

Parenting Style and Students Academic Achievement in Junior Secondary Schools in Ogun State, Nigeria

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Abstract

This paper investigates the influence of parenting styles on the students' academic achievement in Junior Secondary Schools in Ogun state, Nigeria. The study adopted descriptive survey with the sample comprising three hundred and ninety (390) Junior Secondary Students III (JS3). This was selected through random sampling technique from thirteen junior secondary schools in Abeokuta South Local Government Area of Ogun State. Two null hypothesis were formulated and tested at 0.05 alpha to guide the study. A questionnaire titled "Parenting Styles and Students Academic Achievement Questionnaire (PSSAAQ)" was used as instrument for data collected. Data collected were analysed using t-test. The study showed that there was a significant difference between the academic achievement of students from democratic and autocratic parenting homes. Also, a significant difference exists between the level of involvement of parents of male and female students in their education. The paper established the importance of parenting style in the achievement of students. This implies that school alone does not determine student's achievement but a collaborative efforts of home and school. Therefore, the study recommended, among others, that parents should make homes' children-friendly and stop discriminating on sex grounds. The school management was also advised to involve parents and guardians in the academic and moral developments of their wards.

Keywords: Parenting- style, Achievement, Democratic-style, Autocratic-Style, Student

INTRODUCTION

Education is the process of developing or training an individual to cope with the challenges of living. The quality of educated individuals available in any society determines its pace of development. The emergence of Western form of education brought the formal education system (that is, the school system). According to Ojerinde (2000), the introduction of this system of education led to the type of education that is planned and provided under classroom situation by trained teachers.

School is a training center to develop students into efficient social beings and to train them to further education backward and unprogressive members of the society (Sidhu, 2002). Thus, the school is an entity built by the community or society to realize desirable goals. We can say that the community builds its schools and the schools are expected to build their community by providing the human capital that will mobilize other material resources.

In recent times, much has been written on the issue of education quality. According to Nweke (1998), Akinyemi (1998), Mamman (1998), Alkali (1999) and Atanda (2002), just to mention but a few, standards in education have been or are falling. To Ojerinde (2000), performance of students in public examinations has remained the visible evidence of falling standards. Researchers have blamed the low standards of education on some factors such as large class size, inadequate facilities, inadequate teachers,

facilities, funds and library materials (Talabi 1988; Mahboob 1999; Ireogbu 2002).

School is a creation of community and students found in schools are from different homes, the home activities go a long way in determining learners' success. For instance, Bakare (1994) advanced four causative phenomena that could affect individual scholastic achievement, these include: the child's attitude, family, school and society. From these phenomena, parents stand in the position of the family. This shows the importance of the involvement of parents in the improvement of students' academic achievement. Parental involvement includes a wide range of behaviours, but it generally refers to parents' mode of training and investment of resources in their children's schooling. Parents' involvement at home can include activities such as discussion on school, helping with homework, and reading with children (Dauber, Epstein, 1993). Parental beliefs and perception have also been shown to be strong predictors of parental involvement. In addition, Karback (1989) opined that the more favourable children perceived their parents behaviour towards them, the more they are likely to perform successfully in school.

The style of parenting adopted in different homes affects the children's disposition. This can be to the development of a child or to the detriment of his or her academic career. Baumrind (1973) attempted to link family interaction to children's cognitive

competence. She postulated three family parenting styles, these are authoritative, authoritarian and permissive, which have consequences on the development and cognitive and social competence of the child. She added that these family types differ in value, behaviours, and standards of bringing up their children.

The authoritarian style of parenting 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. Baumrind's study of preschool children found that such a mode of family interaction is associated with low levels of independence and social responsibility.

Baumrind later described the authoritarian pattern, somewhat more formally, as being high in demand on the part of the parents and low in parental responsiveness to the child. She found that this has different consequences for girls and for boys. Girls, but not boys, who come from authoritarian families are more socially assertive. For both sexes, intrusive directiveness is associated with lower cognitive competence.

A second pattern is permissive parenting, in which parents are tolerant and accepting towards the child's impulses, use as little punishment as possible, make few demands for mature behaviour, and allow considerable self-regulation by the child. She found the children of permissive parents as immature, lack impulse control and self-reliance, and exhibits a lack of social responsibility and independence.

