



Parenting Styles as Correlates of Academic Achievement of Upper Basic Students in Business Studies in Umuahia South Local Government Area of Abia State

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Abstract

The study examined parenting styles as correlate of academic achievement of upper basic students in Business Studies in Umuahia South Local Government Area of Abia State. Three research questions and three null hypotheses guided the study. A correlation research design was adopted for the study. The population of the study comprised 1,280 JSS2 students. The sample size consists of 300 respondents. A stratified sampling technique was used to select 6 schools out of 18 public secondary schools in Umuahia South. Then, random sampling technique by balloting with replacement was used to select 50 students from each of the 6 schools thereby making a total of 300 respondents. Two instruments were used for the study namely; Parenting Styles Questionnaire (PSQ) and Business Studies Academic Achievement Test (BAAT). PSQ was developed by the researchers while BAAT was adopted from Mock examination 2018/2019 session. The PSQ was validated by three experts and a reliability index of 0.81 obtained. Data collected were analyzed using descriptive statistical tools, for research questions while Pearson Product Moment Correlation (PPMC) statistic was used to test the null hypotheses 1 and 2, ANOVA was used to test null hypothesis 3 at 0.05 level of significance. The results revealed among others that authoritarian parenting style had high correlation on students' academic achievement. The null hypotheses that stated that there is no significant mean difference between the two authoritarian and authoritative on students' academic achievement was rejected. Based on the findings, recommendations were made among others that Parents are hereby encouraged to improve on their relationship with their children and choose the possible parenting style that will help the child to perform well both at home and in their academics.

Keywords: Parenting Styles, Academic Achievement and Upper Basic Students and Business Studies.

Introduction

Family is the setting in which children gain necessary skills, such as decision-making, respectfulness, affection and love, cares, fulfilling social roles and expressing creativity Dil and Bulantekin, (2011). Parenting is seen as socialization process through which parents transfer their cultural values, beliefs, traditions, and norms as well as other socially and culturally desirable behaviours to their children, adolescents, and young adults to be good citizens of the



society and for the attainment of adult competence. It plays a highly influential role in children's development and while raising the children, parents use different methods or parenting styles based on various attitudes and behaviours they possess. The style of parenting dominated by each parent may likely affect the behaviours of their children.

Parenting styles, according to Baumrind in Daniel (2013), are "the consistent patterns of parental behaviours and attitudes with which parents interact and deal with their children and adolescents. Furthermore, Huxley (2011) defined parenting styles as the manner in which parents express their beliefs about how to be a good or bad parent by adopting styles of parenting learned from their parents. This may not always be the case as some children may adopt parenting styles that are directly opposite to that of their parents if they find them ineffective. In the context of this study, parenting styles refer to the parental behaviours and attitudes towards their children and the qualities of interactions and relationships among parents and their children in various homes. According to Kordi and Baharudin, (2010), parenting style has a vital role in a child's social and educational development. In the same vein, Brown and Iyengar, (2008) confirmed that the style of parenting used by any parent has an effect either positive or negative on the child's academic achievement, as well as the child's behaviours. Turner, Chandler, and Heffer (2009) also posited that the type of parenting styles adopted by the parents have crucial effects on the academic achievement of their children at different levels of education.

Various authors classified parenting styles into various categories. Dornbusch (2009) classified parenting styles into three types namely: authoritarian, authoritative, and permissive parenting styles. In the same vein, Baumrind in Daniel (2013), observed four types of parenting styles namely; authoritarian, authoritative, permissive and neglect or uninvolved parenting style while, Akça (2012) pointed out five types of parenting style as: democratic, authoritarian, permissive, apathetic and overprotective. In the context of this study, the researchers limited the study to authoritarian and authoritative parenting styles.

Authoritarian parents display little warmth and a high degree of control. They are strict disciplinarians and use a punitive and restrictive style. Authoritarian parents expect their children to obey rules and instructions set by parents without questioning. The authoritarian style of parenting according to Aremu (2011) has the following characteristics: parents attempt to shape, control and evaluate the behaviour and attitudes of their children in accordance with an absolute set of standards; parents emphasize obedience, respect for authority, work, trading and the preservation of order; verbal exchange between parents and child is discouraged

Another style of parenting is called authoritative parenting style. According to Baumrind (2012), it is the style of parenting that contains the following elements: an expectation of mature behaviour from the child and clear setting of standards by the parents; firm enforcement of rules and standards, use of commands and sanctions when necessary; encourages child's independence and individuality. Baumrind, found the children of authoritative parents mature, responsible and more independent than other children. Again, found that the authoritative parenting facilitates adolescents' academic success. Aremu (2011) asserted that authoritarian style of child control leads to rejection, prohibitive and compelling, and these could provoke anxiety, fear and frustration in the children thereby, influencing their academic achievements.



