



Parenting Styles and Student's Academic Performance in Secondary School in Ogoja Education Zone of Cross River State, Nigeria

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Abstract

The study investigated the influence of parenting styles and student's academic performance in secondary school in Ogoja Education Zone of in Cross River State, Nigeria. To carry out this investigation, two research questions were raised to guide the study and two null hypotheses were formulated and tested. Correlational research design was adopted for the study. A total sample of five hundred and fifty nine (559) SSII students were used. The stratified random sampling technique was used to select the sample. Data collection was by the use of research questionnaire titled: "Parenting Styles and Student's Academic Performance Questionnaire" (PSSAPQ). The instrument was subjected to face and content validity by experts in Counseling and Measurement and Evaluation. The reliability estimate was determined using Cronbach Alpha reliability method which yielded an overall index of 0.87. Data collected were subjected to statistical analysis using Pearson Moment Product Correlation Coefficient (r) of statistical package for social science (SPSS) version 25. The result revealed that there is a significant relationship between authoritarian parenting style, democratic parenting style and students' academic performance in secondary school. The study recommended among others that parents should be rigid and strict in controlling their children's to enable them perform effectively in their academic.

Keywords: Academic Performance Authoritarian, Democratic, Parenting Style, Student's,.

Introduction

The family has been universally perceived as a small but powerful unit, and the oldest institution in the history of human existence that helps in the character formation of the child and molding of behaviour of the individual in the society. This is because the family is the fundamental and real social unit for development of human as well as the primary agent for socialization of children. According to Macionis (2017), seen family is a social institution exists in all societies that can unite people in cooperative groups to care for one another including children. The researcher further stated that the family is a social unit that comprises of the mother, father, children and other relatives by blood.

Shankar-Rao (2012) posited that the child performance depends on the parent's background. It is within the family that the child learns about traditions, customs, norms, and values of the society in which they belong. The researcher further stated that if any dysfunction is seen in the family system, the functions of the family could be affected. Several family factors



determine the functionality and dysfunction of the family which seem to affect students' academic performance in school. These factors include parenting style, family size, parental marital status, family type and family structure.

Parenting style is referred to as the techniques or ways parents used in the upbringing of their children. Baumrind (2011) stated that there are three parenting dimensions or styles namely, democratic, permissive parenting and authoritarian styles. In explaining these dimensions of parenting, two important features are judged to be essential namely, parental demandingness and parental responsiveness (Gurian, 2009). While responsiveness implies the availability and willingness of the parents to show concern, care and provide for the children; demandingness implies the tendency of the parents to control the child and limit his freedom almost in everything. The application of either or both of these two features by the parent that decides the parenting style seems to contribute to student academic performance in school. The family is posed with certain parenting styles that govern its members.

More so, Nigeria is a complex society due to the impact of the Western world's technology impinging on families. Access to televisions and internet communication services has provided youths with an unprecedented means of socialization and gathering of useful information necessary for improving their academic performance, if responsibly utilized and supervised by parents. That is modernisation has made parenting more challenging. Parenting is a child rearing endeavour which DiGiulio (2010) acknowledged as being an onerous and challenging task. It demands parental love, care, control, supervision and commitment to children's upbringing. Jeynes, (2013) Opined that parenting styles help to shape children's social competence. There are different types of parenting styles. The autocratic parenting style involves the use of rigid control, strict and punitive standards. Children brought up under this type of parenting style tend to be dependent, unsocial, rebellious and withdrawn as well as have poor academic performance, (Eze, 2006). Democratic parenting style involves rearing children under moderate parental control, love, warm acceptance and respect for children's feelings. Democratic parents also accord their children the opportunity to dialogue and reason with them. Children in this type of situation tend to be independent, friendly and of high self – esteem. Academically, they perform better than children of autocratic parenting.

Mensah, and Kuranchie, (2013) have shown that psychological autonomy and parental involvement in the supervision of children's school work affect academic performance. Children of democratic parenting whose parents were warm and accepting often were seen to engage in socially acceptable behaviours and perform academically better than children of laissez – faire parenting whose parents were rejecting and uninvolved in the supervision of their children's school work.

