

## Exploring the Relationship between Parenting Styles and Academic Achievement of Secondary Schools Students in Northern Cross River State of Nigeria

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### ABSTRACT

**Background:** Parenting styles have been identified by scholars as having powerful relationship with academic achievement among students in secondary schools in recent years. The success of children in school depends on the pattern of behaviour that the primary care givers use to interact with the children and is also associated with children academic achievement in school

**Objectives:** The objective of the study was to explore the relationship between Parenting Styles and Academic Achievement of Secondary Schools Students in Northern Cross River State of Nigeria

**Method:** The study adopted correlational survey research design. The study area is Cross River State. The population of the study is 4,682 Senior Secondary School students (SS2) in Northern Cross River State. The sample size of the study is 1500 students.

**Result:** The results of the analysis showed a Cronbach Co-efficient of 0.926. The correlation coefficients of r of; 0.00 signified No Relationship (NR), 0.01 to 0.39 signified Low Relationship (LR), 0.40 to 0.69 represented Moderate Relationship (MR) and 0.70 to 1.00 implied High Relationship (HR)

**Conclusion:** it is concluded that parenting styles play positive and significant roles in the academic achievement of secondary school students in Northern Cross River.

**Unique Contribution:** the study provides a nuanced on the relationship of the various Parenting styles on the academic achievement of secondary schools students in Northern Cross River State of Nigeria

**Key Recommendation:** The ministry of education must come up with policies that would ensure that parents are more involved in the education of their children.

**Keywords:** Parenting Styles, Academic Achievement, Secondary Schools Students

**Word count:** 250

## INTRODUCTION

The recent widespread concern within Nigeria regarding the state of the educational system has raised alarm among both invested parties and researchers. While some individuals are advocating for a shift in policies from the 6-3-3-4 system to the 9-3-4 system, others are expressing the perspective that the quality of education has significantly deteriorated (Tanko 2013). Numerous stakeholders are pondering over the primary factors contributing to this decline in educational standards within Nigeria. According to Tanko (2013), one of the factors contributing to this decline in educational standards can be attributed to students' inadequate adaptation, which is linked to parenting approaches and parental involvement in school discipline. This is particularly significant as many teachers are apprehensive about job security. When students display unfavorable behaviors that originate at home and carry over to the school environment, this is likely to hinder their ability to adapt and consequently impact their academic achievement.

The persistent occurrence of students' challenges with adapting and their subpar academic achievement remains prevalent and linked with parenting styles such as authoritative, authoritarian, permissive, and uninvolved styles, being significant contributors. These academic issues are evident in students' inability to develop necessary effective study, involvement in examination misconduct and steady poor achievement in both external and internal examinations and high rate of school dropout (ibukunolu 2013).

Authoritative parents set clear standards but enforce the rules with warmth and explanations, children from authoritative homes generally performed academically than their counterparts from non-authoritative homes( Drisco 2013) . Authoritative parents listen to their children's justifications for their behavior or reasons for their requests. These parents enforce rules taking into consideration the uniqueness of their children. These parents are characterized also by verbal give and take. According to Baumrind (2010) authoritative parents encourage independence in their children although they set standards for their children. These parents combine warmth and respect for their children's individuality with monitoring of their academic activities and whereabouts (Bi, 2018 &Ibukunolu, 2013).

Authoritarian parents expect absolute obedience. They expect their children to obey rules without questioning them. They frequently enforce the rules by employing physical punishment and withdrawal of affection Jordan (2018). According to Baumrind (2013) these parents are inflexible and discourage independence in their children. Morin (2019) and Jordan, (2018) maintained that parents who are authoritarian are particularly controlling although some may also be quite warm. What predominates is the dimension of control and arbitrariness. Parents tell their children what to do and may punish severely and indiscriminately. Others are mainly restrictive, according to Bright Horizon (2019) still others are erratic in terms of control; they are inconsistent when punishing their children.

Permissive parenting is most popular in middle class families as stated by Universal Class, (2019) classified permissive parents in two categories: those who are (accepting and undemanding) and those who are (un-accepting and undemanding). In these family settings a child's freedom and their autonomy are valued and parents tend to rely mostly on reasoning and explanation. Parents are undemanding and they tend to be little, if any punishment or rules in this style of parenting and children are said to be free from external constraints and parents tend to be highly responsive to whatever the child wants at the moment. Children of permissive

parents are generally happy but sometimes show low levels of self-control and self-reliance because they lack structure at home (Seth and Gyimah, 2018).