Academic achievement has to do with what a learner is able to accomplish by execution of class work in the school. It is the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher (Good, 2009). Stinging (2011) sees academic achievement as something a learner do or achieve at school, college or university, in class, in a laboratory or field work. Wentling (2010) also defined academic achievement to be achievement of individuals' objective to various types of knowledge and skills. In this regard, Zimmerman (2011) sees academic achievement as a self-regulated learning, including excellence in sports, arts, culture, behaviour, confidence, and communication skills, and it shows how learners control their emotion, feelings, and actions in order to academically achieve. In the context of this study, academic achievement refers to the measure of the extent to which students have attained specific objectives of the subjects which they were taught in the formal education. Tilahun, (2009) opined that poor parenting styles like uninvolved parenting affect the academic achievement of students.

The style of parenting may have either positive or negative on the academic achievement of the students. However, due to authoritarian's high control over children, numerous studies have found the parenting style to be negatively associated with academic achievement (Hong, 2012). In the same vein, Dornbusch *et al.* (2007) found that authoritarian parenting was negatively related to academic achievement in all countries. Furthermore, Blair and Qian (2008), findings revealed that high parental which is characteristic of authoritarian control was positively associated with school performance of Chinese adolescents. On the other hand, Talib *et al.*, (2011), observed that students who are reared in an authoritative environment consistently score higher on measures of psychological competence and school achievement and lower on measures of internal distress, problem behaviour, than students from non-authoritative families.

Statement of the Problem

Parenting styles are beneficial in understanding complex behaviours and attitudes associated with academic achievement. Parenting styles is expected to help students in the general wellbeing and development. It is believed by many educationists that student's poor academic achievement is as a result of not receiving adequate parenting styles in terms of parent-child discussions, interactions, observations and explanations. This situation is a big problem to parents, teachers, government, and even students. The researchers therefore, intend to examine if parenting styles correlates with academic achievement of upper basic students in Business Studies in Umuahia South Local Government Area of Abia State. The purpose of this sought to:

1. find out the relationship between authoritarian parenting style and students' academic achievement of students.
2. Ascertain the relationship between authoritative parenting style and students' academic achievement of students.
3. Determine the mean difference on parenting styles and students' academic achievement.

Research Questions

The following research questions guided the study:

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



2. What is the relationship between authoritative parenting style and students' academic achievement?
3. What is the mean difference between the two parenting styles (authoritarianism and authoritative on students' academic achievement?)

Null Hypotheses

The null hypothesis was formulated and tested at .05 level of significance:

- Ho₁: There is no significant no relationship between authoritarian parenting style and students' academic achievement.
- Ho₂: There is no significant relationship between authoritarianism parenting style and students' academic achievement?
- Ho₃: There is no significant mean difference between the two parenting styles (authoritarianism and authoritative on students' academic achievement?)

Methodology

The study adopted a correlation research design. Three research questions and three hypotheses guided the study. The population for the study comprised 1,280 JSS2 Business Studies students. The sample size consists to 300 respondents. A stratified sampling technique was used to select 6 schools out of 18 public secondary schools in Umuahia South. Then, random sampling technique by balloting with replacement was used to select 50 students from each of the 6 schools thereby making a total of 300 respondents. A-20 item instrument developed by the researches titled: Parenting Styles Questionnaire (PSQ) was used for the study Alsoa 20-item multiple choice questions adopted from a standardized Business Studies question paper from JSS2 Mock of 2018/2019 session was also used. The PSQ was sub-divided into Clusters. Each cluster contains statement based on the research questions and structured on a 3-points scales of 0.00-4.99 Low correlation, 5.00 – 6.99, moderate correlation and 7.00 and above as high correlation. The instrument was validated by three experts and a reliability index of 0.81 obtained. Collected data were analyzed using descriptive statistical tools, Pearson Product Moment Correlation (PPMC) statistic was used to test hypotheses one and two, while ANOVA was used to test hypothesis threeat 0.05 level of significance.