Ogunsola (2018) observed that love is a parenting factor which is requisite for good mental health and achievement of better academic performance. When parenting is autocratic, children become intimidated and inactive. Consequently, they perform poorly academically. Similarly, Eze (2016) noted that when parent – child relationship is strained conflicts often arise between the two and the children's academic performance drop. It is common knowledge that the harsh socio – economic imperatives this present time have



negatively affected the parenting roles of many parents. The poor economic conditions have forced couples into engaging in all types of paid jobs or self – employed businesses which take them away from their homes for many hours, thus abandoning their children to the whims and caprices of nannies and house helps.

The unmonitored adolescents pre – occupy themselves with watching of videos and internet films, all at the expense of their studies. This apparent uncomplimentary parenting demeanour cannot be overlooked because it has not only negatively affected parenting roles but has also been linked to the generally observed poor academic performance of students in examinations. Oloyede and Demide (2013); Oloyede, (2010); Kalgo, (2002). According to Tay and Tam (2011) poor academic performance should be strongly rejected because it brings untold hardships and frustration on an individual and backwardness to the development of a nation.

Ogunsola (2018) opined that authoritarian style of parenting had the following characteristics: parents attempted to shape, control, and evaluate the behavior and attitudes of their children in accordance with an absolute set of standards; parents emphasize obedience, respect for authority, work, tradition, and the preservation of order; verbal give-and-take between parent and child is discouraged. Baumrind's (2011) study of preschool children found that such a mode of family interaction was associated with low levels of independence and social responsibility. Baumrind (2011) later described the authoritarian pattern, somewhat more formally, as being high in demandedness on the part of the parents and low in parental responsiveness to the child. The researcher continued her studies of children, this time with children 8-9 years old (Baumrind, 2001, 2003). The researcher found that the authoritarian pattern, high in demandedness and low in parental responsiveness, had different consequences for girls and for boys. Girls, but not boys, who came from authoritarian families were more socially assertive. For both sexes, intrusive directiveness was associated with lower cognitive competence (Dienye & Oyet, 2011).

Democratic parenting style also called assertive or balanced parenting style (Dienye & Oyet, 2011), opined that by child centred approach is characterize by that holds high expectations of maturity. Democratic parenting style understands their children's feeling and teaches them how to regulate them. They encourage children to be independent but still places limits and controls on their actions. Democratic parents set limits and demand maturity, but when punishing a child, the parents will explain the motive for their punishment (Tim, 2017). Children under this type of parenting style tend to display a positive behaviour, they rarely exhibit cultism related tendencies. Meanwhile, families that adopt authoritarian parenting style are described by many expectations of conformity and compliance to the rules of family and directions. Also, some parents are restrictive punitive style in which they exhort their children to follow their directions and to respect their work effort which may seems to affect students' academic performance in school. It is against this backdrop that researcher intends to investigate the parenting styles and student's academic performance in secondary school in Ogoja Education Zone of in Cross River State, Nigeria.

Statement of the Problem

In recent years, observation has shown that government, public and parents has been complaining about the low level of students' academic performance among our secondary schools students. They started accusing finger in several factors such as the parents' inability to control their children's and well as attending to their school needs which seems to affect their academic performance in school. Also, the researcher observed that, some of the parents are not rigid or



strict with their children. For instance, when the children discovered this attitude of their parent them seem not to take their study serious which may result to poor academic performance by the students. Although, several attempt have been made by churches and school counselors in a ways of proper upbringing of children in the society. Despite all this effort, the problems keep persisting. It is against this backdrop that researcher intends to investigate parenting styles and student's academic performance in secondary school in Ogoja Education Zone of in Cross River State, Nigeria.

Purpose of the Study

The purpose of this study is to determine the relationship of parenting styles on student's academic performance in secondary school in Ogoja Education Zone of in Cross River State, Nigeria. Specifically, the study intends to examine the followings:

- i. Determine the relationship of authoritarian parenting style on student's academic performance in secondary school.
- ii. Determine the relationship of democratic parenting style on student's academic performance in secondary school.

Research Questions

To provide a guide for the study, the following research questions were raised:

- i. What is the relationship of authoritarian parenting style on student's academic performance in secondary school?
- ii. What is the relationship of democratic parenting style on students' academic performance in secondary school?

Null Hypotheses

The following hypotheses guided the study:

- i. Authoritarian parenting style does not significantly relate with students' academic performance in secondary school.
- ii. Democratic parenting style does not significant relate with students' academic performance in secondary school.

