so as to strike balance between the two genders, and parental influence on pupils' study habits should not be school type based. The support given the parent whose their children attends private schools should also be maintained by parents whose their children attend government owned schools.
Keywords: *Teachers' perception, Parental influence, Pupils' study habits*

Introduction

Educating an individual involves giving the individual some desirable knowledge, understanding, skills, interests, attitudes and critical 'thinking. That is, the individual acquires knowledge of history, geography, arithmetic, languages and sciences (Ulich, 2007). The individual further develops some understanding about the deeper things in life, the complex human relations, and the cause and effect relationship and so on. The individual also gets some skills in writing, speaking, calculating, drawing, operating some equipment and also develops some interests in and attitudes towards social work, democratic living, co-operative management and so on. As an individual in the society, the individual is to think critically about various issues in life and take decisions about them being free from bias and prejudices, superstitions and blind beliefs. Thus, the individual has to learn and acquire all these qualities of head, hand and heart through the process of education. Education through effective teaching and learning process creates an opportunity to acquire knowledge and learn in a seamless fashion through all of life's activities (Egan, 2019).

In a society that demands a high level of education and skill for a successful and stable future, a decent education in becoming increasingly important. A child's education is the shared responsibility of the school and the home outside the school, the home is the most salient source of learning, encouragement and support for a child (Olawuyi, 2011).However, parental influences are often overlooked in discussion of a child's academic performance. Alison, (2012) amines the different ways that parents influence their children's education and listed 3 components of parental influence which are; Parental resources, Parental support, and Parental involvement. Parental Resources refers to income levels parental education and parental

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employment. A high family income can increase education opportunities and means that there is more likely to be educational materials in the home such as books, computer, and so on. Having a parent who has a high level of education is also an important factor. Resource shows that children from highly educated families often follow in their parent footsteps are more likely to complete high school and undertake further study. In addition, a parent employment may affect their children's education. Children with unemployed parental are less likely to complete school, are less likely to do well at school.

Also, Parental involvement in a child's education can be crucial in developing a child's academic ability and confidence; parents can actively contribute to the functioning of their child's education by taking part in school committees, attending sporting and social events, attending Parent-Teacher Association, volunteering and so on. By so doing parents positively influence their child's schooling experience and children are more likely to see the importance of education if their parent are involved (Adebayo, 2013). Also, parent can influence their child's educational outcome by maintaining an interest in their child's progress at school and their post school plan. Rich (2012) argued that the home environment should be conductive for learning. In the years prior to school, parents can do a lot to build strong foundations for a successful and positive school experience. Parents can continue to help, develop their child's skill and abilities, even if this means talking to their children about certain issues or school related topic. If parents cannot invest his/her time in active school participation or cannot afford to provide educational materials for the children or lack ability to help children with school work, they can at least provide parental support this which can be done by making an effort to enforce good study habits and by holding high aspiration for their child's progress. Parents who value education can win the fight against all odds to ensure that their children achieve academically.

Any schooling reform that does not acknowledge the important of the parent will fail. Rich (2012) moves forward to discuss issues affecting students study habit and academic performances, Family breakdown and how this influence children's education. It is clear that family life has a significant impact on children's education in many ways. In light of this family structure is a serious issue in education, especially given the increasing the rate of divorce and family breakdown due to number of reasons. The role parents play in the upbringing of a child is very important. Children look up-to their parents for guidance, protection and motivation to live a great life. One of the best ways to achieve wholesome qualities of education is the partnership of parents and teachers in injecting valuable skills, conduct, and knowledge to the students (Dautscher & Ibe, 2013). All over the world parents play a vital role in the education of their child, whatever child's age. If parents pay attention to their children, they make more scholastic achievements than those who are ignored.