Authoritative parenting is the third type described by Baumrind. This pattern 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, using commands and sanctions when necessary; encouragement of the child's independence and individuality. She found the children of authoritative parents are mature, responsible and more independent than other children. They appeared to be socially responsible. In a related study, Steinberg, Elmen and Mount (1989) found that the authoritative parenting facilitates adolescents' academic success.

Aremu (2001) 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.

However, a warm home climate, child-acceptance and loving parents are likely to produce children with

much higher cognitive skills (Nwagwu, 1995). The submission of Steinberg, Elmen and Mount (1989) does not differ from this, that adolescents who describe their parents as treating them warmly, democratically and firmly are more likely than their peers to develop positive attitudes towards and beliefs about their achievement, and as a consequence, are more likely to do better in school. Corroborating this, Aremu (1999) found that students whose parents adopt the democratic style of parenting fare better in their performance than their counterparts, whose parents are autocratic. Goodnow (1988) and Miller (1986) have shown that positive parenting and child acceptance enhance children's academic performance. This also makes them feel relaxed in odd circumstances, which include examination conditions (Heward 1992; Baumrind, 1988; Agbenihae, 1999).

Similarly, Taylor (1995) found that students whose parents adopted autocratic parenting style scored lower grades in school. Also, students whose parents were permissive scored lower grades. Positive parenting does not only enhance the child's cognitive development, it also aids in school-related behaviours. Involving parents in the task of correcting school-related behaviour is a practice that has been used effectively in a variety of therapy approaches (Lavigne, Paterson, Sheese and Peterson, 1973). Aremu (2001) noticed that recent studies place high premium on the importance of positive parenting. He added that a warm and positive child-parent interaction could serve as a boost to academic performance.

From the foregoing, the importance of positive parenting, warm home climate and child acceptance in students' academic achievement cannot be over-emphasized. This study's influence on child's academic achievement would shed more light on the role played by the home in the achievement of learners.

The relevance of the home in the students' achievement has been given little or no attention in the previous studies. Since the school is a creation of the community and students found in schools are from different homes, the home activities go a long way in determining learners' success.

STATEMENT OF THE PROBLEM

From the background of this study, it seems the community is losing confidence in schools in the face of continuous decline in the quality of students' academic achievement. Previous studies have investigated the influence of variables such as library materials, class size and availability of funds on students' academic achievement. This study however sought to investigate the influence of parenting styles

on students academic achievement in Ogun State, Nigeria.

SIGNIFICANCE OF THE STUDY

The findings of this student are significant to the parents because they would be educated on the extent of parenting style influence on their wards academic achievement. This will assist them in creating conducive home environment. In addition, teachers and school administrators stand to be educated that there is need to ensure effective link between homes and school so as to guide parent aright on the way they handle their children

RESEARCH HYPOTHESES

To actualize the objectives of the study, the following null hypotheses were formulated and tested at 0.05 level of significance.

Ho₁: There is no significant difference between the academic achievement of students whose parents adopt democratic and those with autocratic style of parenting.

Ho₂: There is no significant difference in the involvement of parents in respect of the education of their male and female children.

METHODOLOGY

Population and Sample

The study was conducted using descriptive survey research. There are twenty-nine (29) Public Secondary Schools in Abeokuta South Local Government Area used for the study. Thirteen schools were randomly sampled representing forty-four percent (44%) of the total number of schools. From each of the schools, random selection of thirty students from JSS III was made, making a total of three hundred and ninety (390) respondents selected for the study.

Instrumentation

The instrument used for data collection was a questionnaire titled, “Parenting Style and Students Academic Achievement Questionnaire (PSSAAQ)”. The instrument contained two parts. Part 1 contained information on the respondents’ background, including name of school, sex, class, age and parents’ occupation. Part 2 contained two sections, section one has sixteen (16) items on students’ perception of their home parenting style and parental involvement in their education, while section two was on cognitive test in English Language and Mathematics the scores serve as an index of academic performance.

The instrument designed was scrutinized by senior colleagues and experts in the Faculty of Education, who subjected the items to review and all ambiguities were removed. The reliability determination was carried out by using a test-retest method. This was achieved by administering the instrument on thirty students at two weeks intervals. Pearson’s Product

Moment Correlation was used to determine the reliability co-efficient, with a result of 0.74, which showed a high reliability coefficient. Thus, the instrument was found both valid and reliable and was used for the gathering of data for the study.

