

**PERCEPTIONS OF IN-SCHOOL ADOLESCENTS ON PARENTS' MEDIATION STRATEGIES IN ILORIN, KWARA STATE NIGERIA**

**By**

**Dr USMAN, Jimoh Abdulkareem**

08035831519/Kareemusman32@gmail.com

**Sakariyau Niyi Sherif**

08058016693/Niyius2000@yahoo.com

**&**

**Mohammed Olanrewaju Kolapo**

08033725431/Mulank4real@gmail.com

**Abstract**

*Parental support plays an important role in the educational aspirations of adolescents. When parents actively participate in their children's education, the result is academic success and the development of responsible and productive members of society. It is believed that both the level of parental mediation and the calibre of the schools a student attends affect how much progress they make. These altogether play a vital role in children's life's accomplishments. This paper therefore examined the perceptions of in-school adolescents on their parents' mediation strategies in Ilorin, Kwara State, Nigeria. The research method adopted for this study is the descriptive research design of survey type. The researchers used one research question to guide the conduct of the study while four hypotheses were tested in the study. Hypotheses 1 and 3 were tested using a t-test while Hypotheses 2 and 4 were tested using Analysis of Variance. The researchers intend to know whether or not, parents in Ilorin, Kwara State support their adolescents in their academic pursuits. It was revealed from the findings that Parents in the Ilorin metropolis employed positive mediation strategies as perceived by the in-school adolescents. It was also revealed from the findings of this study that gender as well as religion did not influence the mediation strategies used by parents in Ilorin Metropolis as perceived by the in-school adolescents. Thus, the study suggests that parents should be more sensitive to their children's educational development and adopt more positive mediation strategies.*

**Keywords:** *Mediation strategies, Perceived, Adolescents, Academic success.*

**Introduction**

Education is essential for the development of any society. The more educated the people of a society are, the more civilized and well-disciplined they will likely be. Every nation trusting to have a lively future desires to emphasize education because it is the supreme worthwhile way to develop. The family must socialize children to make them fruitful members of society. The more parents are involved in the course of imparting education to their children, the more the children might outshine in their academic professions and consequently become prolific and answerable members of society. It is presumed that the magnitude of achievement of students may not merely be determined by the value of

schools attended and their teachers, but also by the degree of parental participation which has a vigorous role to play in their achievement motivation.

Research findings (Fan, 2021; Driessen et al, 2015; Hong & Ho, 2015) have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement. Academic failure has been linked to a lack of parental involvement, risky behaviours, and negative outcomes such as substance abuse, delinquency, and emotional and behavioural problems. Studies (Bergsten, 2020; Hill, 2021; Wynn, 2022) have demonstrated the importance of family interaction and involvement in the years before entering school. Academic failure has been connected with a lack of parental participation, risky behaviours and poor consequences such as substance addiction, delinquency, and emotional and behavioural issues (Annunziata et al, 2016).

Parental support plays an important role in adolescents' educational aspirations (Christenson & Peterson, 2017). Parental support also seems to be related to their predisposition toward post-primary education. These researchers have observed that parental support for their children is positively correlated with children's grades, Intelligence Quotient (IQ), educational aspirations, educational attainment and achievement motivation. According to Henderson and Mapp (2022), there are some factors which improve students' performance in school. These range from parents' and teachers' frequent verbal support to students, reinforcing students' skill performance, progress and efforts as well as caring about them and their school performance. Regardless of income and family background, students' expectations for further schooling were affected by parental support (Fallalichi & Darkhord, 2022). Thus, the more students perceive parental involvement and support, the further they expect to go to school.

Adolescence is a uniquely human phenomenon (Falaye, 2022). While many other living things pass through the normal growth stages of childhood to adulthood, only human beings manifest certain characteristics that fall in between childhood and adulthood. When someone is too mature to be treated like a child but unable to assume adult responsibilities, it is an unnatural time of "dependency." Teenage years are typically understood to represent the time between puberty and maturity (Fujioka & Austin, 2022). A child's development in areas like cognition, language, and social skills appears to be influenced by parental involvement in the educational process as well as environmental and economic circumstances.

Socio-scientists who study adolescence, usually differentiate among early adolescence, which covers the period from about age 10 through age 13; middle adolescence from about age 14 through age 18 and late adolescence (or youth) from about age 19 through age 22 (Olayinka, 2018). Adolescence is described as a crisis period in life during which there is a mixture of childhood and adulthood roles, drives, dependence and high expectations.

Anderman (2012) thought that parents who understand the dynamics of adolescent growth and can adopt some mediation strategies stand a better chance of establishing real communication with the youngsters. Moronkola (2015) was of the view that many parents dissipate great energy in maintaining

their adolescents because of the notion that they manifest more problems than other stages of human growth. Actually, during adolescence, there are several development tasks. Each teenager is an individual with a unique personality and special interests of likes and dislikes. However, there are also numerous developmental issues that everyone faces during the adolescent years.