Results

Research Question 1: What is the relationship between authoritarian parenting style and students' academic achievement?

Table 1: Authoritarian parenting style and students' academic achievement of upper basic students in Business Studies

Variables	\bar{x}	SD	N	Correlation Index
Authoritarian Parenting Style	77.25	5.09	300	0.86
Academic Achievement	15.11	2.72		

Where \bar{x} = mean, SD = standard deviation



Table 1, of the study revealed that the calculated mean and correlation index of students on the authoritarian parenting style were 77.25 with standard Deviation of 5.09 and 15.11 with the standard deviation of 2.72 for academic achievement respectively, while the correlation index was 0.86 This implied that authoritarian parenting style has high correlation on students' academic achievement in upper basic students in Business Studies.

Research Question 2: What is the relationship between authoritative parenting style and students' academic achievement of upper basic students in Business Studies?

Table 2: Authoritative parenting style and students' academic achievement of upper basic students in Business Studies

Variables	\bar{x}	SD	N	Correlation Index
Authoritative Parenting Style	72.36	4.07	300	0.77
Academic Achievement	18.88	2.24		

Where \bar{x} = mean, SD = standard deviation

Table 2 revealed the relationship between authoritative parenting style and students' academic achievement of upper basic students in Business Studies. However, the overall mean of authoritative parenting style was 72.36 with standard Deviation of 4.07 and 18.88 with Standard Deviation of 2.24, while the correlation index was 0.77. This reveals that authoritative parenting style has high correlation on students' academic achievement of upper basic students in Business Studies.

Research Question 3: What is the mean difference between the two parenting styles (authoritarianism and authoritative) on students' academic achievement?

Table 3: Authoritarianism and Authoritative parenting style and students' academic achievement of upper basic students in Business Studies

Variables	\bar{x}	SD	N	Correlation Index	Difference
Authoritarian Parenting Style	77.25	5.09	300	0.86	4.81
Authoritative Parenting Style	72.36	4.07		0.77	

Where \bar{x} mean, SD = standard deviation

Table 3 sought to determine the mean difference between the two parenting styles (authoritarianism and authoritative on students' academic achievement. However, the overall mean of authoritarian parenting style was 77.25 with 5.09 Standard Deviation and that of authoritative parenting style amounted to 72.36 with standard Deviation of 4.07. However, the mean difference of 4.81 revealed that authoritarian parenting style has higher correlation than authoritative parenting style on students' academic achievement.

Null Hypothesis 1: There is no significant relationship between the authoritarian parenting styles and students' academic achievement of upper basic students in Business Studies

**Table 4:** Pearson Product Moment Correlation (PPMC) Statistics on the significant relationship between the authoritarian parenting styles and students' academic achievement.

Variables	\bar{x}	SD	df	Correlation Index	Sig
Authoritarian Parenting Style	77.251	5.088	298	0.860	0.006
Academic Achievement	18.875	2.718			

Where \bar{x} = mean, *std* = standard deviation, *df* = degree of freedom, *N* = Number of respondents.

Pearson Product Moment Correlation statistics reveals that significant relationship exist between the authoritarian parenting styles and students' academic achievement. This is because the calculated significant (*p*) value of 0.006 is lower than the 0.05 at a correlation index of 0.860 at *df*298. This revealed that the authoritarian parenting style has high significant relationship on students' academic achievement. Hence, the null hypothesis one which stated that there is no significant relationship between the authoritarian parenting styles and students' academic achievement of upper basic students in Business Studies, is rejected.

Null Hypothesis 2: There is no significant relationship between authoritative parenting styles and students' academic achievement of upper basic students in Business Studies

Table 5: Pearson Product Moment Correlation (PPMC) statistics on the relationship between authoritative parenting styles and students' academic achievement of upper basic students in Business Studies

Variables	\bar{x}	SD	N	df	Correlation Index	Sig
Authoritative Parenting Style	72.36	4.07	298	298	0.77	0.004
Academic Achievement	15.11	2.24				

Where \bar{x} = mean, *SD* = standard deviation, *df* = degree of freedom, *N* = Number of respondents.

