

Full Length Research

Relationship among Parenting Styles and Academic Achievement of Secondary School Students in Anambra State: Implications for Counselling

Dr. Yusuf Ahmadu¹, Okafor C. Emmanuel² and Damina C. Yakubu³

¹Department of Counselling and Educational Psychology, Faculty of Education, University of Abuja, Abuja, Nigeria.

²Department of Counselling and Educational Psychology, Faculty of Education, University of Abuja, Abuja, Nigeria.
²Corresponding author's Email: freeok4@gmail.com

³Department of Counselling and Educational Psychology, Faculty of Education, University of Abuja, Abuja, Nigeria.

Accepted 19 June 2019

The study investigated the Relationship among parenting styles and academic achievements of secondary school students in Anambra state and its implication for counselling. Part of the specific objectives was to find out the parenting style of secondary school students in Anambra state, and to examine the relationship between parenting styles and academic achievement of secondary school students in Anambra state. 129,289 students in Anambra state make up the study population. Based on the formula of Krejcie and Morgan (1970), a sample of 384 was used. Parenting style questionnaire, and students' academic record was used in this study to collect data from the sampled secondary school students. The data collected were subjected to SPSS analysis based on the research questions and null hypotheses. Pearson Product Moment Correlation Coefficient statistics were used to test the hypotheses. The findings from the study showed that the parents of secondary school students appear to be more authoritarian and less in democratic. The study also found that there was no significant relationship between the three parenting styles and academic achievements of secondary school students in Anambra state. The study recommended that parents should be mindful of the type of parenting style to adopt and parents should ensure that the parenting styles they adopt will help to constantly improve the academic achievements of their children in Anambra state.

Keywords: Parenting Styles, Academic Achievement, Counselling

Cite This Article As: Ahmadu, Y., Emmanuel, OC., Yakubu, DC (2019). Relationship among Parenting Styles and Academic Achievement of Secondary School Students in Anambra State: Implications for Counselling. Acad. Res. J. Psychol. Counsel. 7(3): 27-33.

INTRODUCTION

The distasteful behaviours that sprung from secondary school students in Anambra state has been a drain to parents, school administrator/teachers and the society. The probable reasons for such behaviours by students is a cause of worry to the researcher who wades into this

study to find out the relationship parenting styles have on the academic achievements of secondary school students in Anambra state. The family is the primary group whose intense and continuing emotional attachment is critical for adequate socialization and moral

education of the adolescent. Families are threatened by challenges of continuous adaption and adjustment to parenting of children or adolescence that is commensurate to the demands of contemporary times. The home therefore, as the child's first environment after birth goes a long way to nurture and modify genetic endowments and behaviours.

Parenting is a complex undertaking that includes many specific behaviours that work individually and together to influence child's behaviour. Although specific parenting behaviours such as spanking or reading aloud may stimulate child development, looking at any specific behaviour in isolation may be misrepresented. Precise parenting practices are less important in predicting child interests than in the broad pattern of parenting. The construct of parenting styles is used to capture normal variations in parents' attempt to control and socialize their children (Baumrind, 2001).

Academic achievements of students are the result of the outcome of learning. This includes the knowledge, skills and ideas acquired and trained through their course of study within and outside the classroom situation (Epunam, 2009). Academic success in terms of higher performance has long been thought to be the path to a stable livelihood and a successful future (Okwubunka, 2004). Academic success relates to having high academic performance in childhood. Although there are likely many factors that influence academic success such as peer relationships, school environments, parenting styles may be especially an important influence on academic success. The kind of parenting style a child experienced has a great impact on the child academic achievement. Academic achievement is greatly influenced by the cognitive development and the learning environment of an individual (Onyechi & Okere, 2007). These factors are traceable to the home background, which has to do with the parenting style of the parents' right from childhood. When accurate parenting style is embraced by the family, the state of psychological delay is avoided. Psychological delay is a state of confusion, when parents sometimes see the growth of the adolescent and regard him as an adult and yet he is not fully accepted into adult life. It leaves the adolescent with confusion as to whether he is still a child or now an adult and this may affect the moral development of the child (Epunam, 2009).

In Nigeria, secondary school students are described as children who are at the teenage years which are between the ages of 13 and 18; and can be considered the transition stage from childhood to adulthood. This age group is usually found in secondary schools, including those in Anambra state in Nigeria. During this process, adolescents make very important adjustments in all areas of life, including physical, social, moral and emotional which may influence their academic achievements. It goes without saying that the nature of parenting

experienced by each of these students contributes positively or negatively to the needed adjustments. This may be one of the reasons some students achieve better adjustments than others.