Neglecting parents are undemanding and responsive. These parents are responsive to their children but make few demands of them and set few limits on their behaviour. In contrast, neglectful parents are undemanding and unresponsive. These parents pay little attention to their children's academic activities, an uninvolved parenting style is when parents are often emotionally absent and sometimes even physically absent. They have little or no expectation of the child and regularly have no communication. They are not responsive to a child's needs to do not demand anything of them in their behavioural expectations. They provide what the child needs for survival with little or no engagement (Universal Class 2019). There is often a large gap between parents and children with this parenting style. There is little or no communication between parents and children and parents tended to be the victims of another child's deviant behaviour and may be involved in some deviance themselves (Seth and Gymah, 2018).

Lopes and Reqrop (2012) emphasize the arduousness that secondary school students encounter when trying to come to terms with and address their challenges, particularly those pertaining to academics. Additionally, Sepideh (2015) asserts that secondary school students encounter a multitude of problems, particularly in mastering English language, which serves as the predominant means of communication. Proficiency in English is also a prerequisite for admission into universities and other tertiary institutions. This is further underlined by Evue (2013), who highlights the pivotal role of English in Nigeria's educational advancement, as it serves as the primary medium of knowledge dissemination in schools, particularly at the upper primary and secondary levels.

Despite the emphasis placed on English language, its effectiveness in various Nigerian educational institutions remains uncertain. The evidence of this quandary is reflected in the significant number of academic failures recorded across different educational tiers, particularly at the secondary school level. A lot of studies carried out by researchers on relationship of parenting styles and academic achievement are inconclusive in their opinion on the whole reasons behind these phenomenon, more studies needed to be carried out to unravel the facts behind it and address a reoccurrence of this phenomenon. While researchers have examined this problem outside the shores of Cross River State in different perspective, it is important to examined parenting styles as correlates of academic achievement among secondary school students in Northern Cross River State, Nigeria.

### **Statement of the Problem**

Parenting styles have been identified by scholars as having powerful relationship with academic achievement among students in secondary schools in recent years. The success of children in school depends on the pattern of behaviour that the primary care givers use to interact with the children and is also associated with children academic achievement in school (Mohammad, Koorosh & Hamid, 2011). If parenting styles correlates with student's academic achievement it may therefore mean that, the recent decline in academic achievement is associated with poor parenting. These poor parenting styles and the decline in academic achievement among students in schools in recent years have become worrisome to stakeholders, parents and government (Tanko 2013). Most students, even at senior secondary level hardly write effectively or read

fluently and exhibit some negative behaviour that inhibits their adequate adjustment in school. Cases abound of the outcome of students' poor academic achievement in internal and external examinations or assessments and their exhibition of varied adjustment problems ranging from bullying of younger students, lack of interpersonal skills, stealing, examination misconduct, lack of concentration and logger ahead with school authorities; all these affect their academic achievements.

Furthermore, it has been observed that most of the students in Northern Cross River State under achieve against the expected outcomes for the class they belong. Some of the students of secondary school parade themselves with all sense of responsibility as having passed through secondary schools, they cannot measure up in academic achievement when given either written or oral examination. This appalling situation has made the society to perceive secondary schools in Northern Cross River State as glorified primary schools.

In an attempt to address this ugly trend, government has rebuilt society's confidence on the school system and repositioned secondary schools in the State to greater heights. The State government recently commenced the mass renovation of secondary schools in January 2010 and employed fresh graduate teachers in August 2016 to beef up the part time working force to inject new ideas into the system while retired principals were engaged on the inspectorate directorate to monitor what goes on in the school system. There is also the introduction of centralized assessment system while teachers posted to the rural areas are on special allowances. Non-governmental organizations have also come in to organize inter school quizzes and debates while the ministry of education is actually involved in the support of various clubs in the schools to encourage effective learning. But in all these, the situation seems unabated and students' academic achievement is steadily declining with students showing apathy to learning. The question therefore is how best can academic achievement be improved? What are those variables that mediate adequate academic achievement? To answer these questions, it requires a research. It is for this reason that these researchers investigated the relationship between parenting styles and academic achievement in Northern Cross River State, Nigeria.

