

INFLUENCE OF PARENTING STYLES ON SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES IN EDO STATE, NIGERIA

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Abstract

The study determined the influence of parenting styles on the academic performance of secondary school students with specific focus on secondary school students' academic performance in social studies in Edo State of Nigeria. The study employed the descriptive research design and the target population was the entire secondary school students' performance on social studies in Edo State. The multi-stage sampling technique was adopted to get the sample size of 400 students offering social studies. Three research questions were raised and answered. And one hypothesis was formulated and tested at .05 level of significance in the study. The simple percentage and the t-test statistic were employed in the analysis of data. The result revealed that the dominant parenting style in Edo State was the Authoritative parenting style. The Authoritative parenting style had the highest influence on students' academic performance in social studies. Therefore, parenting style influenced students' academic performance social studies. Based on the findings, it was recommended that parents should be specifically encouraged to employ parenting style (authoritative) that was both high on responses and demands.

Keywords: *Authoritative/Authoritarian Parenting Styles, Indulgent Parenting Style, Neglectful Parenting Style, and Responsiveness.*

Introduction

It is no longer news that there is a decline in the academic performance of students in Nigeria. However, strategies for revising the ugly trend seem to have been elusive for a very long time. Attempts have been made severally by scholars to identify the root cause of the decline. These attempts seem to have raised divergent and further controversial issues. There is no general acceptance among stakeholders as to the organ/sector to blame for the observed decline in the standard of education.

However, what has emanated from the several attempts to unearth the causes is 'Blame Game'. While some have identified the parents as being responsible for the falling standard of education, others blamed the teachers and government for the rot. Ask the teachers, they will be quick to point accusing fingers at the parents while the parents will on the other hand blame the teachers and government. While this study is not so much concerned with the blame game and the causes of the falling standard of education, it is with the strategies that can be adopted to stem the

decline in the standard of education in the country. As part of the efforts to mitigate the decline, this study zeroed on parenting styles and their influences on students' academic performance.

The parent dominates the environment of the child. It constitutes the nucleus of the family. The parents' interest in a child's goes a long way in moulding the personality of the child in later life. The Bible said train up the child the way he should go and when he grows up, he will not depart from it (Proverb 22, verse 6). This is also in line with African popular saying that **Charity begins at home**

Daniel and Steinberg (2003, 2021) defined parenting style as parental behaviour and attitudes toward their childhood that are conveyed to the children and but as a whole create an emotional bond in which the parents' behaviour are expressed. Okpaka (2004) and Uti (2006) perceived parenting style as the act of parenthood, child upbringing, rearing or education. Harvard Family Research Project defined parenting style as the family involvement process that consists of parent's attitudes, value and practices in raising youth.

The Federal Republic of Nigeria (FRN) (2013) in her national policy on education stated among others that the primary school goals among others is citizenship education as a basis for effective participation in and contribution to the life of the society. For the school to be able to do this parent must lay the solid foundation. Munyi (2011) observed that parents play a higher influential role in their children development. Kwaiji (2014) noted that parental influence on adolescents is very crucial because parent play freedoms roles in adolescents' transition. Onimawo (2016) observed that the first 1,000 days of a child determine what the individual becomes later in life. It is worthy to note that the 1,000 days period is absolutely at the control of the parents especially the mother.

Second to none is the family in terms of being a repository of culture, societal norms and folklores, language which encapsulates values such as morals, excellence, hard work, honesty and drive for higher attainment. Parents are saddled with the social responsibility of taking care of their children until they are capable of taking care of themselves. Thus, the importance of parenting styles becomes a major issue in the educational attainment of their children.

Baumrind (1967) in her study of more than 100 pre-school age children using naturalistic observation parental interview identified four important dimensions of parenting styles. To her, disciplinary strategies, warrant and nurturance, communication styles, expectation of maturity and control. Consequent on these dimensions Baumrind (1967) came up with three parenting styles of parents' namely: (i) authoritative; (ii) authoritarian; and (iii) permissive. However, the work of Maccoby and Martin (1983 and 2020) came up with a fourth style called neglectful parenting style. Okorodudu (2010) classified these styles into: (i) authoritative; (ii) authoritarian; (iii) indulgent (permissive); and (iv) neglectful parenting styles. The importance of parenting styles cannot be over-emphasized in the academic performance of students. These parenting styles are explained as follows:

Authoritative Parenting Style: This style encourages children to be independent but still places joint and control on their action. It expects maturity independent and age –supportive behaviour by children from authoritative parenting style are cheerful, self-controlled, self-reliant and achievement-oriented. They tend to maintain friendly relation with peers, co-operative and able to cope with stress. The parents are high in responsiveness and demandingness (Maccoby & Marin,

1983). A typical authoritative parenting style will adopt the carrot and stick form of discipline. They correct children but with friendly disposition.