In view of the foregoing, it becomes very important for the researcher to undertake a study on the relationship between parenting styles and academic achievements of secondary school students in Anambra state and its implication for guidance.

CONCEPTUAL FRAMEWORK

Parenting is the term summarizing the set of behaviours involved across life in the relations among organisms who are usually non-specifics, and typically members of different generations or at the least of different birth cohorts. Parenting connections provide resources across the generational groups and function in regard to domains of survival, reproduction, nurturance, and socialization.

Thus, parenting is a complex process, involving much more than a mother or father providing food, safety, and succour to an infant or child. Parenting involves bi-directional relationships between members of two (or more) generations, can extend through all or major parts of the respective life spans of these groups, may engage all institutions within a culture including educational, economic, political, and social ones, and is embedded in the history of a people – as that history occur within the natural and designed settings within which the group lives (Ford & Lerner, 2002).

According to Kracke (2007), the larger part of parenting is knowing that your children will err and that even so you should still love and support them, discuss their choices with them and advise them on how to improve their decisions. Don't be afraid to say no and give reasons for your decision and do not expect more from them than they can realistically accomplish. Strage and Brandt (2009) have widely examined the various beliefs, attitudes and perceptions held by parents. However, few have formally examined parents' perceptions of their role or the characteristics that encompass this role, even though many have argued that the job of parenting is a most difficult one.

Parenting Styles

One of the intentions of this study is to determine parenting styles. In addition to other factors, an individual's inspiration for parenthood contributes to the parenting style he or she adopts. According to Rabin (2005) some individuals have children because of their belief that reproduction is the reason for their existence. Other persons may become parents because they want

to make sure that one's family name will continue. The unselfish desire and need to express affection for children may be another reason to become a parent. This motive applies in cases of adoption of children. Some individuals may be motivated to have children because of the need to be needed.

Parenting styles are categorized under three major forms: the authoritarian, democratic, and laissez-faire or self-indulgence or un-involving (Baumrind, 2001). The authoritarian parenting style constitutes of parents who are often strict, harsh (Ang & Groh, 2006). Democratic parents according to Ang and Groh, are flexible and responsive to the child's needs but still enforce reasonable standards of conduct. While laissez-faire parents are those who imposes few restrictions, rules or limits on their children.

Parenting Styles and Academic achievement of Secondary School Students

Parenting styles play an essential role on the better and effective academic achievement of students notwithstanding of the level of education of the students. Family, especially parents, has direct role in the social and academic life of students and young children. Students, who gain family support from parents, are successful throughout in their social and academic life. It is also obvious from past research that peers, communities and schools also have swaying role on the academic achievement of students regardless of the level of education of the students (Rice, Cole, & Lapsley, 2000). Strage and Brandt (2009) found that parenting supportiveness, demandingness and autonomy granting have positive relationship with the academic achievement of students.

Parents through their parenting styles have crucial effects on the academic achievement of their children at different levels of education. To be successful in their higher education and life, secondary school students and young adults need trusting, supporting, and caring relationships with their families, especially with their parents. This is the motive why some researchers have proposed that the family support the secondary school students can obtain from their parents is an important protection throughout their lives, particularly during their transition to university (Rice, et al. 2000). In fact, other socialization agents (e.g., communities, peers, and schools) also play a substantial role in influencing the academic achievement of students at different levels of education.

STATEMENT OF THE PROBLEMS

The researcher, have observed that some of the

behaviours of secondary school students from Anambra state leave a lot to be desired. Secondary school students are found wanting in all kinds of deviant behaviours like substance (drug) abuse, pregnancy, premarital sex, some are used as political thugs, armed robbery, members of secret cults and some are used by politicians to disrupt election processes and the peace of the society. People often attribute these children's behaviour to parental failure. In Nigeria today, secondary school students display behaviours that do not conform to the acceptable moral norms in our society. These behaviours in turn affect their academic performance in schools and may lead to their dropout from school. The researcher has observed the unpleasant behaviours that emanated from students in Anambra state which causes burden to parents, school administrators/ teachers and the society; wade into the research of this nature to find out the possible reasons for such behaviours by students and the influence of parenting styles on their moral development. Looking at the moral values of our society and the changing trend in adolescent conduct in their mode of dressing, friends they move around with, aggressiveness, response to elders, cheating, entertainment and relationships with opposite sex.