A child's education is dependent on what he/she brings to the classroom (Sclafani, 2014). What children bring to the classroom is dependent on what their parents choose to provide at home. Therefore, parents are known as their children's first teachers and are responsible for laying the foundation for their future careers. Most parents aspire for their children to achieve great accomplishments in school; however, not all students reach great academic success because some may not be rightly motivated at home. It is therefore questionable if parents may or may not affect their children's academic outcomes that they will achieve throughout their education (Muraina et al, 2013). It has therefore become imperative for parents to mediate in the lives of their children while in school. This will serve as a determinant of their future success. In addition, parents play an important role in shaping the children's perception of the world through their mediation strategies.

Given two parties in conflict, mediation is a technique in which a person who is external to the conflict, the mediator, is called to mediate with the task of solving the conflict that provokes malaise in both parties. The mediator does not take sides in favour of any party. However, to psychologists, this is a mere literary meaning that is commonly used in the legal field. Research on mediation has increased dramatically in the past years which probably is a reflection of the rapid propagation of mediation in practice (Coleman, 2017).

Parent engagement is another name for the Parents' Mediation Strategy (Coleman, 2015). Coleman (2015) and McNeal (2011) defined parent participation as social relationships in which rules of reciprocity, obligation, or trust are ingrained. Thus, the mediation of parents is a social construct. Parents anticipate improved academic performance from their children in exchange for their time, attention, and financial resources. Using this approach, McNeal (2017) argued that the three main areas of parent-school relations, parent-child ties, and parent-parent relations are all included in the concept of parental mediation. In each of the three situations, it is commonly assumed that parents spend time with their kids, teachers, or other parents in the hopes that their efforts will pay off. Although the exact nature of the desired return is not always evident, it may take the shape of higher academic standards, enhanced role performance (e.g., greater attendance, more completed homework, decreased delinquency), greater achievement, or improved connections with educators or other parents. Since not all mediation techniques are likely to produce the same outcome, it is crucial to understand that parent mediation might take place with the kid, teachers, or other parents. One of the most significant things about the literature is how many various kinds of parent mediations rely on cross-domain conceptualizations (child, school, parents), with little attention paid to the consequences. This is significant because, according to Coleman (2015), some parent mediations are likely to have an impact

on children's attitudes and behaviours, while other forms may have a major impact on academic attainment.

Parent-child and parent-school relations are the two "domains" of parent mediation that are most frequently used in the literature; these are the subjects of this study. One of the most popular approaches, particularly among educators, to assess and understand parent engagement is the parent-child relationship. Parental supervision and parent-child discussion are two of the more popular conceptualizations for parent-child relationships (Sheldon & Epstein, 2015). One, the theoretical dynamics surrounding parent-child conversations are well-established and may be summed up as follows: parents talking to their kids about school-related subjects helps them understand the value of education, which in turn helps them develop better attitudes and expectations. To put it another way, discussing school with a youngster conveys to them the idea that "one values education and wants the child to value it too." This idea is consistent with the argument made by Hoover-Dempsey and Sandler (2019), who stated that modelling is a crucial mechanism by which parental participation influences behaviour. It is anticipated that parent-child conversations will impact pupils' attitudes and possibly behaviour, which should improve their academic performance.

The degree to which parents actively participate in their child's life, are aware of their child's whereabouts, and ensure that their child completes their homework is another way to conceptualize the relationship between parents and child. These measures are generally referred to as monitoring. Monitoring is typically connected to students' behaviour and performance by parents reinforcing or sanctioning desirable and non-desirable behaviours (Hoover-Dempsey & Sandler, 2019). The assumption is that active parental monitoring will eventually affect the child's academic performance by first altering the adolescent's behaviour (i.e., truancy, absenteeism, and homework). The reinforcement process thus indirectly affects achievement by parents protecting their children from negative influences and supporting educators by ensuring that homework is completed.

Parent-school mediation efforts are more likely to directly affect academic attainment than parent-child strategies. One important approach to conceiving parent-school mediation is the degree to which parents volunteer at the school, visit classrooms, or interact with teachers or counsellors (Machen, Wilson & Notar, 2014; Dearing et al, 2016). The researchers have named these approaches "school-situated educational-support strategies." Useem (2022) discovered that comparable approaches had favourable and beneficial effects on a student's placement in the classroom and future performance. According to the study, parents from higher socioeconomic classes had higher levels of capital and sociocultural endowment. As a result, they were more likely to directly influence their child's academic performance by using their knowledge of the educational system to become familiar with it. Since many older teenagers frequently reject parental participation, such approaches may only marginally influence the attitudes and behaviours of adolescents, particularly in middle school and high school (Dearing et al, 2016).