The characteristics portrayed by parents play a vital role in influencing their children's learning as well as shaping their improvement in the academic attainment and achievements and their overall behavior and attendance. Some of the characteristics such as a parent's attitudes, aspirations and behavior are all important, as is their ability to: understand their child's day-to-day progress, undertake family learning together, and talk regularly with their child about their learning (Carbonel & Agbisit, 2013). The characteristics portrayed by parents play a vital role in influencing their children's learning as well as shaping their improvement in the academic attainment and achievements and their overall behavior and attendance. Some of the characteristics such as a parent's attitudes, aspirations and behavior are all important, as is their ability to: understand their child's day-to-day progress, undertake family learning together, and talk regularly with their child about their learning (Carbonel & Agbisit, 2013). The characteristics of parents are conceptualized as to effectively add positively to the academic performance of their children. One of the characteristics such as family backgrounds can contribute to either shaping or destroying their performance. According to an observation made by Pinantoan (2013), students with two parents operating in supportive roles are 52 percent more likely to enjoy school and get good marks than students whose parents are disengaged with what's going on at school.

It has also been observed that wrong parenting characteristics have contributed, bringing new submission to the prevalence of clinically depressive symptoms in Nigeria at about 43.7% among youths in public schools

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in Lagos Sate (Olajide & Lawal, 2019). This is an indication that indeed parental characteristics need to be effectively looked into and how it affects the academic performance of students. Thus, many parents try hard to bring as much comfort and resource as possible for their adolescent child to study well. Some parents assign special places for the child to study. Other parents may suspend their own work and supervise their children's study. In contrast, in the natural way of the world, there may be some parents who provide all the demands of their children and expect them to study well. Yet, unfortunately, there may be other parents who neglect their children, and do not have a clue about their academic work.

Statement of the Problem

Nigerian parents' attitude towards the study habit of their children is on an average level. It is pathetic to state however, that the level at which pupils study is deteriorating and it is affecting the education of these children as parents expect that everything should be learnt in school. The study is based on assessing parental influence on study habit on pupils in Ilorin South in Ilorin South Local Government Area, Kwara State. Past studies showed that children from highly educated families often follow in their parent footsteps are more likely to compete high school. A good parent provides their children advantages that they need for their school career, but fail to make a review on how parents can influence the study habits of their children.

It was also affirmed that only a few of the pupils from this area have the opportunity to further their education in the higher institutions of learning. Moreover, there are a number of more recent studies which have indicated that the performance of pupils in the region have not been that impressive. However, none has been able to assess how exactly the parental influence affect the pupils' study habits. Hence, there is need for this study to be carried out to assess parental influence on study habit on pupils in Ilorin South local government Kwara State.

Purpose of the Study

The major purpose of this research is to carry out on teachers' perception of parental influence on pupils' study habits in Ilorin South Local Government Area, Kwara State. Therefore, the study seeks to:

1. Examine teachers' perception towards parental influence on pupils' study habits.
2. Determine whether there is significant difference in the perception of teachers towards parental influence on pupils' study habits on the basis of gender.
3. Ascertain whether there is significant difference in the perception of teachers towards parental influence on pupils' study habits on the basis of school type.
4. Assess whether there is significant difference in the perception of teachers towards parental influence on pupils' study habits on the basis of experience.

Research Question

The following research question was raised to guide the study.

1. What is the teachers' perception of parental influence on pupils' study habits?

Research Hypotheses

Ho_1: There is no is significant difference in the perception of teachers towards parental influence on pupils' study habits based on gender.

Ho_2: There is no is significant difference in the perception of teachers towards parental influence on pupils' study habits based on school type.

Ho_3: There is no is significant difference in the perception of teachers towards parental influence on pupils' study habits based on experience.

Research Methodology

The focus of this study was mainly on teachers' perception of parental influence on pupils' study habits in basic schools in Ilorin South Local Government Area, Kwara State. It employed a descriptive survey where the opinions of the participants were sought for the research. This research design was selected because this study intends to assess primary school teachers' perception of parental influence on pupils' study habit in

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Ilorin South Local Government Area, Kwara State. There are 118 registered basic schools in Ilorin South Local Government Area (Kwara State Educational Reform, 2022). Out of these schools, 24 basic schools both private and public would be sampled across the LGA, which is 20% of the total population. For this sample, simple random sampling techniques SRST was be used to select a total number of 100 teachers as the respondents.

