

# PARENTING STYLES AS CORRELATE OF ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE, NIGERIA

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## Abstract

*The study investigated parenting styles as correlates of academic achievement of senior secondary school students in Anambra State. Four research questions and four null hypotheses guided the study. The correlational research design was adopted for the study. The sample of the study consisted of 952 SS2 students. The instrument used for data collection was the Parenting Style Questionnaire (PSQ) adapted from Kimble (2009) and Shyny (2017). The instrument was validated by three experts in the Faculty of Education, Nnamdi Azikiwe, Awka. The reliability of the instrument was ascertained using Cronbach Alpha which yielded an alpha coefficient of 0.81. Data were collected by administering the instruments with the aid of five research assistants. Pearson Product Moment Correlation Coefficient was used to answer the research questions while the t-test at 0.05 level of significance was used for testing the research hypotheses. The findings revealed a positive relationship between authoritative parenting style and student's academic achievement. It also revealed a negative relationship between authoritarian, permissive and uninvolved parenting styles and student's academic achievement respectively. The researcher recommended among others that seminars and other awareness creation activities to be organized for parents, teachers, counsellors and other stakeholders should focus among other things topics on the different parenting styles to highlight their importance for student's academic achievement.*

**Keywords:** Parenting Styles, Authoritative, Authoritarian, Permissive, Uninvolved, Academic Achievement,

## Introduction

Education is considered critical for the sustainable development of individuals, nations and the world. The quality of educated individuals available in any society determines its pace of development. Therefore, attainment of academic success is paramount. In educational institutions at all levels: primary, post primary and post-secondary, academic success is measured by academic achievement. Academic achievement is the scholastic standing of a child at a given point in time; it is the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher (Okwuduba, Nwosu, Okigbo, Samuel and Achugbu, 2021). This is supported by Unachukwu, Anierobi, Nwosu and Okeke (2021). The authors asserted that teachers usually determine academic achievement through continuous assessment by administering tests and also by examination grades achieved by students at the end of every examination. According to Amponsah, Milledzi, Ampoto and Gymbra (2018), academic achievement

can be either high or low. Having higher academic achievement has been associated with positive characteristics, including self-esteem, self-efficacy and motivation (Theresya, Latifah and Hernawati, 2018). On the other hand, low academic achievement according to Kiama, Aloka and Gumbi (2018), may create many negative consequences for students such as stress, hopelessness, delinquency, psychopathology and substance abuse. The critical role education plays in development has led to stakeholders raising concerns on possible factors that affect academic achievement and how these factors work.

Studies such as Okwuduba and Okigbo, (2018); Imran, Kakar and Yousaf (2020) have provided insights into factors that possibly contribute to poor academic achievement. These studies have traced poor achievement to several possible factors and have identified several causative phenomena that could affect individual scholastic achievement. A student's academic achievement depends on the student's personal characteristics, home, school, society and psychosocial factors (Nwosu, Nwasor, Onyebuchi and Nwanguma, (2020). The extent to which a student can learn and develop is to a large degree affected by these factors. There is no gainsaying that the home environment particularly especially parents, parental factors play a significant role in the social and academic life of their children that would impact on their academic achievement. Researchers have shown that parents, through their parenting practices, values and behaviours build critical foundations for various aspects of their children's development and achievement (Sahithya, Manohari and Vijaya, 2019). Studies have shown that parents influence their children's academic development and achievement through various processes, including parents' values and beliefs, educational aspirations, parental involvement, parenting styles and practices. Generally, parenting styles have a significant relationship with students' academic achievement (Kiama *et al.*, 2018; Ugwuanyi, Okeke and Njeze, 2020). This is so because parents are the first educators of their children and they do this using various approaches and styles. This view is supported by Imran, Kakar and Yousaf (2020) who asserted that parents are key persons who play very important role in the development and upbringing of their children. According to Family and Human Life Unit, Abuja (FHLU, 2021), parenting styles are behaviours, values and standards that are transmitted toward children, and these behaviours, values and standards are expected to be adopted by children. They serve multiple purposes which include the moral and psychological training of a child, the identification, growth and development of a child's talents amongst other things. Imran *et al.* (2020) opined that well cared students who are reared under best parenting styles would be resilient, socially competent and emotionally strong and such students have the capability to discover novel opportunities. Parenting styles have been conceptualized into four types based on the dimensions of levels of demandingness and responsiveness, Baumrind (1971). Responsiveness represents warm supportiveness while demandingness means the behavioural control. The parenting styles are: authoritarian (high demandingness and low responsiveness), authoritative (high demandingness and responsiveness), permissive (low demandingness and high responsiveness) and uninvolved parenting styles (low in demandingness and responsiveness), (FHLU, 2021). Authoritarian parents are restricted to one dimension, demandingness. They are found to be unresponsive (Ironsi,