Participation in the parent-teacher organization is a comparable notion that is frequently utilized in the literature (Esptein, 2019; Reynolds, 2020; McNeal, 2011). Generally speaking, there are two distinct theoretical effects associated with this method. Participation in parent-teacher organizations (PTOs) raises parents' degree of cultural practice by acquainting them with the workings of the school and the advantages and disadvantages of particular teachers. In Nigeria, this is often referred to as the parent-teacher association (PTA). Participation in PTO programs also helps parents become more knowledgeable about current techniques and approaches that can improve their kids' academic achievement (McNeal, 2017). PTO engagement in this situation may influence some parts of a student's role performance or educational expectations, as well as communicate to the child the value of education. Social capital theorists also make use of PTO involvement, but they offer a slightly different explanation for how it influences teenage behaviour. According to proponents of social capital theory, the PTO's extended social network which consists of parent and teacher relationships helps prevent antisocial behaviour and enhances children's role performance (Coleman, 2015, 2017).

Based on the research above, it can be said that mediation is a novel idea in our educational setting. Interestingly, in addition to judicial settings where mediation is more common, psychologists, especially counsellors can also employ mediation as a therapeutic technique. On the other hand, conflict is seen as a normal aspect of daily life. It is preferable to manage it than to avoid it. When a student experiences conflict, whether at home or school, it negatively impacts their ability to learn, particularly if the problem is not identified promptly. If a conflicted person's emotions are not adequately controlled, it could lead to subpar academic performance. This is the rationale behind the necessity for parents and other educators to receive mediation skills training to help resolve conflicts among teenagers and improve their development in all areas of their lives, including academic, moral, social, and psychological.

### **Statement of the Problem**

Several positions have been presented in the past to examine parental involvement in adolescents' lives. For example, Fujioka and Austin (2022) investigated the connection between parental mediation strategies and family communication patterns about the impact of media on teenagers. According to the research, parents who communicate openly are more likely to employ discussion-based intervention techniques to counteract any potential harm that teenagers' television watching may cause. Additionally, it was shown that parents use different communication strategies when it comes to parent-child intervention. These findings bolster the idea that family communication patterns serve as a reliable, if subtly so, behavioural and information-seeking guide for kids, helping them to reach their adult aspirations.

Jeynes (2017) conducted research by examining the impact of parental mediation on African-American students' academic performance in a meta-analysis. The researcher after the results concluded that parents' mediation, or involvement, was statistically related to higher academic achievement for African-American students but not for other minority groups. In a subsequent meta-analysis, Jeynes

(2020) concentrated on urban secondary students and discovered that parents' mediation was linked to higher achievement. Based on the literature reviewed above, the most reasonable conclusion is that certain aspects of parental involvement influence some types of achievement for some students occasionally, and it's also possible that some parental involvement positively affects other students' outcomes that may be associated with academic achievement such as educational expectations, absenteeism and truancy.

Hassan (2019) observed and itemized the causes of unfortunate academic performance among secondary school students. In the results, some of the causes are low intelligence skills, pitiable study conducts, little achievement inspiration, lack of professional goals, low self-confidence, low socio-economic position of the family, deprived family structure and nervousness. Different factors such as the child's intelligence, health status, motivation, nervousness, accessibility of appropriate learning environment, and sufficiency of educational infrastructure, may influence students' academic performance positively or deleteriously (Eweniyi, 2017). This researcher has acknowledged low motivational orientation, truncated self-esteem/self-efficacy, emotional difficulties, poor study habits, poor teacher consultation and poor interpersonal interactions as some of the reasons.

Adolescence is a crucial stage in human development that occurs between infancy and adulthood. It is characterized by several changes in the body, mind, and social interactions. A subset of the population with ages ranging from 10 to 24 is known as adolescents. In Nigeria, the majority of secondary school pupils are typically adolescents between the ages of 10 and 25 (Egbule, 2020). Adolescence is a period of conflict with self, peers, parents and society (Ebenywa-Okoh, 2020). It is equally a period when a child feels grown up to become independent of choice and parental supervision. Adolescents are faced with many challenges ranging from physical, social, psychological, and emotional to education problems. It is, however, pertinent to note that ability to pass through this phase without hindrance can lead to a meaningful adult life while mistakes of this phase can leave indelible marks in the life of the adolescent.

With the enormous challenges faced by adolescents, most of the past researchers worked on variables that combined parents' communication styles and achievement motivation, parents' motivational levels and achievement motivation but none had combined the variable, parents' mediation strategy as used by these researchers. The researchers therefore deem it fit to fill the gap left uncovered by past research.

Judging from the above analysis, it can be stated that mediation as a strategy is a new concept in Nigeria's educational context. Peradventure, apart from legal institutions where mediation is more pronounced, it is also a therapeutic method which can be used by psychologists, especially counsellors to assist clients in resolving their issues.

A study on the perceptions of in-school adolescents on parents' mediation strategies in Ilorin Metropolis, Kwara State, Nigeria is therefore required due to the enormous challenges faced by the adolescents. Furthermore, it's important to ascertain whether factors such as age, gender, family

structure, and religious affiliation significantly affect how adolescents perceive their parents' mediation techniques.