The instrument adopted for this research work was a self-designed questionnaire titled Teacher' Perception of Parental Influence on Pupils' Study Habits (TPPIPSH). The questionnaire used was a close ended comprising of Section A, and B. The section A comprises of demographic information of the respondents while section B comprised items on teachers' perception of parental influence on pupils' study habits. The response format was a four response Scale of SA-strongly agree, A-agree, D-disagree and SD-strongly disagree.
The questionnaire items of the demographic data in section A was analyzed using frequency counts and percentages. Section B was analysed with the use of Mean and Standard Deviation for the research question, while t-test and Analysis of Variance (ANOVA) were used to test the hypothesis formulated.

Results of the findings

Table 1: Frequency and Percentage Distribution of the Respondents.

Gender	Frequency	Percentage (%)
Male	53	53.0
Female	47	47.0
Total	**100**	**100**
School Type		
Public	50	50.0
Private	50	50.0
Total	**100**	**100**
Experience		
0 – 10 years	57	57.0
11 – 20 years	27	27.0
21 years and above	16	16.0
Total	**100**	**100**

Table 1 showed that out of 100 respondents that participated in this study, 53 (53.0%) were male, while 47 (47.0%) were female. From this, it can be deduced that majority of the respondents are male teachers. Also, it was revealed from the table above that out of 100 respondents that participated in this study, 50 (50.0%) were public school teachers, and 50 (50.0%) were private school teachers. From this, it can be deduced equal selection of teachers was made from both the private and public schools. More so, the table above revealed that out of 100 respondents that participated in this study, 57 (5.0%) were teachers with 0 – 10 years' experience, 27 (27.0%) were teachers with 11 – 20 years of experience, while 16 (16.0%) were teachers with 21 years and above teaching experience. From this, it can be deduced that majority of the respondents are teachers with 0 – 10 years' teaching experience.

Answering the Research Question

Q1: *What is the teachers' perception of parental influence on pupils' study habits?*

In order to ascertain the teachers' perception towards parental influence on pupils' study habits primary schools in Ilorin South LGA, mean of responses of the teachers to each items on the questionnaire were computed, having four likert scale format of Strongly Agreed (4 points), Agreed (3 points), Disagreed (2 points), and Strongly Disagreed (1 point). In other to get the cut-off mark, the average of the total point was calculated to be 2.5 (That is; 4+3+2+1 = 10: 10/4 = 2.5). Therefore, any mean point below 2.5 was tagged negative while mean score above 2.5 is tagged positive. The result is presented in the table below:

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Table 2: Mean and Standard Deviation showing Teachers' Perception

S/N	ITEMS	$\bar{X}$	Rank	Remarks
1.	Pupils visit the library often to read and find answers to their homework.	2.67	4th	Positive
2.	Teachers scold pupils when they fail to perform well in classroom activities.	2.67	4th	Positive
3.	Most pupils have enough textbooks to enhance their study habits in school.	2.59	12th	Positive
4.	Many pupils don't enjoy reading or study at home because they spend much time on house chores.	2.45	16th	Negative
5.	Existence of school facilities encourages good study habit.	2.64	9th	Positive
6	Some parents don't revise with their children at home after school and such affects their study habits.	2.76	1st	Positive
7	Some pupils don't enjoy full academic support from their parent because their inexperience.	2.65	8th	Positive
8	Some pupils read together during their free periods in school and this builds up their good study habit.	2.63	10th	Positive
9	Single parenting from some homes resulted in negative affect pupils' study habit.	2.61	11th	Positive
10	Pupils' good relationship with teachers in term of teaching assists them in their study habits.	2.67	4th	Positive
11	There is a standard computer room in school for the pupils to enhance their study habits.	2.43	17th	Negative
12	Pupils from parents who are mere traders find it difficult to study because they dwell more trading after school.	2.68	3rd	Positive
13	Most pupils read better when they are alone.	2.51	15th	Positive
14	Some parents provide home lesson teacher for their children after school and this improves their study habits.	2.66	7th	Positive
15	Pupils who are well provided with reading facilities have good enhancement towards study at home.	2.73	2nd	Positive
16	Silent environment in the school and at home encourage good study habits.	2.58	13th	Positive
17	Teacher's concern and attitudes towards the pupils encourage their study habits	2.54	14th	Positive
Weighted Mean		**2.62**		

