

Influence of Parenting Styles on Students' Academic Performance for Education Quality Assurance in Some Selected Secondary Schools in Katsina Metropolis

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Abstract

The issue of parenting styles has been highlighted as a major component of academic achievement among students of secondary school. This is because, there is a belief that each parenting style sets its own demands with respect to the conduct of learners and standards that they have to meet. The researcher in this work tries to investigate “the influence of parenting styles on students’ academic performance for education quality assurance in some selected secondary school in Katsina Local Government Area of Katsina State, Nigeria”. Three parenting styles were considered among the existing ones and three research hypotheses to guide the study were formulated by the researcher. Two hundred (200) copies of questionnaire were administered to Two hundred (200) sampled students from four (4) selected secondary schools to generate data. Their responses were tallied and put in frequency tables and the Pearson Product Moment Correlation Co-efficient (r) was used for the analysis. The findings indicated the following: There is weak negative insignificant relationship between democratic and autocratic parenting styles and students’ academic performance in secondary schools whereas laissez-faire parenting styles enjoys an insignificant positive relationship between and students’ academic performance in secondary schools in Katsina Metropolis.. On these grounds, it was concluded that parenting styles have some measure of influence on the academic performance of secondary school children. For further studies and necessary action, some recommendations were made.

Keywords: Parenting Styles, Academic Performance

Introduction

The academic performance of adolescents in secondary schools is a central focal point for any society due to the idea that ensuring their education helps promote a more successful future. In fact, education achievement has been pointed out as an instrument for eradication of poverty and inequality and as a tool for economic development (World Bank, 2002). Parents play a highly influential role in their children's development and academic performance.

Berkowitz in Streight (2014) defines parenting style as “a psychological construct representing standard strategies that parents use in their child rearing”. Parenting styles are the representation of how parents respond to and make demands on their children; parenting practices are specific behaviors, while parenting styles represent broader patterns of parenting practices.

Parenting style can be categorized according to the levels of parental demandingness, i.e control, supervision, maturity, demands and responsiveness (warmth, acceptance and involvement) (Maccoby & Martin, 2003). Parenting styles are beneficial in understanding complex behaviors and attitudes associated with child outcomes (Rodriguez, Donovic & Crowley 2009). However, there are several parenting styles as suggested by Baumrind (1999); but this paper will be discussing on only three; autocratic, democratic, and laissez-Faire parenting styles.

Autocratic parenting is a rigid parenting style which is also known as the authoritarian style or dictatorial or harsh parenting style. Autocratic parents expect their children to live up to their demands without explanation. It is strict on discipline, high in parent to child communication and expectation which leads to low rate of child to parent communication. Autocratic parents show little affection and seem detached from their children (Berger, 2001). Autocratic parents want their children to be well-behaved and successful, but their strict manner of parenting doesn't allow for much flexibility.

Autocratic parents invoke phrases such as, “you will do this because I said so,” and “because I'm the parent and you cannot question my decision which is final.” Autocratic parents do not engage in discussions with their teen and family rules and standards are not debated. Autocratic parents believe the adolescent should accept, without question, the rules and practices that they establish. Gwen (2017), describes autocratic parenting as the child being in boot camp, with the parent being the drill sergeant. Children of autocratic parents are typically obedient because they are so used to being told what to do and think. They may learn to hide their feelings and develop a

form of detachment for fear of punishment. Children of autocratic parents often become stressed because they feel like they are walking on eggshells around their parents.

Democratic parenting, as the name suggest, involves training children as equals (i.e. parents treat their kids with respect and dignity). In this style of parenting parents' engages their ward(s) in cooperative discussion prior to decision making and are high responsive and medium demanding. Democratic parenting has to do with caring about being the best parent one can and caring deeply about what is right and good for children, the willingness and commitment to being a shepherd, a guide for the lifelong path that their child's development will follow (Berkowitz & Grey, 1998).

Baumrind (1991) has spent decades studying the dimensions and effects of different styles of parenting. One style she identified was labeled "democratic." She defined this as being high on Supportive Control ("considerateness, responsive discipline, principled use of rational explanations to influence adolescent, intellectual stimulation"), with a moderate use of more assertive control but low on more directive/conventional control strategies.