### **Purpose of the Study**

This study examined the perceptions of in-school adolescents on parents' mediation strategies in Ilorin Metropolis, Kwara State, Nigeria. It also examined potential differences in these perceptions based on gender, age, family type, and religious affiliation. The purpose of this study was to know whether or not parents in the Ilorin metropolis make use of mediation strategies in assisting their adolescent individuals in the pursuit of their academic careers.

### **Research Question**

This research question was answered to guide the conduct of this study:

1. What is the extent of the mediation strategies employed by parents as perceived by in-school adolescents in Ilorin, Kwara State, Nigeria?

### **Hypothesis**

The following research hypotheses were tested in this study:

1. There is no significant difference in the mediation strategies employed by parents as perceived by in-school adolescents in the Ilorin metropolis based on gender.
2. There is no significant difference in the mediation strategies employed by parents as perceived by in-school adolescents in the Ilorin metropolis based on age.
3. There is no significant difference in the mediation strategies employed by parents as perceived by in-school adolescents in the Ilorin metropolis based on family type.
4. There is no significant difference in the mediation strategies employed by parents as perceived by in-school adolescents in the Ilorin metropolis based on religious affiliation.

### **Methodology**

The research design adopted for this study was the descriptive research design of survey type. According to Daramola (2016), descriptive survey design deals with the systematic description of an event in a very factual and accurate manner. It involves gathering information on people's opinions, beliefs, attitudes, motivations and behaviours. Based on the perceptions of adolescents enrolled in schools in Ilorin, Kwara State, Nigeria, about the parental mediation strategies employed in their education, the researchers concluded that the descriptive survey design would be the most suitable. This is because the questionnaire used in the survey helps collect data.

### **Population, Sample and Sampling Procedure**

The teenagers in Ilorin, Kwara State, Nigeria, who are enrolled in school make up the study's population. The total number of adolescents in Ilorin attending school is forty-six thousand, five hundred and thirty-three (46,533), according to Education Data Bank, Federal Ministry of Education (2021). To ensure the representativeness of the sample utilized for the study, respondents were selected from certain Local Government Areas (Ilorin East, Ilorin South, and Ilorin West) within the Ilorin metropolitan that participated in the survey. These local governments were choosing for convenience

and due to their proximity. According to the research advisor (2006), 385 school-age teenagers would be the necessary sample size for this population with a 95% confidence interval and a 2.5% margin of error.

The researchers, however, decided to increase the sample size by 10% to make it 450 in-school adolescents, to give room for mortality and attrition. To arrive at this number, a multistage sampling procedure was employed. The multistage sampling technique involved several stages of selection from a larger sampling size until the actual sample size for the study was obtained. The 450 respondents for this study were chosen using stratified, proportionate, and purposive sampling procedures.

At stage one, a purposive sampling procedure was used to select the schools that have the highest number of in-school adolescents from three Local Government Areas in Ilorin, Kwara State. The purposive sampling technique is a procedure in which a researcher deliberately selects certain groups as samples because of their relevance to the investigation under consideration (Daramola, 2016).

To obtain the required sample for this study, at stage two, proportional sampling techniques were used in selecting the number of in-school adolescents from the chosen Local Government Areas in Ilorin, Kwara State that participated in the study (See Table 1).

**Table 1**

Proportional Distribution of Respondents Across the Three Local Governments in Ilorin, Kwara State

Local Govt.	Population	Proportional Percentage (%)	Sample size selected
Ilorin East	15,458	33.22	150
Ilorin South	10,780	23.17	104
Ilorin West	20,295	43.61	196
<b>Total</b>	<b>46,533</b>	<b>100.0</b>	<b>450</b>

Source: Education Data Bank, Federal Ministry of Education (2021)

At stage three, a stratified sampling technique was used to classify the respondents according to gender, age, family type and religious affiliation. Stratification in educational research is a process whereby variables are classified according to the desired characteristics of variables of interest (Daramola, 2016). A total of four hundred and fifty (450) questionnaire forms were given to the selected students to complete. It is believed that with this procedure, the sample was adequately represented, therefore allowing for generalization across the entire population of in-school adolescents in Ilorin, Kwara State.

### **Instrument**

The main instrument that was used to collect data for this study is a questionnaire that was designed by the researchers entitled “Parents’ Mediation Strategies Questionnaire” (PMSQ). The questionnaire is a 24-item instrument with two sections; A and B. Section A contains the demographic data of the respondents while section B contains items on parents’ mediation strategies. The instrument was patterned on a four-point Likert-type rating scale format with 4 points as the highest score and 1 point as the lowest score. Therefore, to get the cut-off point, the average mean score for each scale was calculated as thus:  $4+3+2+1=10/4=2.50$ . Hence, any scale whose cut-off is 2.50 or above was



considered as having high or positive probability for parents' mediation strategy while scales below or less than 2.50 were considered as having low or negative probability for parents' mediation strategy. To determine the instrument's content validity, it was given to some experts for vetting and it was adjudged to be acceptable, and the test-retest procedure was used to demonstrate the instrument's reliability. This was determined by distributing the instrument to twenty (20) students of Government Day Secondary School, Karuma, Ilorin who were not study participants. After four-week intervals, the same set of students received the same instrument. The two sets of scores were correlated using Pearson's Product Moment Correlation algorithm, and a correlation of 0.70 was discovered at the 0.05 alpha level which signifies that the instruments were reliable for use.