This research is therefore aimed at investigating the relationship among parenting styles, moral development and academic achievements of secondary school students in Anambra state.

OBJECTIVES OF THE STUDY

The objectives of this study were to:

1. find out the type of parenting styles among secondary school students in Anambra state.
2. find out the relationship between authoritarian parenting style and academic achievement of secondary school students in Anambra State
3. examine the relationship between democratic parenting style and academic achievement of secondary school students in Anambra state.
4. find out the relationship between laissez-faire parenting style and academic achievement of secondary school students in Anambra state.

RESEARCH QUESTIONS

1. What are the types of parenting styles among secondary school students in Anambra state?
2. What is the relationship between authoritarian parenting style and academic achievement of secondary school students in Anambra State?
3. What is the relationship between democratic parenting style and academic achievement of

- secondary school students in Anambra State?
4. What is the relationship between laissez-faire parenting style and academic achievement of secondary school students in Anambra State?

HYPOTHESES

HO₁: There is no significant relationship between authoritarian parenting style and academic achievement of secondary school students in Anambra State.

HO₂: There is no significant relationship between democratic parenting style and academic achievement of secondary school students in Anambra state.

HO₃: There is no significant relationship between laissez-faire parenting style and academic achievement of secondary school students in Anambra state.

METHODOLOGY

Research design, Population and Sample Size

The study employed a survey design method and Ex post facto design. The study population comprised of all the Senior Secondary School students in Anambra state. The total population is 129,289 (Anambra state Post-secondary school Board, 2018). A total of 384 SS1 students were sampled from the entire population. This is based on Krejcie and Morgan (1970) table of sample specification.

Research Instrument

The instrument for this study was a questionnaire validated by experts in the field of research. The pilot test was conducted using 30 secondary school students in Community Secondary School Omor, in Ayamelum Local Government Area of Anambra state who will not take part in the study and using a Pearson's Product Moment Correlation (PPMC) coefficient was used to analyse the responses. That yielded a reliability index of 0.83, indicating that the questionnaire was reliable. The questionnaire was designed along Four-Point-Likert-Scale titled: "Parenting Styles Questionnaire (PSQ)" which comprised six (6) items. The PSQ was made up of two sections: A, and B. Section A sought information on demographic data about the respondent while sections B were made up of the main items of the questionnaire. A simple percentage was used in analysing the questions while the hypotheses were tested at 0.05 level of significance using Pearson Product Moment Correlation Coefficient statistics. The four-point-Likert-Scale had four

parts, SA (4), A (3), D (2) and SD (1). While the scores were added, they made up a total of 10 points. When we divided the 10/4 it would be 2.5, which was the decision rule point of 2.5. Any value that was 2.5 and above was agreeing but any value that was below 2.5 fell to disagreement.

RESULTS

Research Question One: What are the types of parenting styles for secondary school students in Anambra state?

Table 1 shows response to items on the type of parenting styles for secondary school students in Anambra state. The mean shows agreement with all the items. The sectional mean of 3.26 further provides basis for the decision that the three parenting styles are visible among parents of students in Anambra state secondary schools since the mean is above 2.50 (midpoint on a 4-point Likert scale). This implies that the three parenting styles are been practice by parents in Anambra state.

HO₁: There is no significant relationship between authoritarian parenting style and academic achievement of secondary school students in Anambra State.

From Table 2, the computed correlation coefficients have been reported for the test of significance of relationship between the variables. With the significant value of .053 (more than .05), it is concluded that there is no significant relationship but positive level between authoritarian parenting style and academic achievements of secondary school students in Anambra state.

HO₂: There is no significant relationship between democratic parenting style and academic achievement of secondary school students in Anambra state.

From Table 3, the computed correlation coefficients have been reported for the test of significance of relationship between the variables. With the significant value of .053 (more than .05), it is concluded that there is no significant relationship but positive level between democratic parenting style and academic achievements of secondary school students in Anambra state.

HO₃: There is no significant relationship between laissez-faire parenting style and academic achievement of secondary school students in Anambra state.