Table 2 above revealed the teachers' perception towards parental influence on pupils' study habits in primary schools Ilorin South LGA, Kwara State. The evidence on the perception of teachers was seen from the table above from the mean value of all the items which are all greater than 2.5 except the mean value on the items 8, 11 and 13 which are less than 2.5. From the teachers' response, it was revealed that some parents don't revise with their children at home after school and such affects their study habits, pupils who are well provided with reading facilities have good enhancement towards study at home, pupils from parents who are mere traders find it difficult to study because they dwell more trading after school, pupils' good relationship with teachers in term of teaching assist them in their study habits, pupils visit the library often to read and find answers to their homework and teachers scold pupils when they fail to perform well in classroom activities which are all ranked 1st, 2nd, 3rd, 4th, 5th and 6th respectively in accordance with their mean values from the highest to the least. it was also gathered from the teachers' response that many pupils don't enjoy reading or study at home because they spend much time on house chores and there is a no standard computer room in school for the pupils to enhance their study habits and was ranked the least with the lowest mean value. The overall mean value of **2.62** which is greater than the cut-off mean of 2.50 indicated that primary

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school teachers in Ilorin South LGA, Kwara State have positive perception towards parental influence on pupils' study habits.

Testing the Hypotheses

Three research hypotheses were formulated, and were tested with the use of t-test and Analysis of Variance (ANOVA) at 0.5 level of significant.

Ho_1: *There is no is significant difference in the perception of teachers towards parental influence on pupils' study habits based on gender.*

Table 3: Summary of t-test showing the significant difference in the perception of teachers towards parental influence on pupils' study habits based on gender.

Gender	N	X	SD	df	t. value	Sig.	Decision
Male	57	50.87	4.12				
				98	0.57	0.02	Significant
Female	43	50.32	3.01				

From table 3 above, result shows t value = 0.57, degree of freedom (98). The null hypothesis is rejected since the significant value of 0.02 is less than 0.05 of Alpha level. This means that, teachers' gender influences their perception towards parental influence on pupils' study habits. This implies that, what was perceived by the male teachers is different from their female counterpart. Therefore, the hypothesis above which stated there is no significant difference in the perception of teachers towards parental influence on pupils' study habits in primary schools in Ilorin South LGA on the basis of gender is hereby rejected.

Ho_2: *There is no significant difference in the perception of teachers towards parental influence on pupils' study habits based on school type.*

Table 4: Summary of t-test showing the significant difference in the perception of teachers towards parental influence on pupils' study habits based on school type.

Gender	N	X	SD	df	t. value	Sig.	Decision
Male	50	49.74	4.32				
				98	0.38	0.04	Significant
Female	50	50.14	4.13				

From table 4 above, result shows t value = 0.38, degree of freedom (98). The null hypothesis is rejected since the significant value of 0.04 is less than 0.05 of Alpha level. This means that, teachers' school type influences their perception towards parental influence on pupils' study habits. This means that, what was perceived by teachers from private schools is different from their counterpart from public schools. Therefore, the hypothesis above which stated there is no significant difference in the perception of teachers towards parental influence on pupils' study habits in primary schools in Ilorin South LGA on the basis of school type is rejected.

Ho_3: *There is no significant difference in the perception of teachers towards parental influence on pupils' study habits based on experience.*

Table 5: Summary of ANOVA showing the significant difference on the perception of teachers on the basis of experience.