With the assistance of two qualified research assistants, the researchers administered the questionnaire. The instrument copies were given to the respondents, together with an explanation of the study's necessity and responses to their inquiries. To prevent any copy loss, the researchers waited until every respondent had completed the questionnaire before gathering them all at once.

### **Method of Data Analysis**

The data obtained were tested using percentages for the descriptive data, mean and rank order analysis for answering research questions while t-test and Analysis of Variance (ANOVA) were used to test the formulated null hypotheses. Hypotheses 1 and 3 were tested using a t-test while hypotheses 2 and 4 were tested using Analysis of Variance (ANOVA).

## **Results**

### **Demographic Data**

This section presents the result of the Demographic data of the respondents of the study.

**Table 2**

Distribution of Respondents by Gender, Age, Family type and Religious affiliation

Variables	frequency	percentage (%)
<b>Gender</b>		
Male	198	50.3
Female	196	49.7
<b>Total</b>	<b>394</b>	<b>100.0</b>
<b>Age</b>		
10-13	81	20.6
14-19	298	75.6
20 and above	15	3.8
<b>Total</b>	<b>394</b>	<b>100.0</b>
<b>Family type</b>		
Monogamous	242	61.4
Polygamous	152	38.6
<b>Total</b>	<b>394</b>	<b>100.0</b>

**Religious affiliation**

Christian religion	150	38.1
Islamic religion	231	58.6
African Traditional Religion	13	3.3
<b>Total</b>	<b>394</b>	<b>100.0</b>

The distribution of respondents by age, gender, type of family, and religious affiliation is displayed in Table 2. According to the data, 394 questionnaires were accurately completed and returned by study participants. There were 196 female participants (49.7%), 198 male participants (50.3%); 81 (20.6%) were between the ages of 10 and 13; 298 (75.6%) were between the ages of 14 and 19; and 15 (3.8%) were older than 20. Additionally, 242 (61.4%) and 152 (38.6%) of the students came from monogamous families. Only 13 pupils (3.3%) reported coming from African Traditional religion households, while 231 students (58.6%) and 150 students (38.1%) reported coming from Christian religious homes.

**Research Question 1:** What is the extent of the mediation strategies employed by parents as perceived by in-school adolescents in the Ilorin metropolis, Kwara State, Nigeria?

**Table 3:**

Showing the Percentage of Numbers of Mediation Strategies Employed by Parents as Perceived by In-school Adolescents in Ilorin, Kwara State, Nigeria

Range	Category	Number	Percentage
21 – 40	Low	08	20.0
41 – 60	Moderate	11	27.5
61 – 80	High	21	52.5

Responses to items that sought information on mediation strategies adopted by in-school adolescents' parents as perceived by the in-school adolescents revealed that eight (8) adolescents that had scores ranging between 21 and 40 accounted for 20.0% and were assumed to have low mediation strategy. Eleven (11) respondents had scores ranging from 41 and 60 accounting for 27.5% and were assumed to have moderate mediation strategy. Twenty-one respondents obtained scores ranging between 61 and 80 and accounted for 52.5% were high on their perception of mediation strategy. Since a majority of the respondents 21 which is 52.5% had a high perception of mediation strategy, the extent of the perception of in-school adolescents of the mediation strategy of their parent was high.

**Hypothesis Testing**

**Hypothesis One:** *There is no significant difference in the mediation strategies employed by parents as perceived by in-school adolescents in the Ilorin metropolis based on gender.*

**Table 4**

**t-Test Table Showing** the Mediation Strategies Employed by Parents as Perceived by In-school Adolescents in Ilorin Metropolis based on Gender

Gender	N	Mean	St. Dev.	Df	t. Cal	Sig.	P.
Male	198	62.97	9.43	392	5.46*	0.00	**
Female	196	68.03	8.91				

\*\* (Significant at 0.05 critical level)

Table 4 shows the calculated t-value of 5.46 and p-value of .000 at the 0.05 alpha level. Since the p-value is less than a level of 0.05 ( $p < .000 < 0.05$ ), the null hypothesis which maintains that there is no significant difference in the mediation strategies utilized by parents as viewed by in-school teenagers based on gender is rejected.