2020). According to Alyssa (2020), authoritarian parents restrict their children by rules and structured environment and are not flexible in nature.

A balance between these two dimensions is maintained by authoritative parenting style. Authoritative parents are supportive in nature, demonstrate involvement and warmth. On the other hand, permissive parents are responsive but not demanding in nature; give children opportunity to plan their activities as per their interest. They exert minimum control over children and do not restrict them in their social activity nor to achieve realistic goals (FHLU, 2021). In contrast, uninvolved parents are neither responsive nor demanding. They rarely show any interest in their children's affairs such as school and friends. Uninvolved parents are described as not being warm, supportive and involved. Ibukunolu, (2013) asserted that the parenting style adopted by a parent can be either to the development or to detriment of the child's academic career.

Findings from studies found out that authoritative parenting style have positive outcomes on children's academic achievement more than any other style. It was found out to connect to positive children's outcomes including high academic achievement, academic identity, intrinsic motivation, self-resilience, mental health and wellbeing (Imran *et al.* 2020; Stuck 2023). On the other hand, authoritarian, permissive and uninvolved parenting styles were found to have negative outcomes on children's academic achievement (Nwune and Anidi 2021; Obiunu 2018). Despite the role that parenting styles play in children's academic achievement, it appears that few studies have been carried out to determine the relationship between dimensions of parenting styles and academic achievement of senior secondary school students in Anambra State, hence the choice of the researchers to conduct this study.

### **Purpose of the Study**

The purpose of this study is to find out the relationship between students' parenting styles and their academic achievement in senior secondary schools in Anambra State. Specifically, the study determined:

- a) The relationship between authoritarian parenting style and academic achievement of senior secondary school students in Anambra State.
- b) The relationship between authoritative parenting style and academic achievement of senior secondary school students in Anambra State.
- c) The relationship between permissive parenting style and academic achievement of senior secondary school students in Anambra State.
- d) The relationship between uninvolved parenting style and academic achievement of senior secondary school students in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. What is the relationship between authoritarian parenting style and academic achievement scores of senior secondary school students?
2. What is the relationship between authoritative parenting style and academic achievement scores of senior secondary school students?

3. What is the relationship between permissive parenting style and academic achievement scores of senior secondary school students?
4. What is the relationship between uninvolved parenting styles and academic achievement scores of senior secondary school students?

### **Hypotheses**

The following null hypotheses guided the study:

1. There is no significant relationship between authoritarian parenting style and academic achievement of senior secondary school students.
2. There is no significant relationship between authoritative parenting style and academic achievement of senior secondary school students.
3. There is no significant relationship between permissive parenting style and academic achievement of senior secondary school students.
4. There is no significant relationship between uninvolved parenting style and academic achievement of senior secondary school students.