Authoritarian Parenting Style: This parenting style, according to Maccoby and Martins (2022); Berlynand and Saragih (2024) is restrictive, punitive, and strict adherence of rules and regulations. Disobedience to the rules and regulations are met with punishment. Often children from authoritarian parenting style are not always cheerful and friendly because the parents of authoritarian parenting style are not always high in responsiveness to children on requests but low in meeting demands.

Indulgent (permissive) Parenting Style: The parents are highly involved with their children but are less demanding and our control on their children. It is permissive parenting style. They are not restrictive type of parenting style. They are low in responsiveness and meeting demands. The children from this type of parenting style learn neglect for others and have difficulties in self – control. They are often domineering, egocentric. Non-competent and have difficulty in peer relationship.

Neglectful Parenting Style: In a situation where the parents are uninvolved in the child activities are regarded as neglectful parenting style. The parents are low in responsiveness and meeting demands (Maccoby & Marins, 1983). Non-involvement of the parent in the child’s activities makes the child to be socially incompetent and have low self-esteem and poor self-control and poor self –control (Kwajji, 2014).

Scholars have found out that there is a strong relationship between these parenting styles and children social and academic performance (Kwajji, 2014; Okorodudu, 2010). However, there is a dearth of literature on the relationship of parenting styles and social studies students’ academic performance.

Literature search revealed empirical studies to the effect that parenting styles vary from one region of the world to another. Puri checa of the university of Grenada opined that there is robust evidence of the influence of parenting style on children academic achievement and that there is an important line of research that indicates that culture plays a crucial role and that Barmaid’s model may not always fit the parenting styles observed in none western cultures. The author further observed that some cultures are more tolerant of one and others. For instance, the Asians and Africans parents are more authoritative in their styles than the western cultures.

Daniel (2013) found out that the authoritative parenting style was more popular among the Ejisu-juaben municipality in Ghana than any other parenting style. Out of the 322 respondents sampled by the researcher, 107 or (33.32%) parents practiced the authoritative parenting style while the other styles had 27.9%, 22.04% and 16.77% respectively. Google search also revealed that of the four parenting styles that affect academic performance of children and adolescents, the authoritative parenting style ranked highest across cultures, although variations may occur.

Furthermore, google search revealed that authoritative parenting style is linked to the best outcome in kids thus, it is considered the best and most effective style by psychologists and psychiatrists (Google, April 2020). Daniel (2013) in his study, also found out that the Authoritative parenting style students have the highest scores followed by authoritarian, the Indulgent (permissive) and Neglectful. He equally discovered that was a significant influence of parenting styles on the academic performance students. Munyi (2013) in her study of the Manwatta constituency, found out that adolescents of Authoritative parenting style have higher

academic performance than others. Using a sample 335 adolescents, it was found out that adolescents from authoritative parenting style have a higher score than adolescents from authoritarian, Indulgent (permissive) and Neglectful style parents

To this end, this study was undertaken in other to find out whether the above findings are applicable to social studies students' academic performance in Edo State. In other words, this study attempted to find out if parenting styles of students have any significant influence on academic performance.

Purpose of the Study

The main purpose of this study was to find out if parenting styles of students have any significant influence on academic performance of students in social studies in Edo State. Specifically, the study sought to:

- i. Determine which parenting style is predominant in Edo State.
- ii. Ascertain whether parenting styles influence secondary school students' academic performance social studies in Edo State.
- iii. Determine which parenting style influences secondary school students' performance most in social studies in Edo State.

Methods

The population of the study is made up of 232 public junior secondary schools and their 99,203 students. A sample size of 60 schools and 400 social studies students were selected from the three senatorial districts of Edo State using the multi-stage sampling technique. Firstly, the State was stratified into three using the Senatorial Districts of the State. The Districts were further stratified into Local Government Areas. Three Local Government Area were randomly selected from each District. Using the purposeful sampling technique, 15 schools were sampled from Edo Central, 20 from Edo North and 25 from Edo South Senatorial Districts respectively, thus, making a total of 60 schools sampled for the study. Using intact class of the sampled schools, a total of 400 students were selected in the State using the proportionate sampling technique. Upper Basic class II students were used for the study.

The two instruments used for the study were: (i) Teacher rating scale of students' performance in social studies, and (ii) students' rating scale of parenting style. The teacher academic rating of social studies students is an instrument which categorized the students into: (i) high, (ii) medium and (iii) low academic ability while the students' rating of parenting style subdivided into: (i) authoritative (ii) authoritarian (iii) indulgent (permissive) and/or (iv) neglectful. The various styles were carefully explained to the students and were expected to place their parents into any of the four categories.

The research questions were answered using simple percentage; while the null hypothesis was tested using t-test at .05 level of significance.