**Hypothesis two:** *There is no significant difference in the mediation strategies employed by parents as perceived by in-school adolescents in the Ilorin metropolis based on age.*

**Table 5**

Analysis of Variance (ANOVA) Showing Results of Mediation Strategies Employed by Parents as Perceived by In-school Adolescents in Ilorin Metropolis based on Age

Source	Sum of Square	df	Mean Squares	Calc. F-ratio	P-Value
Between Group	417.714	2	208.857	3.00	0.99
Within Group	35114.722	391	89.807		
<b>Total</b>	<b>35532.437</b>	<b>393</b>			

Table 5 shows the calculated F-value of 2.32 and a p-value of .099 at 0.05 alpha level. Since the calculated p-value is greater than the alpha level of 0.05 ( $p > .099 > 0.05$ ), the null hypothesis which states that there is no significant difference in the mediation strategies employed by parents as perceived by in-school adolescents based on age is not rejected.

**Hypothesis three:** *There is no significant difference in the mediation strategies employed by parents as perceived by school adolescents in the Ilorin metropolis based on family type*

Table 6

Means, Standard Deviations and t-value Showing the Mediation Strategies Employed by Parents as Perceived by In-school Adolescents in Ilorin Metropolis based on Family Type

Family Type	N	Mean	St. Dev.	Df	Cal. t-value	Crit. t-value	P-value
Monogamous	242	65.37	9.48	392	.315	1.96	.753
Polygamous	152	65.68	9.57				

Table 6 shows the calculated t-value of .315 and p-value of .753 at the 0.05 alpha level. Because the p-value is higher than the alpha level of 0.05 ( $p = .753 > 0.05$ ), the null hypothesis which states that there is no significant difference in the mediation strategies employed by parents as perceived by in-school adolescents based on family type is therefore not rejected.

**Hypothesis Four:** *There is no significant difference in the mediation strategies employed by parents as perceived by in-school adolescents in the Ilorin metropolis based on religious affiliation*

**Table 7**

ANOVA Results Showing the Mediation Strategies Employed by Parents as Perceived by In-school Adolescents in Ilorin Metropolis Based on Religion

Source	Sum of Square	df	Mean Square	F. Cal.	F-ratio Crit.	P
Between Group	729.884	2	364.492	4.10*	3.00	.017
Within Group	34802.553	391	89.009			
Total	35532.437	393				

\* $P > 0.05$

Table 7 shows the p-value at the 0.05 alpha level and the calculated F-value of 4.10. Since the computed p-value of .017 is higher than the alpha threshold of 0.05 ( $p = .017 > 0.05$ ), the null hypothesis, which claims that there is no significant difference in the mediation strategies used, is rejected. This is because teenagers still in school believe that their parents' mediation techniques are no different from their religions, and they don't differ much that much.

**Table 8**

Duncan Multiple Range Test (DMRT) Showing the Mediation Strategies Employed by Parents as Perceived by In-school Adolescents in Ilorin Metropolis Based on Religious Affiliation

Duncan Grouping	Mean	N	Group	Religious Affiliation
A	63.83	150	1	Christianity
B	64.38	13	2	ATR
C	66.63	231	3	Islam

Finding out which group's mean score contributed to the significant difference observed in the results based on religious affiliation in Table 7 was done using the Duncan Multiple Range Test (DMRT), which yielded the following results: group 1 (Christianity) had a mean score of 63.83, group 2 (ATR) had a mean score of 64.38, and group 3 (Islam) had a mean score of 66.63. Consequently, the ANOVA result displayed in Table 7 above indicated a significant difference based on religious affiliation, to which the mean scores of group 3 (Islam) contributed significantly.

### Discussion of Findings

This study's primary goal was to examine the perception of in-school adolescents on their parents' mediation techniques in Ilorin, Kwara State, Nigeria. Table 3's results, which examined the rank order and mean of parental mediation techniques as perceived by the in-school adolescents, showed

that all of the categories had mean scores higher than the 2.50 cut-off threshold. Therefore, every responder concurred that their parents' mediation techniques in Ilorin City are beneficial. This suggests that parents in the city of Ilorin positively influence their adolescents' lives who are still enrolled in school.

The first hypothesis which stated that there is no significant difference in the mediation strategies employed by parents as perceived by in-school adolescents in the Ilorin metropolis based on gender was rejected. This implies that there was a discernible difference between male and female adolescents enrolled in school when it came to the parental mediation strategies they employed. This hypothesis was therefore reworded to state that adolescents in Ilorin Metropolitan schools claim that there is a gender difference in the parental mediation strategies they employ.

According to the findings of hypothesis two which states that there is no significant difference in the mediation strategies employed by parents as perceived by in-school adolescents in the Ilorin metropolis based on age was not rejected. This connotes that parents in the Ilorin metropolis care much about their adolescent individuals, thus, they both mediate properly towards the academic success of their children. This is in tandem with the research that indicates that parental mediation is an effective strategy to ensure student success (Hill & Craft, 2023; Barnard, 2014; Hill & Taylor, 2014). Hypothesis three, which states that there was no significant difference in the mediation strategies employed by parents as perceived by in-school adolescents in the Ilorin metropolis based on family type, was also well accepted. This implies that no significant difference was found in the religious affiliation of the mediation strategies employed by parents as perceived by in-school adolescents in the Ilorin metropolis. Parental mediation has numerous positive impacts on pupils other than academics like greater motivation, self-esteem and self-reliance, which may contribute to academic success regardless of economic background. Conversely, research shows that inadequate or no parental mediation contributes to low student achievement and engagement (Bower & Griffin, 2011). In essence, teens' intellectual development can be supported by parents, siblings, and other significant family members creating rich learning settings.