### **Objectives of the Study**

1. To ascertain the relationship between authoritative parenting style and academic achievement of secondary school students in Northern Cross River State.
2. To determine the relationship between authoritarian parenting style and academic achievement of secondary school students in Northern Cross River State.
3. To find the relationship between permissive parenting style and academic achievement of secondary school students in Northern Cross River State.
4. To determine the relationship between uninvolved parenting style and academic achievement of secondary school students in Northern Cross River State.

### **Research Questions**

The following research questions were posed to guide the study:

1. What is the relationship between authoritative parenting style and academic achievement of secondary school students in Northern Cross River State?
2. What is the relationship between authoritarian parenting style and academic achievement of secondary school students in Northern Cross River State?

3. What is the relationship between permissive parenting style and academic achievement of secondary school students in Northern Cross River State?
4. What is the relationship between uninvolved parenting style and academic achievement of secondary school students in Northern Cross River State?

### **Statement of Hypotheses**

1. There is no significant relationship between Authoritative parenting style and academic achievement of secondary school students in Northern Cross River State.
2. There is no significant relationship between Authoritarian parenting style and academic achievement of secondary school students in Northern Cross River State.
3. There is no significant relationship between Permissive parenting style and academic achievement of secondary school students in Northern Cross River State.
4. There is no significant relationship between Uninvolved parenting style and academic achievement of secondary school students in Northern Cross River State.

### **METHODOLOGY**

The study adopted correlational survey research design. The study area is Cross River State. The population of the study is 4,682 Senior Secondary School students (SS2) in Northern Cross River State (Source: Zonal Education Office Cross River State North, 2019). The sample size of the study is 1500 students. The sample size was obtained by using 31% of the total population. Sampling for the study was done using Multi-stage procedure. A structured questionnaire was used as instrument for data collection. The questionnaire consisted of two scales. The first is titled “Academic achievement Scales (AAS) and the second titled Parenting Styles Scale” (PSS). For this study, the face and content validation of the instruments were established.

To establish the internal consistency of the questionnaire, the items of the questionnaire were trial tested on thirty (30) Senior Secondary School two (SS2) students in Ogoja Local Government Area who were not part of the main study but have the similar characteristics with the main sample of the study. Cronbach Alpha method was used to determine the reliability coefficient of the questionnaire. The results of the analysis showed a Cronbach Co-efficient of 0.926. Copies of the questionnaire were administered to the respondents by the researcher and eight research assistants on a face-to-face basis. Data collected for the research questions were analysed using Pearson Product Moment Correlation to obtain the correlation coefficients. The correlation coefficients of  $r$  of; 0.00 signified No Relationship (NR), 0.01 to 0.39 signified Low Relationship (LR), 0.40 to 0.69 represented Moderate Relationship (MR) and 0.70 to 1.00 implied High Relationship (HR) (Onwuka, 2020).

The research hypotheses were tested using Significance of Pearson Product Moment Correlation at 0.05 level of significance. For all the hypotheses tested, the P-value of 0.05 and below was an indication that there exist significant relationships between the variables investigated and the null hypotheses formulated were rejected. Also any P-value above 0.05 was an indication that there exist no significant relationship between the variable tested and the null hypotheses formulated were accepted.

## PRESENTATION OF RESULTS AND DISCUSSIONS OF FINDINGS

**Table 1: Correlation of Authoritative Parenting Style and Achievement in English Language**

	Authoritative styles	parenting	English achievement	language
English language achievement	.027		1.00	
Authoritative parenting style	1.00		.027	

Table 1 shows the relationship between authoritative parenting Style and students achievement in English language in secondary schools in Northern Cross River State. The Table revealed a correlation value (r) of 0.027 and this implies that there is a low positive relationship between authoritative parenting style and students' achievement in English language in secondary schools in Northern Cross River State. To test whether the obtained correlation value of 0.027 is significant; the corresponding hypothesis is therefore tested at 0.05 level of significance.

**Table 2: Test of Significance of Correlation Coefficient between Authoritative Parenting Style and Achievement in English Language**

Variables	N	Df	Alpha	R	Sig.
<b>Authoritative parenting style</b>					
	1500	1498	0.05	0.027	0.000
<b>Achievement in English Lan.</b>					

*Significant  $r = 0.204$ ,  $p = 0.000 < 0.05$*

The test result of hypothesis one on Table 2 showed a sig. value (p-value) of 0.000 which is less than the alpha value of 0.05. This is an indication that the test is significant. Therefore, the null hypothesis of no significant relationship is rejected. This implies that authoritative parenting style and achievement in English language have a statistical significant linear relationship. The direction of the relationship is positive (i.e. authoritative parenting style and achievement in English language are positively correlated), meaning that the use of authoritative parenting style increases achievement in English language of students (i.e the use of authoritative parenting style is associated with better achievement in English language).