Berkowitz (1998), state that the core of democratic parenting is an orientation toward certain forms of communication, especially in problem-solving and decision-making situations. Democratic parents both value their children's autonomy and respect their rights and perspectives and understand that in doing so they are optimally fostering their children's moral and civic development. Therefore they "respect children's voices as meaningful contributions to family discussions, decisions, and conflict resolution processes". Democratic parents let children know that their voices are valued and provide affective support for their participation in family discussions. However, it does not mean that children can do everything an adult does in the family. The freedom is age-appropriate.

Laissez-faire is a French term meaning "to let people do as they please." This is a type of parenting style characterized by low demands with high responsiveness. Baumrind (1991), *Laissez-faire* parenting usually has very few demands to make of their children. *Laissez-faire* parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent (Grills, 2002). These parenting style rarely discipline their children because they have relatively low expectations of maturity and self-control, allowing their children to do whatever they pleased, goes out and come in whenever they like without been reprimanded.

Baumrind (1989), found that children of *Laissez-faire* parents tend to be impulsive, disobedient, rebellious, demanding, and dependent on adults. As teens, many of these

children had poor self-control, poor school performance, and a high rate of drug use. Because there are few rules, expectations, and demands, children raised by *Laissez-faire* parents tend to struggle with self-regulation and self-control.

These parents tend to be the polar opposite of the so-called "helicopter parents." Instead of hovering over their children's every move, they are incredibly relaxed and rarely enforce any type of rules or structure. Their motto is often simply that "kids will be kids." While they are usually warm and loving, they make little or no attempt to control or discipline their kids.

Statement of the Problem

The academic performance of secondary school students in Katsina Metropolis has been dwindling in the past five years, as shown in the recent WASSCE where Katsina was ranked 33rd, lagging behind their counterparts in Nigeria (www.nairaland.com/5362392/best-performing-states-2019-waec and WAEC Examiner yearly Report, 2019). Bullock (2000), observed a unique situation where secondary school learners from some family backgrounds attain significantly high grades than others. Another study conducted by Bowman (2008), States that a person's upbringing has a profound influence on how they see the world and how they process information while Stevenson (1998), observed that different students view education as having different goals. This means that parenting can create a pool of informed citizens with a developed ability to think and reason and it can be used to establish students who share a common body of knowledge and socialization into the way things are done in a particular society. Bowman (2008) and Stevenson (1998) fail to relate the parenting styles and academic performance of students.

The location of this research work is quite different from that of other researchers who conducted a similar type of research. For instance, Esther W. Munyi (2013) investigates the influence of parenting styles on academic performance of adolescents in Nairobi, Kenya employing descriptive research design method with a target population of 2089. A stratified random sampling method was applied to select a sample of 335 students who was proportionally distributed in the 46 schools and 39 parents. Rev FR DR Jude J. Obiunu(2018) investigated Influence of Parenting Styles on the Academic Performance of Secondary School Students in Delta State using one hundred and twenty (120) sampled students from four (4) secondary schools and one hundred and twenty (120) sampled students from four (4) secondary schools to generate data using frequency tables and the Pearson Product Moment Correlation Co-efficient (r) to generate and analyze data. It is in this premise that the study intends to fill the gap by investigate the influence of parenting

styles on students' academic performance in some selected secondary schools in Katsina Metropolis focusing only on public secondary schools. Katsina Local Government has about ten (10) of public secondary schools most of which operates in gender disproportion but only four (4) will be randomly selected with a population target of 5,137 out of 16,831 for this research work.

Purpose of the study

The purpose of this study is:

1. To investigate the influence of democratic parenting styles on students' academic performance in some selected Secondary schools in Katsina Metropolis.
2. To examine the relationship between autocratic parenting styles and academic performance of secondary school student in Katsina Metropolis ,
3. To find out the relationship between *Laissez-faire* Parenting Style and students' academic performance in some selected Secondary schools in Katsina Metropolis.

Research Questions

This study answered the following questions:

1. Is there any significant relationship between democratic parenting styles and students' academic performance in Secondary schools in Katsina Metropolis?
2. Is there any significant relationship between autocratic parenting styles and academic performance of secondary school student in Katsina Metropolis?
3. Is there any significant relationship between *Laissez-faire* Parenting Style on students' academic performance in some selected Secondary schools in Katsina Metropolis?