There was a significant difference in the mediation strategies used by parents as perceived by in-school adolescents based on religious affiliation, according to the result of hypothesis four, which suggested that there was a difference in the parents' strategies as perceived by in-school adolescents in the Ilorin metropolis.

Overall, this study showed that parental mediation techniques have a favourable impact on the well-being of teenagers enrolled in school in the city of Ilorin. The results of Flouri and Buchman's (2023) investigation into the impact of parental mediation on adolescents' behaviour and academic achievement are consistent with this study. It has been discovered that parental involvement in their children's education raises academic motivation and lowers the dropout rate. Achievement aspirations are positively connected with parents who encourage their kids' ideas, and adversely correlated with parents who are uninvolved and provide minimal feedback (Flouri & Buchman, 2023).

## Conclusion

The study's findings led to the following conclusions: Ø

- Parents in the Ilorin metropolis employed positive mediation strategies as perceived by the in-school adolescents.
- How teenagers in school perceived their parents' mediation techniques was significantly influenced by their gender.
- The study also revealed that age did not play any significant role in the perception of in-school adolescents of their parents' mediation strategies in the Ilorin metropolis.
- It was also discovered that the type of family did not considerably influence the parents' opinions of teenagers attending school in Ilorin.
- There was a significant difference in the perception of in-school adolescents on their parents' mediation strategies in the Ilorin metropolis based on religious affiliation.

## Recommendation

The study's conclusions led to the following recommendation: Ø

- This study is crucial in pointing out the paramount importance of the parent's role in their children's lives. Emphasizing the significance of family would let the readers, particularly the parents, become aware of their actions towards their children. As their children reach the adolescent stage of development, they become highly influenced positively or negatively by these actions.
- It may also be useful for adolescents to assess their relationship with their parents and how would somehow make them understand themselves about others and their achievement.
- Parents should be more sensitive to their children's educational development and adopt more positive mediation strategies.
- Parents' involvement in schools' activities should be encouraged by administrators and the government should consider developing and implementing policies that support this since collaborative effort enhances children's learning.

## References

- Adegbite, O. A. (2014). Collapse of family values in Nigeria: Social Studies Education to the Rescue, *International Journal of Special and General Education*, 3, 185-190.
- Adegoke, A. A. (2013). *Adolescent in Africa: Revealing the Problems of Teenagers in a Contemporary African Society*. Ibadan: Hadassah publishing.
- Anderman, E. M. (2012). *Adolescence: Education psychology handbook*, Washington, DC: US. Printing press.
- Annunziata, D. Hogue, A. Faw, L. & Liddle, H. A. (2016). Family functioning and school success in at-risk, inner-city adolescents. *Journal of Youth and Adolescence*, 35, 105-113.
- Barnard, W. M. (2014). Parental participation in primary schooling and academic achievement. *Reviews of Children and Youth Services*, 26, 39-62.

- Bergsten, M. C. (2020). *Infancy and early childhood: Opportunities and risks*. Pennsylvania Partnerships for Children, Harrisburg, Pennsylvania.
- Bower, H. A. & Griffin, D. (2011). Can an elementary school with a high minority and high poverty rate implement the Epstein model of parental involvement? *An analysis of a case in Professional School Counselling*, 15(2), 77-87.
- Christenson, F. T. & Peterson, R. W. (2017). Parent Involvement in Early Intervention for Disadvantaged Children: Does it matter? *Journal of School Psychology*, 37, 379-402.
- Coleman, J. (2015). Social capital in the creation of human capital. *America Journal of Sociology*, 94, S95-S120.
- Coleman, J. (2017). *Perspective on Policy for Parent Involvement in Education*. offices for development and research in education. United States Department of Education, Washington, D.C.
- Daramola, S. O. (2016). *Research and statistical methods in education for students and researchers in tertiary insinuations*. (Rev. Ed.) Ilorin: Bamnitex Printing & Publishing.
- Dearing, E. H., Kreider, S., Simpkins, E. & Weiss, H. (2016). Longitudinal relationships between and within families regarding family involvement in education and literacy in low-income children. *Educational Psychology Journal*, 98(4), 653-664.
- Driessen, G., Smit, F. & Slegers, P. (2015). Parental involvement and educational achievement. *British Educational Psychology*, 31, 509-532.
- Ebenuwa-Okoh, E. E. (2020). Influence of age, financial status and gender on academic performance among undergraduates, *Journal of Psychology*, 1(2), 99-103.
- Egbule, F. O. (2020). The influence of poverty on students' behaviour and academic achievement. *International Journal of Educational Research*, 2(1), 151-160.
- Eweniyi, G. B. (2017). *The impact of family structure on university students' academic performance*, Olabisi Onabanjo University, Ago-Iwoye. Online.
- Epstein, J. L. (2019). *In School, family and community partnerships: your action handbook* (3<sup>rd</sup> ed.). USA: Corwin Press.
- Fallalichi, R. & Darkhood, F. (2022). An examination of the relationship between academic achievement and family communication styles in Bandar Abbas city among male and female third-grade guidance school pupils. *Life Science Biomed Journal*, 2, 29-33.
- Falaye, A. O. (2022). *Human life span: a basic text in development psychology*. Ibadan: Stirlin Holden Publishers Nigeria Ltd.
- Fan, X. (2021). Parental involvement and students' academic achievement: A growth modelling analysis. *The Journal of Experimental Psychology*, 70, 27-61
- Flouri, E. & Buchanan, A. (2023). The significance of parental participation and maternal involvement in the psychological welfare of teenagers. *British Journal of Social Work*, 33, 399-406.