The copies of questionnaire were administered on respondents with the assistance of teachers in the concerned schools. A total of three hundred and seventy one (371) copies of the questionnaire were returned out of the three hundred and ninety copies administered. This represented 95.90% rate of return. Data collected were analyzed with the use of t-test for the two hypotheses at 0.05 level of significance.

HYPOTHESES TESTING FINDINGS AND DISCUSSION

Ho₁: There is no significant difference between the academic achievement of students in JSS III schools democratic and autocratic homes.

Table 1: Difference in Academic Achievement of Students from Democratic and Autocratic Homes

Variable	N	X	Sd	Df	t-cal	t-crit	P
Students’ Performance from Democratic Homes.	201	12.75	2.03	369	8.90	1.96	0.05
Students’ Performance from Autocratic Homes.	170	11.69	0.74				

The result displayed in Table 1 does not confirm the null hypothesis one that says, there is no significant difference between the academic achievement of students in JSS III school, from democratic and autocratic homes, the t-calculated value of 8.90 is greater than t-critical value of 1.96 at 0.05 level significance. Therefore, hypothesis one says that, there is no significant difference between the academic achievement of students from democratic and autocratic homes in junior secondary schools is not accepted. It means that, there exists a significant difference in the academic achievement of students from democratic and autocratic homes.

Ho₂: There is no significant difference in the involvement of parents in respect of the education of their male and female children.

Table 2: Difference between Involvement of Parent in Respect of the Education of their Male and Female

Variable	N	X	Sd	Df	t-cal	t-crit	P
Male Students Parental Involvement	137	14.74	0.92	369	26.63	1.96	0.05
Females Students Parental Involvement	234	12.04	0.84				

The finding on Table 2 reveals that the result of hypothesis two, which says that, there is no significant difference in the involvement of parents in respect of the education of their male and female children. The t-calculated value of 26.63 is greater than t-critical value of 1.96 at 0.05 level of significance. Based on the result, hypothesis two which says that, there is no significant difference in the involvement of parents in respect of the education of their male and female children is not accepted. It implies that there is significant difference in the involvement of parents in respect of the education of their male and female children. It means that the kind of concern, care and follow-up parents give to the male and female children differ as indicated by the respondents.

DISCUSSION OF RESULTS

The result of the study established that there is significant difference between the academic achievement of students from democratic and autocratic homes in junior secondary schools. The result corroborated the submission of Baumrind (1993) who postulated three types of parenting styles with different behavioural and intellectual outcomes in children. The result is also in agreement with Aremu (1999) who emphasized that students whose parents adopted the democratic style of parenting fare better in their performance than their counterparts whose parents adopted autocratic style of parenting. Furthermore, the result is in consonance with the assertion made by Steinberg, Elmen and Mount (1989) that adolescents who describe their parents as treating them warmly, democratically, and firmly are more likely than their peers to develop positive attitudes towards and beliefs about their achievement, and as a consequence, they are more likely to do better in school. In addition, the result does not differ from the finding of Taylor (1995) that students whose parents adopted autocratic parenting scored lower grades in school.

Moreover, the result indicated that there is significant difference in the involvement of parents in respect of the education of their male and female children. It implies that the kind of concern, care and follow-up parents give to the male and female children differ as indicated by the respondents.

CONCLUSION

The role played by parents is very significant in the academic pursuit of their children. If the community/society will meaningfully realize the objectives for which the schools are set up, the contribution of the home goes a long way. Charity, they say, begins at home. Teachers only build on the foundation laid by parents. Also, if the home climate does not compliment teachers' efforts, there is the tendency for children's poor performance.

The study has clearly shown that there is significant difference between the academic achievements of students from democratic and autocratic parenting homes, and that there is significant difference in the involvement of parents in respect of the education of their male and female children. Therefore, parents are urged to get more involved in the monitor and supervision of their children vis-à-vis on their education. They should give them both moral and material supports to enable their children perform better in their studies.

RECOMMENDATIONS

Based on the findings, it is recommended that parents should always show concern for the education of their children. Parents should make the home child-friendly for a better foundation for school learning and cognitive development. Also, parents should not discriminate against any sex. Finally, school management should encourage healthy school-home relations. This would give the school ample opportunity in education parents on their significant role in their wards' performance.

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