Research Hypothesis

- H₀₁.** There is no significant relationship between of democratic parenting styles and students' academic performance in Secondary schools in Katsina Metropolis
- H₀₂.** There is no significant relationship between autocratic parenting styles and academic performance of secondary school student in Katsina Metropolis.
- H₀₃.** There is no significant relationship between *Laissez-faire* Parenting Style on students' academic performance in some selected Secondary schools in Katsina Metropolis.

Scope of the Study

The study focuses on the influence of parenting styles on academic performance of students in some selected secondary schools in Katsina Metropolis, and covers only four (4) public schools. These schools (only S.S.2 students) include:

- i. Government Pilot Day Secondary School (senior) with 683 SS2 students, KofarSauri
- ii. Sir Usman Nagogo College of Arabic and Islamic Studies (senior) with 1001 SS2 students, KofarKwaya.
- iii. Katsina College Katsina (K.C.K) with 1,782 SS2 students, Yanmawa, KofarUkku
- iv. Government Day Wing (Senior) with 1,671 SS2 students , KofarUkku giving a total of 5,137 SS2 students out of which only 200 SS2 students (Fifty students from each schools) were selected using Simple Random Sampling Techniques.

Methodology

The research design used in this study is the descriptive survey, because it is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way or form. The research intends to find out the influence of parenting styles on students' academic performance in some selected secondary schools in Katsina Metropolis. The study population comprises governments' public senior secondary school within Katsina Metropolis. However, only four (4) schools were selected through the simple random sampling technique. 50 students were selected from each of the schools covering up to 200 students out of 5,137.

The instrument used in this study was questionnaire to elicit information from the respondents on the influence of parenting styles on students' academic performance in some selected secondary schools in Katsina Metropolis (the study area). The questionnaire was entitled "Parenting Styles and Academic Performance Questionnaire" to obtain the information from the respondents that will identify each of the three parenting styles. This consists of two (2) sections: Section "A" contains Personal data of respondents, Section "B" consists of items which were analyzed using moderate Likert 4 points rating scale weighted as follows SA – Strongly Agree (4 points), A – Agree (3 point), D – Disagree (2 points), SD- Strongly Disagree (1 point) . Another research instrument used is result sheets (academic performance) retrieved from the various schools' examination officer to correlate with the responses from the questionnaires.

The instrument was face and content validated by experts in Educational Psychology. The instrument was considered to be valid. To test the reliability of the study, test-retest method of reliability was employed using Pearson Product Moment Correlation Coefficient statistic, a reliability coefficient of 0.73 and 0.76 was obtained for “Parenting Styles and Academic Performance Questionnaire” (PSAPQ) and this showed that the instrument was found reliable for the study. The researcher employed descriptive statistic of frequency count and percentages for analyzing students' demographic data while inferential statistics of Pearson “r” methods was used to test for the acceptance or rejection of the study hypotheses at 0.05 alpha level of significance

Results

The data collected was analyzed based on the three research question and the three formulated hypotheses as follows:

RQ1: Is there any significant relationship between democratic parenting style and students' academic performance in secondary schools in Katsina Metropolis?

Ho₁: There is no significant relationship between democratic parenting styles and students' academic performance in secondary schools in Katsina Metropolis.

Table 1.1: Pearson Correlation Between Democratic Parenting Styles and Students' Academic Performance.

Variables	N	r(Pearson)	P-value
Democratic Style	200	-0.006	0.928
Academic Performance	200		

(P>0.05)

The result in Table 1.1 indicated that the r-value is -.006 and the p-value is 0.928. This revealed that there was a negative weak insignificant relationship between democratic parenting style and academic performance of students. The p-value of 0.928 which is greater than 0.05 implies that null hypothesis one was **accepted**.

RQ2: Is there any significant relationship between democratic parenting style and students' academic performance in secondary schools in Katsina Metropolis?

Ho₂: There is no significant relationship between autocratic parenting styles and students' academic performance in secondary schools in Katsina Metropolis.

Table 1.2: Pearson Correlation between autocratic parenting styles and students' academic performance.