- Fujioka, Y. & Austin, E. W. (2022). The implications of vantage point in parental mediation of television and child's attitudes toward drinking alcohol. *Journal of Broadcasting & Electronic Media*, 47, 418-434.
- Hassan, T. (2019). *Understanding education research*. (2<sup>nd</sup> ed.), Lagos: Merrifield Publishing Company.
- Henderson, A. T. & Mapp, K. L. (2022). The effect of community, family, and school ties on student achievement is a recent body of research. *Southwest Educational Development Laboratory*, Austin, TX. (ERIC Document Reproduction Service No. ED474521).
- Hill, N. E. (2021). The relationship between school preparedness and academic socialization and parenting. The influence of family income and ethnicity. *Journal of Education Psychology*, 93, 686-697.
- Hill, N. E. & Craft, S. A. (2023). Parent-school involvement and performance: Mediating relationships between African American and Euro-American families in comparable socioeconomic situations. *Journal of Education Psychology*, 95, 74-83.
- Hill, N. E. & Taylor, L. C. (2014). Issues and pragmatism surrounding parent-school involvement and children's academic progress. *Psychological science: Current Aspects*, 13(4), 161-164.
- Hoover-Dempsey, K. & Sandler, H. (2019). Why is parental involvement in a child's education important? *Teachers College Record*, 97(2), 310-330.
- Hong, K. & Ho, S. M. (2015). The self-esteem of adolescent males related to race economic status and area of residence. *Perceptual and motor skills*, 64, 559-566.
- Jeynes, W. H. (2017). The relationship between parental involvement and urban secondary school-based programmes. *Teachers' College Record*, 12(3), 747-774.
- Jeynes, W. H. (2020). Parental involvement and encouraging that involvement: Implications for school-based programmes. *Teachers' College Record*, 12(3), 747-774.
- Lerner, R. W., Noh, S. D & Wilson, F. G. (2015). Social cognitive predictors of academic interests and goals in engineering: Utility for women and students at historically black universities. *Journal of Counselling Psychology*, 52(1), 84-92.
- Machen, S., Wilson, J & Notar, C. (2014). Involvement of parents in the classroom. *Journal of Instructional Psychology*, 32, 13-16.
- McNeal Jr., R. (2017). Differential efficacy on science achievement, truancy, and dropout rates is attributed to parent involvement as social capital. *Social Forces*, 78(1), 117-144.
- Moronkola, T. E. (2015). Adolescents, challenges and solutions. *Psychological Bulletin*, 95, 450-479.
- Muraina, K. O., Muraina, M. B., Amao, O. Z. K. & Oyelade, O. (2013). Parental educational background and socio-economic status as factors enhancing students' performance in Itesiwaju Local Government Area of Oyo State, Nigeria. *Journal of Education*, 5(17), 198-217.
- Olayinka, M. S. (2018). *Paper presented at the 2008 trainers workshop by federal ministry of education*, (Guidance and Counselling Unit), Lagos.



- Research Advisors (2006). *Sample size table: Required sample size*. <http://www.research-advisors.com/tools/samplesize>.
- Reynolds, A. (2020). Contrasting parental participation metrics and their impact on academic performance. *Quarterly for Early Childhood Research*, 7, 442-462.
- Sclafani, J. (2014). *The Knowledgeable Parent: Current Developments in Childrearing*. Publishers, Praeger, Connecticut.
- Sheldon, S. & Epstein, J. L. (2015). Involvement counts Family and community partnerships and math achievement. *The Journal of Educational Research*, 98, 196-206.
- Steinberg, L. (2022). We know some things: Parent-adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence*, 11(1), 1-19.
- Useem, E. (2022). Parents' engagement in their children's placement in middle schools and math groups. *Education Sociology*, 65, 263-279.
- Wynn, C. (2022). The relationship between students' motivational beliefs and self-regulated learning and goal orientation. *Adolescent Research Journal*, 8, 211-238.