**Table 3: Correlation of Authoritarian Parenting Style and Achievement in English Language**

	Authoritarian parenting styles	Achievement in English Language
Achievement in English language	.038	1.00
Authoritarian parenting style	1.000	.038

Table 3 shows the relationship between authoritarian parenting Style and students achievement in English language in secondary schools in Northern Cross River State. The Table revealed a correlation value (r) of 0.038 and this implies that there is a low positive relationship between authoritarian parenting style and students' achievement in English language in secondary schools in Northern Cross River State. To test whether the obtained correlation value of 0.038 is significant; the corresponding hypothesis is therefore tested at 0.05 level of significance.

**Table 4: Test of Significance of Correlation Coefficient between Authoritarian Parenting Style and Achievement in English Language**

Variables	N	Df	Alpha	R	Sig.
<b>Authoritative parenting style</b>					
	1500	1498	0.05	0.038	0.000
<b>Achievement in English Lan.</b>					

*Significant  $r = 0.204$ ,  $p = 0.000 < 0.05$*

The test result of hypothesis two on Table 4 showed a sig. value (p-value) of 0.000 which is less than the alpha value of 0.05. This is an indication that the test is significant. Therefore, the null hypothesis of no significant relationship is rejected. This implies that authoritarian parenting style and achievement in English language have a statistical significant linear relationship. The direction of the relationship is positive (i.e. authoritarian parenting style and achievement in English language are positively correlated), meaning that the use of authoritarian parenting style increases achievement in English language of students (i.e the use of authoritarian parenting style is associated with better achievement in English language).

**Table 5: Correlation of Permissive Parenting Style and Academic Achievement in English Language**

	Permissive parenting styles	English language achievement
English language achievement	0.014	1.00
Permissive parenting style	1.00	.014

Table 5 shows the relationship between permissive parenting Style and students achievement in English language in secondary schools in Northern Cross River State. The Table revealed a correlation value (r) of 0.014 and this implies that there is a low positive relationship between permissive parenting style and students' achievement in English language in secondary schools in Northern Cross River State. To test whether the obtained correlation value of 0.014 is significant; the corresponding hypothesis is therefore tested at 0.05 level of significance.

**Table 6: Test of Significance of Correlation Coefficient between Permissive Parenting Style and Achievement in English Language**

Variables	N	Df	Alpha	R	Sig.
<b>Permissive parenting style</b>	1500	1498	0.05	0.014	0.000
<b>Achievement in English Language</b>					

\*Significant  $r = 0.204$ ,  $p = 0.000 < 0.05$

The test result of hypothesis three on Table 6 showed a sig. value (p-value) of 0.000 which is less than the alpha value of 0.05. This is an indication that the test is significant. Therefore, the null hypothesis of no significant relationship is rejected. This implies that permissive parenting style and achievement in English language have a statistical significant linear relationship. The direction of the relationship is positive (i.e. permissive parenting style and achievement in English language are positively correlated), meaning that the use of permissive parenting style increases achievement in English language of students (i.e. the use of permissive parenting style is associated with better achievement in English language).

**Table 7: Mean and Standard Deviation of the Relationship between Uninvolved Parenting Style and Achievement in English Language**

	Uninvolved Parenting style	English language achievement score
English language achievement	.028	1.000
Uninvolved Parenting style	1.000	.028

Table 7 shows the relationship between uninvolved parenting style and students achievement in English language in secondary schools in Northern Cross River State. The Table revealed a correlation value (r) of 0.028 and this implies that there is a low positive relationship between uninvolved parenting style and students' achievement in English language in secondary schools in Northern Cross River State. To test whether the obtained correlation value of 0.028 is significant; the corresponding hypothesis is therefore tested at 0.05 level of significance.