Result of the study on Table 5, which tested the relationship between authoritative parenting styles and students' academic achievement of upper basic students in Business Studies revealed that significant relationship exist between the authoritative parenting styles and students' academic achievement. This is because the calculated significant (*p*) value of 0.004 is lower than the 0.05 at a correlation index of 0.769 at *df* 298. Hence, the null hypothesis two which stated that there is no significant relationship between the authoritative parenting styles and students' academic achievement of upper basic students in Business Studies is hereby rejected.

Null Hypothesis 3: There is no significant mean difference between the two parenting styles (authoritarianism and authoritative on students' academic achievement)?

**Table 6:** Analysis of variance showing the significant mean difference between the two parenting styles (authoritarianism and authoritative on students' academic achievement?)

Variables	\bar{x}	SD	df	F-Stat	Sig	Diff
Authoritarian Parenting Style	77.251	5.088				
			298	5.862	0.003	4.81
Authoritative parenting style	72.360	4.069				

Result of the study on Table 6 revealed significant differences between the two parenting styles (authoritarian and authoritative on students' academic achievement. From the table, authoritarian parenting style showed mean score of 77.251 with standard Deviation of 5.088, and mean diff of 4.811. On the other hand, authoritative parenting style revealed mean score of 72.360 and standard deviation of 4.069, and mean diff of 1.091 respectively. Since F-stat has the value of 5.862 with Sig value of 0003 which is less than 0.05 at significant level, it indicated that there is a significant difference between the authoritarian parenting style and authoritative parenting style on students academic achievement. And that authoritarian parenting style showed higher correlation on students' academic achievement.

Discussions of Findings

Discussions of findings are based on research questions addressed and hypotheses formulated and tested at 0.05 level of significance.

The result of the finding in research question 1, table 1 revealed that authoritarian parenting style has high correlation on students' academic achievement and the corresponding hypothesis one. However, the result of the corresponding hypothesis one, table 4, equally revealed that authoritarian parenting style has high significant relationship on students' academic achievement of upper basic students in Business Studies. The findings of this study collaborate with Lamborn (2011) findings in his study where he opined that a child is most likely to conform to parental expectations when such expectations occur in the context of authoritarianism parenting. Furthermore, Aremu (2011) asserted that authoritarian style of child control leads to rejection, prohibitive and compelling, and these could engender anxiety, fear and frustration in children thereby influencing their academic achievement.

The result of the finding in research question 2, in table 2 revealed that authoritative parenting style has high correlation on students' academic achievement of upper basic students in Business Studies. Furthermore, the corresponding hypothesis two, table 5 revealed that authoritative parenting style has significant relationship on students' academic achievement of upper basic students in Business Studies. The findings of the present study is in agreement with Ewnetu and Fisseha (2008) findings that parenting styles have significant effects on the academic achievement of students, indicating that an authoritative parenting style had a significant and positive effect on academic achievement.

The result of findings of research question 3, table 3 revealed that authoritarian parenting style has better correlation than authoritative parenting style on students' academic achievement. Also, the corresponding hypothesis three, table 6 indicated a significant difference between the two styles of parenting on students' academic achievement in business education. The study is



in line with the study of Blair and Qian (2008), where they posited that high parental control which is characteristic of authoritarian style of parenting was found to be positively associated with high academic achievement. This may be as a result of high level of disciplinary strategies and expectations of maturity and control associated with authoritarian parenting style.

Conclusion

Based on the findings of the study, it was concluded that generally, the styles of parenting used by parents affect academic achievement of students. The findings of the study confirmed that authoritarian and authoritative parenting styles had high correlations on students' academic achievement though; authoritarian style of parenting has higher correlation on students' academic achievement.

Recommendations

In view of the results and the conclusion drawn, the following recommendations were made:

1. Parents are hereby encouraged to improve on their relationship with their children and choose the possible parenting style that will help the child to perform well both at home and in their academics.
2. Counsellors should assist parents to be aware of the various styles of parenting and the implication of choosing any one.
3. Counsellors should also assist the students to restructure their minds on the style of parenting that does not encourage their academic activities
4. Parents should set limits and control for their children while still maintaining a warm and supportive relationship.
5. Authoritative parents should try to be a little bit flexible with their children so that the children can stand on themselves. This will also enable them to focus on their academics
6. Teachers should assist parents to be aware of the performance of their children at school.

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