	Sum of Squares	DF	Mean Square	f	Sig.	Decision
Between Groups	44.37	3	.71	.37	.29	Not significant
Within Groups	117.47	96	.86			
Total	208.37	99				

From table 5 above, result showed f value = .37, degree of freedom (99). The null hypothesis is accepted since the significant value of 0.29 is greater than 0.05 of Alpha level. This means that, teachers' years of

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experience have no intervention on their perceptions towards parental influence on pupils' study habits. That is, what is perceived by the teachers is not differ or affected by their years of experience. Therefore, the null hypothesis above which stated that there is no significant difference in the perception of teachers towards parental influence on pupils' study habits in primary schools in Ilorin South LGA based on experience is accepted.

Discussion of Findings

From the findings above, it was revealed that, primary school teachers in Ilorin South Local Government Area have positive perception towards parental influence on pupils' study habits. This was revealed from the weighted mean of their total response which shows more positive responses than the negative responses. This is as a result of the awareness and belief of how parents influence their children's study habits if practically involved in their pupils' educational activities. Their responses thus recongnized the parental influence on pupils' study habit, as such will positively tell on the pupils if well managed. This was supported by the assertion of Carbonel & Agbisit, (2013) which asserted that characteristics portrayed by parents play a vital role in influencing their children's learning as well as shaping their improvement in the academic attainment and achievements and their overall behavior and attendance. Some of the characteristics such as a parent's attitudes, aspirations and behavior are all important, as is their ability to: understand their child's day-to-day progress, undertake family learning together, and talk regularly with their child about their learning.

Furthermore, it was revealed that there is significant difference in the perception of teachers towards parental influence on pupils' study habits based on gender. This was revealed by the significant value of the response 0.02 which is less than the alpha value of 0.05. This shows that gender has intervention on how teachers perceive parental influence on pupils' study habits. This affirmed that, teachers' gender, when properly examined influences their perception, as what was perceived by the male teachers on parental influence on pupils' study habits is differ from their female counterparts. This can therefore be concluded that teachers' perception of parental influence on pupils' study habits in primary schools in Ilorin South LGA, Kwara State is influenced with their gender.

Moreover, the findings showed that there is significant difference in the perception of teachers towards parental influence on pupils' study habits based on school type. This was revealed by the significant value of the response 0.04 which is less than the alpha value of 0.05. This showed that teachers' school type which could be either private or public has effect on how they perceive or view parental influence on pupils' study habits. This implies that, teachers' school type, when properly examined on this research does influence their perception. This means that what was perceived by the teachers from private schools on how parents influence pupils' study habits is differ from their counterparts from government owned schools. This can therefore be concluded that teachers' perception of parental influence on pupils' study habits in primary schools in Ilorin South LGA, Kwara State is affected by their school type.

Also, the findings revealed that there is no significant difference in the perception of teachers towards parental influence on pupils' study habits based on experience. This was revealed by the significant value of the response 0.29 which is greater than the alpha value of 0.05. This showed that teachers' teaching experience has no intervention on how they perceive or view parental influence on pupils' study habits. This asserted that, teachers' teaching experience, when properly examined on this research does not influence their perception. That is, what was perceived by the teachers with certain or few years of teaching experience on parental influence on pupils' study habits is not differ from their counterparts with more years of teaching experience. This can therefore be concluded that teachers' perception of parental influence on pupils' study habits in primary schools in Ilorin South LGA, Kwara State has nothing to do with their years of experience.

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Conclusion

From the forgoing, it was concluded that teachers in primary school teachers in Ilorin South LGA, Kwara State had positive perception that parent involvement influences study habits of pupils in primary schools in Ilorin South Local Government Area. Also, it was gathered from the findings that teachers' gender and the school types influence their perception towards parental influence on pupils' study habits, while the teachers' years of experience does not affect their perception on how parental involvement influences pupils' study habits.

Recommendations

The following recommendations are proffer so as to establish the significance of parental influence on pupils' study habits.

1. Parents should be actively involved in their children's educational activities so as to instill in them the best study habits needed.
2. There should not be gender bias in the parent involvement so as to strike balance between the two genders.
3. Parental influence on pupils' study habits should not be school type based. The support given the parent whose their children attends private schools should also be maintained by parents whose their children attend government owned schools.
4. All materials needed by the pupils that can promote good studying culture in them should be made available by the parents.

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