**Table 8: Test of Significance of Correlation Coefficient between Uninvolved Parenting Style and Achievement in English Language**

Variables	N	Df	Alpha	R	Sig.
<b>Uninvolved parenting style</b>					
	1500	1498	0.05	0.028	0.001
<b>Achievement in English Lan.</b>					

*\*Significant  $r = 0.204$ ,  $p = 0.001 < 0.05$*

The test result of hypothesis four on Table 8 showed a sig. value (p-value) of 0.001 which is less than the alpha value of 0.05. This is an indication that the test is significant. Therefore, the null hypothesis of no significant relationship is rejected. This implies that uninvolved parenting style and achievement in English language have a statistical significant linear relationship. The direction of the relationship is positive (i.e. uninvolved parenting style and achievement in English language are positively correlated), meaning that the use of uninvolved parenting style increases achievement in English language of students (i.e the use of uninvolved parenting style is associated with better achievement in English language).

### Discussion of Findings

The study revealed that there is a low positive relationship between authoritative parenting style and students' achievement in English language in secondary schools in Northern Cross River State. The study also found that Authoritative parenting style and achievement in English language have a statistical significant linear relationship. The finding implies that the use of authoritative parenting style helps in improving students' achievement in English language. This finding is inconsistent with Drisco (2013) who found that adolescence from authoritative homes generally performed academically than their counterparts from non-authoritative homes. This result is inline with those obtained in Keisha and Deneia (2014) who found a positive correlation between students' authoritative parenting styles and their academic achievement.

The study revealed that there is a low positive relationship between authoritarian parenting style and students' achievement in English language in secondary schools in Northern Cross River State. The study also found that Authoritarian parenting style and achievement in English language have a statistical significant linear relationship. The finding implies that the use of authoritarian parenting style helps in improving students' achievement in English language. This finding disagrees with the finding of Abdorreza and Rozumah (2010) who found that authoritarian parenting style has a negative relationship with academic achievement of students. The findings of this study however agree with that of Nig, Pomerantz and Deng (2014) who

found students from Authoritarian homes perform better in their academic achievement. The findings of this study also agree with that of Zahari, Suet and Poh (2012) who found that children from authoritarian parents are better academically.

The study revealed that there is a low positive relationship between permissive parenting style and students' achievement in English language in secondary schools in Northern Cross River State. The study also found that permissive parenting style and achievement in English language have a statistical significant linear relationship. The finding implies that the use of permissive parenting style helps in improving students' achievement in English language. This finding is in line with Attiya, Sara and Muhammand (2016) who found that permissive parents supported their children or aided them even if they were wrong and this help in improving their academic achievement. The finding also agrees with that of Cherry (2015) found that children from permissive parents perform well in school and this is because their parents are more lenient when it comes to taking care of them. This finding is inconsistent with that of Nancy (2011) who found that children from permissive parents do not perform well in school.

The study revealed that there is a low negative relationship between uninvolved parenting style and students' achievement in English language in secondary schools in Northern Cross River State. The study also found that uninvolved parenting style and achievement in English language have a statistical significant linear relationship. The finding implies that uninvolved parenting style does not help in improving students' achievement in English language. The finding of the study is in agreement to this finding of Kashim (2010) who found that uninvolved parenting style had no direct influence on children academic achievement.

### **Conclusion**

Based on the findings of this study, it is concluded that parenting styles play positive and significant roles in the academic achievement of secondary school students in Northern Cross River.

### **Recommendations**

Based on the findings of this study, the following recommendations were made.

1. The ministry of education must come up with policies that would ensure that parents are more involved in the education of their children.
2. Parents should ensure that they constantly involve their children in all decision processes as regard their personal, social and academic as this will encourage the children to open up their feelings for better academic activities.
3. Parents should interact more with their children and show concern for their children's activities in school firstly by self-discipline and collective participation in all aspects of life of the child.
4. Parents should be continuously involved with all activities children, so that children may be prevented from committing truancy and become committed with their academic activities.

### **Ethical clearance**

All sources of information, including research studies, reports, and expert opinions, are properly cited in accordance with academic standards. The paper adheres to copyright laws and ethical guidelines for citing and referencing. The article presented are intended to contribute constructively on Exploring the Relationship between Parenting Styles and Academic Achievement of Secondary Schools Students in Northern Cross River State of Nigeria

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### **Conflict of interest**

The author(s) disclose that there are no conflicts of interest related to this paper.

### **Authors' Contributions.**

Dr. Magdaline Bessong Bisong conceived the study, including the methodology, Bisong Joshua Akounjom wrote the initial manuscript. All the authors read and approved the final manuscript for publication in its current form

### **Availability of data and materials.**

The materials referenced in this article are derived from publicly available sources, including academic journals, reports, and reputable online publications etc.

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