### **Methods**

The correlation research design was used for the study. According to Nworgu (2015), correlation research is a type of research design that seeks to establish a statistically corresponding relationship between two or more variables by observing these variables. The design was adopted because this study is interested in establishing whether there is a relationship between each of the dimensions of parenting styles and academic achievement of senior secondary school students in Anambra State. This study was delimited to senior secondary two students in three education zones in Anambra state. The population of the study comprised 19,042 senior secondary class two (SS2) students' drawn from the 262 public secondary schools in Anambra State (Source: Post Primary Schools Commission (PPSC) Anambra State). The SS 2 students were chosen because they are not in external examination class. The sample used for the study consisted of 952 SS2 students drawn from 14 schools. A multistage sampling procedure was employed in the selection of the sample. Simple random sampling was used at the first stage to select three out of the six education zones in Anambra State. Secondly, purposive sampling was used to select the sample LGAs and schools respectively. The sample was finally randomly selected from the SS 2 students present at the time of the study from each of the schools. The instrument data collection in the study was Parenting Styles Questionnaire (PSQ). The PSQ is a 32-item questionnaire adapted from Kimble (2009) and Shyny (2017). The researchers adapted items from both scales to form a scale that was used in this study. The PSQ consists of items that elicited information on the four subscales of authoritarian, authoritative, permissive and uninvolved parenting styles. In adapting the instrument, some of the items were reworded to be specific on parenting styles and academic matters. Each of these subscales contains 8 items with five-point rating scales of Never 1, Rarely 2, Some of the time 3, Most of the time 4 to All the time 5. The PSQ was subjected to content and face validity by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka.

The reliability of the instrument was ascertained using Cronbach alpha which yielded an alpha coefficient of 0.81. The data collected for the study was analysed using SPSS version 25. The students' annual cumulative scores in English Language and Mathematics were collected from each of the sampled schools and used for analysis. Statistical analysis of inferences was carried out using Pearson Product Moment Correlation Coefficient for the research questions and the t-test which was tested at 0.05 level of significance for the hypotheses.

## Results

### Research Question One

What is the relationship between authoritarian parenting style and students' academic achievement?

**Table 1:** Correlation between Authoritarian parenting style and students' Academic Achievement

Variables	N	Academic Achievement (r)	Decision
Authoritarian Parenting style	949	-.257	Low negative relationship

Table 1 reveals that authoritarian parenting style has low negative relationship with students' academic achievement. This is evident from the Pearson Correlation Coefficient (r) value = -.257.

**Table 2:** Test of Significant Relationship between Authoritarian parenting style and Academic Achievement of students.

Variable	N	Academic Achievement	$\alpha$ -level	t(r)-cal	p-val	Decision
Authoritarian parenting style	949	-.257	0.05	-3.232	.001	Significant

Table 2 shows that there is statistically significant negative relationship between authoritarian parenting style and students' academic achievement. This is so because the p-value = .001 is less than the level of significance = 0.05.

Therefore, the statement of null hypothesis that there is no significant relationship between authoritarian parenting style and students' academic achievement is rejected. This implies that there is significant relationship authoritarian parenting style and student's academic achievement.

### Research Question One

What is the relationship between authoritative parenting style and students' academic achievement?

**Table 3:** Correlation between Authoritative parenting style and students' Academic Achievement

Variables	N	Academic Achievement (r)	Decision

Authoritative Parenting	949	.059	Low positive relationship
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Table 3 shows that authoritative parenting style related positively but weakly with students' academic achievement. This is evident in the Pearson Correlation Coefficient ( $r$ ) value = .059.

Table 4: Test of Significant Relationship between Authoritative parenting style and Academic Achievement of students.

Variable	N	Academic Achievement	$\alpha$ -level	t(r)-cal	p-val	Decision
Authoritative parenting style		.059		1.410	.159	Not Significant

Table 4 shows that there is no statistically significant relationship between authoritative parenting style and student's academic achievement. This is so because the p-value = .159, is greater than the level of significance = 0.05. Therefore, the researchers did not reject the null hypothesis. This finding shows that although there is a relationship between authoritative parenting style and academic achievement but the relationship was not significant.

### Research Question Three

What is the relationship between permissive parenting style and students' academic achievement?

**Table 5:** Correlation between Permissive parenting style and students' Academic Achievement

Variables	N	Academic Achievement ( $r$ )	Decision
Permissive Parenting	949	-.377	Low negative relationship

Table 5 reveals that there is a low negative relationship between permissive parenting style and academic achievement of students. This is evident in the Coefficient ( $r$ ) value = - 0.377. Table 6: Test of Significant Relationship between Permissive parenting style and Academic Achievement of students.

Variable	N	Academic Achievement	$\alpha$ -level	t(r)-Cal	p-val	Decision
Permissive parenting style	949	-.377	0.05	-6.483	.000	Significant

Table 6 shows that there is statistically significant negative relationship between permissive parenting style and students' academic achievement. This is so because the p-value = .000, is less than the level of significance = 0.05. Therefore, the statement of null hypothesis that there is no significant relationship between the permissive parenting style

and students' academic achievement is rejected. This implies that there is significant relationship between permissive parenting style and student's academic achievement.