Variables	N	r(Pearson)	P-value
Autocratic Style	200		
		-0.017	0.810
Academic Performance	200		

($P > 0.05$)

Table 1.2 revealed that the r- value is -0.017 and p-value ($0.810 < 0.05$). Therefore the null hypothesis was **accepted**. This showed that there was a negative weak insignificant relationship between autocratic parenting styles and academic performance of secondary school students.

RQ3: Is there any significant relationship between Laissez-faire parenting style and students' academic performance in secondary schools in Katsina Metropolis?

H₀₃: There is no significant relationship between laissez-faire parenting styles and students' academic performance in secondary schools in Katsina Metropolis.

Table 1.3: Pearson Correlation between laissez-faire parenting styles and students' academic performance.

Variables	Nr(Pearson)	P-value
Laissez Fair	200	
		0.013
Academic Performance	200	0.851

($P > 0.05$)

Table 1.3 showed that ($r = 0.013$, $p = 0.851 < 0.05$). Hence, the null hypothesis was **accepted**. This revealed that there was a very small insignificant positive relationship between Laissez Fair parenting style and academic performance of secondary school students.

Discussion of Result

The first hypothesis revealed that there is a negative insignificant relationship between democratic parenting style and academic performance of secondary school students. This finding is at discrepancy with the work of Berger, (2001) who state that Autocratic parents want their children to be well-behaved and successful, but their strict manner of parenting doesn't allow for much flexibility. Obiunu (2008) gave reasons that can advance for this variance in this type of research outcome which may include location, type of school, cultural settings of families, the nature of disciplinary measures put in place by parents, etc. There is a strong possibility the same scenario may have

accounted for the correlation between the authoritarian parenting and academic performance of secondary school children.

The second hypothesis revealed that there is a negative insignificant relationship between autocratic parenting style and academic performance of secondary school students. This finding is in disagreement with Turner (2009), which states that “the autocratic parents are more supportive and are involved in their children's performance academically. Children of authoritative parents are likely to do well in school. They tend to be academically sound and they are goal oriented”. It is also in disagreement with Tyler (2005) who noted that autocratic parents provide their children with all necessary materials that will facilitate learning both at home and at school. But is in line with Berger (2001) that autocratic parents show little affection and seem detached from their children. They may learn to hide their feelings and develop a form of detachment for fear of punishment which in turn has a negative relationship which their parents thereby affecting their academic performance

On Laissez Faire parenting style and academic performance of secondary school students, the research conducted exposed that there is a very small positive insignificant relationship. This finding is not consistent with so many previous works on this subject matter. Notable among them is the work of Glasgow (1997) who opined that Laissez Faire parenting is negatively associated with academic achievements as a result of parents allowing their children to choose between work and play. Also, Barnhart (2013) noted that children of Laissez Faire parent usually make the lowest grades in school, due to lack of expectations that is not given to them by their parents. Still more also, the finding of Moore (2011) noted that children of Laissez Faire parent are known to be highly involved in extracurricular activities in school, thereby, losing concentration in classes. While the above works emphasise a negative effect of LaissezFaire parenting on educational outcome of children in such homes, the present study maintains that there is a significant relationship between Laissez Faire parenting and academic achievement of students.

Conclusion

Based on the findings of this present study, it is obvious that *Laissez-fair* parenting styles is seen to be practiced by parents under the study area of this research more than democratic and autocratic parenting styles which affect student's academic performance differently. While it may affect some either positively or negatively, it may not affect some at all. This must be the reason behind the poor performance of students in the yearly WAEC and NECO Examinations.

Democratic and autocratic styles of parenting having a weak negative relationship from this research work even though so many scholars from the above literature suggested the two to be better encourager to student's academic performance. Also good reasons have been advanced for these findings.

Recommendation

Based on the findings of this study, the following recommendations have been made;

1. Parents should employ a better parenting style (e.g. democratic) in interacting with their children which will help to show concern for their children's academic performance in school.
2. Parents should also use reinforcement and motivation and apply those principles in a positive way to enhance better educational outcome for their children's performance in school.
3. Even though students abuse freedom at times, parents should sometimes allow their children to use their initiatives, have their own opinion in some certain matters and be guided properly by parents on taking final decisions.
4. Because of individual differences, teachers are advice to make use of diverse teaching methods; some are withdrawn, shy while others are hyperactive. This will help achieve healthy learning in classroom situations.

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