Results

Table 1

Distribution of Respondents

Senatorial Districts	Number of LGAs	Number of Schools	Number of Students
Edo Central	3	15	80
Edo North	3	20	120
Edo South	3	25	200
Total	9	60	400

Table 1 showed the distribution of respondents according to the three Senatorial Districts of the state and the three local Government Areas. The number of schools and students sampled for the study were also showed.

Research Question 1: Which parenting style is predominant in Edo State?

Table 2

Parenting Styles of Social Studies Students in Edo State

Zone	Authoritative	Authoritarian	Indulgent	Neglectful
Edo Central	40 (50%)	25 (31.25%)	10 (12.5%)	5 (6.26%)
Edo North	70 (58.3%)	30 (25%)	12 (12.8%)	8 (6.6%)
Edo South	130 (65%)	40 (20%)	20 (10.0%)	10 (5.0%)
Total	240 (60%)	95 (23.75%)	42 (10.5%)	23 (6.25%)

Table 2 showed clearly that authoritative parenting style was more dominant in Edo State with 240 (60%) students categorizing/classifying their parents as authoritative in parenting style. This was followed by authoritarian parenting style with 95 (23.75%) students. The indulgent parenting style had 42 (10.5%) and lastly neglectful parenting style had 10 (5%). The results clearly revealed that the dominant parenting style in Edo State was the authoritative while neglectful was the least.

Research Question 2: Does parenting style influence students' academic performance in social studies?

Table 3

Students' Performance on Social Studies Test

Categories/Zones	Number of students	Scores
Authoritative	240	60.00%
Authoritarian	95	23.75%
Indulgent	42	10.50%
Neglectful	23	5.75%

Table 3 showed that authoritative parenting style students had above average performance of 60.00% followed by authoritarian parenting style students with 23.75%, indulgent parenting style students 10.50% and neglectful parenting style average score of 5.75%. Conclusively, it could be inferred from Table 3 that students' with authoritative parenting style had the highest academic performance in social studies than any other.

However, this was subjected to another analysis to test the hypothesis (to find out whether there is significant difference between these four categories of students in terms of academic performance using one sample mean t-test statistics.

Hypothesis 1: There is no significant difference among the mean scores of the various parenting styles.

The t-test statistic was used to find out whether there was any significant difference in the students' academic performance in social studies among the various parenting styles.

Table 6

Summary of the one-sample t-test statistic on differences on parenting styles

Zones	No. of students	Scores	t-stat.	P-value	Remark
Authoritative	240	60.00%	24.4	.000	Significant
Authoritarian	95	23.75%	19.4	.000	Significant
Neglectful	42	10.50%	-32.6	.000	Significant
Indulgent	23	5.75%	-32.6	.000	Significant

The result showed that the t-statistic for the authoritative parenting style was statistically significant ($p < .05$). The result further showed that neglectful and indulgent parenting styles had adverse effects on learners. Only authoritative parenting style had positive significant effect on learners.

The study also revealed that the dominant parenting style among parents of social studies was the authoritative parenting style. 60% of the students sampled saying that their parents practice the authoritative parenting style. Next, is the authoritarian parenting style (23.75%) followed by the indulgence (10.50%) and lastly the neglectful (5.75%). This study was found to be in line with the earlier findings of Daniel (2013) and Google (2013). They earlier posited that the dominant parenting style was the authoritative parenting style. Table 6 showed that the parenting styles either positively or negatively had statistically significant effect with students' academic performance in social studies.

Discussion of Findings

The study revealed that the dominant parenting style among parents of social studies students was the authoritative parenting style. This is because result from data analysed showed that 60% of the students sampled parents practice the authoritative parenting style. Next, is the authoritarian parenting style with 23.75%. This was followed by the indulgence parenting style with 10.50% and lastly the neglectful parenting style with 5.75%. This study was found to be in line with the earlier findings of Daniel (2013) and Google (2013). They earlier posited that the dominant parenting style was the authoritative parenting style. Table 6 showed that the parenting styles with had statistically significant effect with students' academic performance in social studies.

Conclusion and Recommendations

It was therefore sufficient to say that students' academic performance could be influenced by their parenting styles. Thus, the finding learns credence to the Baumrid model, that parenting style influence students' academic achievement. Based on the findings of this study, it was concluded that secondary school students' academic performance in social studies could be influenced by parenting styles and that the authoritative parenting style had the highest positive influence and the indulgent had the least negative influence.

Therefore, it was recommended that parents be sufficiently encouraged to be high in both responsiveness and on demands. In other words, prompt attention was needed to be paid when responding to the enquiring nature of children. These could be physical and emotional demand of children. And in turn demand obedience, respect, honesty, and other virtues cherished in the society from children.

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