#### Research Question Four

What is the relationship between uninvolved parenting style and students' academic achievement?

**Table 7:** Correlation between Uninvolved parenting style and students' Academic Achievement

Variables	N	Academic Achievement (r)	Decision
Uninvolved Parenting style	949	-.324	Low negative relationship

Table 7 also reveals that there is a low negative relationship between uninvolved parenting style and student's academic achievement. This is evident in the Coefficient (r) value = -0.324.

**Table 8:** Test of Significant Relationship between Uninvolved parenting style and Academic Achievement of students.

Variable	N	Academic Achievement	$\alpha$ -level	t(r)-cal	p-val	Decision
Uninvolved parenting style	949	-.324	0.05	-	.004	Significant
Overall		.413		2.901		

Table 8 shows that there is statistically significant negative relationship between uninvolved parenting style and students' academic achievement. This is so because the p-value = .004 is less than the level of significance = 0.05. Therefore, the statement of null hypothesis that there is no significant relationship between uninvolved parenting style and students' academic achievement is rejected. This implies that there is significant relationship uninvolved parenting style and student's academic achievement.

**Table 9:** Test of Significant Relationship between Parenting styles and Academic Achievement of students

Variable	N	Academic Achievement joint (r)	$\alpha$ -level	p-val	Decision
8Parenting styles	949	.413	0.05	0.000	Significant

Table 9 shows the summary. Overall, the joint  $r$  is significant at 0.05 level of significance,  $p = 0.000$ . Therefore, the null hypothesis that there is no significant relationship between the dimensions of parenting styles and students' academic achievement is rejected.

#### Discussion

The findings of the study revealed that there is negative relationship between three dimensions of parenting styles and students' academic achievement. These are

authoritarian, permissive and uninvolved parenting styles. On further testing it was found out that the negative relationship was not significant. It also revealed that there is low positive relationship between authoritative parenting style and students' academic achievement. The results show that authoritative parenting had the most positive influence on academic achievement compared to all the other styles. On further testing it was found out that the positive relationship was significant. Therefore, the statement of null hypothesis that there is no significant relationship between the dimensions of parenting styles and students' academic achievement is rejected. This implies that there is significant relationship between parenting styles and student's academic achievement. The findings of this study support the findings of Nwune and Anidi, (2021) and Imran, Kakar and Yousaf (2020). Nwune and Anidi found out that there is a negative relationship between authoritarian, permissive and uninvolved parenting styles and academic achievement. It also agrees with their findings that there is a positive relationship between authoritative parenting and styles and academic achievement. Similarly, Imran, Kakar and Yousaf found out that other dimensions of parenting styles other than authoritative parenting style relate negatively with academic achievement of students.

The findings are also in line with the findings of Stuck (2023) and Hayek *et al*, (2022). Stuck found out that high academic achievement is one of the effects of authoritative parenting style. Students of authoritarian, permissive and uninvolved parents were significantly less likely to have high academic achievement. Hayek *et al*, (2022) documented a positive effect of authoritative parenting style on school outcomes among younger children. Hence, even though there may be other social influences such as peer relations, social media, school environment, parents continue to largely impact their children's outcomes. The findings of this study are consistent with these studies that found out beneficial effect of authoritative parenting on academic achievement.

### **Conclusion**

Based on the findings of the study, the researchers concluded that there is a positive relationship between authoritative parenting style and academic achievement and negative relationship between authoritarian, permissive and uninvolved parenting styles and academic achievement. Based on these findings, it was concluded that parenting styles are central factors in student's academic achievement.

### **Recommendations**

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

1. Parenting programs and interventions aimed at fostering positive parenting should be organized in schools during PTA meetings for parents.
3. Guidance Counsellors should organize orientation programmes for students to include topics on various parenting styles and how to cope with the style adopted by their parents at home to enable them improve their academic achievement in school.
4. Trainings and seminars, should be organized for teachers to equip them with relevant knowledge and skills to help students adapt to the home environment.



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