Research Methodology

The study adopted the correlational research design. According to Idaka and Anagbodu (2012), correlational research design attempts to find the nature of the relationships between a set of variables. This relationship is not determined by the researcher; it cannot also be manipulated. It is naturally present within a group or sample. The relationship between variables can be positive, negative or there could be no correlation at all. The study population is consisting of five hundred and fifty nine (559) SSII students in 2020/2021 academic session in 71 public secondary schools in the Education Zone of Ogoja in Cross River State, Nigeria. The technique used was the stratified sampling technique to select two hundred (200) students. The choice of this sampling procedure was because it permitted adequate representation of the respondents according to the local government areas and number of schools.

The instrument for data collection was questionnaire titled: "Parenting Styles Questionnaire" (PSQ) and Student's Academic Performance Questionnaire" (SAPQ). The questionnaire was



constructed by the researcher under the guidance of experts. The questionnaire has two sections. Section one, information elicited was on respondent demography such as sex, age, class, and name of the school Section two, consisted of ten (10) items constructed in a four (4) point rating scale ranging from strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and strongly Disagree (SD) 1 point. The reliability of the instrument was established by carrying out a trial test on fifty (50) subjects that were not part of the actual study. The reliability coefficient ranged from $r=.25$ to 0.82 was obtained using Cronbach Alpha statistic. The Pearson Product Moment Correlation Coefficient (r) of statistical package for social science (SPSS) version 25 was used for data analysis and the results are presented in the respective table.

Null Hypothesis 1: Authoritarian parenting style does not significantly relate with students' academic performance in secondary school. The calculated result is presented in table one.

Table 1: Summary of Correlation analysis of the relationship between authoritarian parenting style and students' academic performance (n=200)

Variables	\bar{X}	SD	r cal.	p-value
Authoritarian parenting style	17.58	2.540	.589**	.000
Students' academic performance	17.16	2.554		

Significant at .05 level; df = 198 critical -r.138

The result in table 1 revealed that the calculated r-value of $.589^{**}$ was significantly greater than the critical value of $.138$ when tested at $.05$ level of significance with 198 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between authoritarian parenting style and students' academic performance in secondary school.

Null Hypothesis 2: Democratic parenting style does not significant relate with students' academic performance in secondary school. The calculated result is presented in table two.

Table 2: Summary of Correlation analysis of the relationship between democratic parenting style and students' academic performance (n=200).

Variables	\bar{X}	SD	r cal.	P-value
Democratic parenting style	17.36	2.703	.562**	.000
Students' academic performance	17.16	2.554		

Significant at .05 level; df = 198 critical -r.138

The result in table 2 revealed that the calculated r-value of $.562^{**}$ was significantly greater than the critical value of $.138$ when tested at $.05$ level of significance with 198 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between democratic parenting style and students' academic performance in secondary school.

Discussion of the Findings



The result of the hypothesis one stated that there is a significant relationship between authoritarian parenting style and students' academic performance in secondary school. This result is in agreement with the finding of Baumrind's (2011) who maintain that authoritarian style of parenting had the following characteristics: parents attempted to shape, control, and evaluate the behavior and attitudes of their children in accordance with an absolute set of standards; parents emphasize obedience, respect for authority, work, tradition, and the preservation of order; verbal give-and-take between parent and child is discouraged. Also, Baumrind's(2011) study of preschool children found that such a mode of family interaction was associated with low levels of independence and social responsibility. Baumrind (2011) later described the authoritarian pattern, somewhat more formally, as being high in demandedness on the part of the parents and low in parental responsiveness to the child.

More so, the result of the hypothesis two revealed that there is a significant relationship between democratic parenting style and students' academic performance in secondary school. This finding was supported by Dienne and Oyet, (2011), opined that by child centred approach is characterize by that holds high expectations of maturity. Democratic parenting style understands their children's feeling and teaches them how to regulate them. They encourage children to be independent but still places limits and controls on their actions. Democratic parents set limits and demand maturity, but when punishing a child, the parents will explain the motive for their punishment. Also, the finding is in consonant with Tim, (2017) who opined that students' academic performance has a significant relationship with democratic parents.

Conclusion

Based on the finding of the data collected, analyzed and the findings derived, the study concluded that there is a significant relationship between authoritarian parenting style and students' academic performance in secondary school. Finally, the study revealed also that there is a significant relationship between democratic parenting style and students' academic performance in secondary school.

Recommendations

Based on the finding and conclusion of the study, it was recommended that:

- i. Parents should be rigid and strict in controlling their children's to enable them perform effectively in their academic.
- ii. Parent should avoid of too much friendly with their children to enable children have focus on their study.

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