From Table 4, the computed correlation coefficients have been reported for the test of significance of relationship between the variables. With the significant value of .175 (more than .05), it is concluded that there is no significant

Table 1: Students' Responses on different types of parenting styles

S/No.	Items	Mean	Std. Dev.	Decision
1		3.69		Agree
2	Controls and evaluates my behaviour.	3.43	0.54	Agree
	Use punitive forceful measure to curb my self-will.		0.56	
3	Recognize my individual interests and special ways of doing things.	2.79	0.81	Agree
	Discipline me with love.			
4	Allow me to regulate my own activities.	2.79	0.84	Agree
5	Avoid exercising control over me.	3.34	0.70	Agree
6	Sectional Mean/Std. Dev.	3.37	0.76	
		3.26/0.70		

Table 2: Result of Correlation Test between Authoritarian Parenting Style and Academic Achievements of secondary school students in Anambra state

Variables	N	r-cal	Sig. (2 tailed)	Decision
Academic Performance	383	-.099	.053	Accepted
Authoritarian Parenting Style				

Table 3: Result of Correlation Test between Democratic Parenting Style and Academic Achievements of secondary school students in Anambra state

Variables	N	r-cal	Sig. (2 tailed)	Decision
Academic Performance	383	-.099	.053	Accepted
Democratic Parenting Style				

Table 4: Result of Correlation Test between Laissez-faire Parenting Style and Academic Achievements of secondary school students in Anambra state

Variables	N	r-cal	Sig. (2 tailed)	Decision
Academic Performance	383	-.069	.175	Accepted
Laissez-faire Parenting Style				

relationship but positive level between laissez-faire parenting style and academic achievements of secondary school students in Anambra state.

DISCUSSION

The study revealed that there was no significant relationship between quality of Parenting style and moral development of secondary school students in Anambra state. This is not surprising as parents in Anambra state always advocate for good moral development of their children. This is in line with Ang & Groh, (2006) who stated that a child begins life by learning to trust first the mother and later to the other person's to him. He can also learn to distrust them, depending on the type of relationships that exist in the home.

The study also discovered that there is significant

relationship between authoritarian Parenting style and moral development of secondary school students. Parents in Anambra state who are Africans are mostly known to be authoritarian in their style of parenting as they assume that that is the best way to make their children to be morally upright in the society. This is in line with Rabin (2005) who stated that children of authoritarian parents generally are known to demonstrate high social and instrumental competence. Also Strage and Brandt (2009) reported a strong positive relationship between parental authoritarianism and self-esteem, a strong inverse relationship between authoritarianism and self-esteem, and no relationship between permissiveness and self-esteem.

Furthermore, the study discovered that there is no significant relationship between the democratic and Laissez-faire parenting styles and moral development of secondary school students in the Anambra state. This

may not also be surprising because secondary schools in Anambra state always advocate moral development of students in respect of their backgrounds. Some schools equally imbibe moral education in their curriculum. This is in contrast with Onyechi&Okere, (2007) who discovered that there is no significant relationship between moral development of adolescents from single parenting home and those from intact home. Rabin (2005) also reported that children of laissez-faire parents have been shown to function poorly in all domains, including social and cognitive.

CONCLUSION

The following conclusion, based on the findings is drawn from the study: parents of secondary school students in Anambra state appear to be more of authoritarian and laissez-faire and less in democratic. The dominant parenting styles is authoritarian, this may be due to our Nigeria nature where our parents most times dominate and want to have the final say in whatever that concern their children.

There was equally no significant relationship between authoritarian parenting style and moral development of secondary school students in Anambra state. The study also discovered that there was a significant relationship between laissez-faire and democratic parenting style with moral development of students in Anambra state.

Implications of the Findings for Counselling

The findings of this study have serious implications for Guidance. These implications have been summarized in the following paragraphs.

The findings will enable the school management to advise the students to seek guidance from a professional counsellor.

It will help experts in guidance and counselling to advise the parents to evaluate their parenting style and make sure it has a positive influence on the children academic achievements.

Secondary school students are from different family background and different parenting styles, as such, there is need for proper guidance for them to be easily adapted in schools. This may be challenging to some students, but with the assistance of a professional counsellor, they will easily get integrated.

RECOMMENDATIONS

In view of the findings of this study, the following recommendations have been advanced.

1. Parenting styles used by parents affect their moral development. The study recommends authoritarian parenting style for parents in Anambra state.
2. The study equally recommends that authoritarian parents should pay closer attention to the education of their children. This will help them improve and have a better academic achievement.
3. The study also showed that there was no significant relationship but positive level between democratic parenting style and academic achievements of secondary school students in Anambra state. The study recommends that parents who are democratic should always make the education of their children a priority for them to continue to excel in their academic achievements.
4. The study also found that there was no significant relationship but positive level between laissez-faire parenting style and academic achievements of secondary school students in Anambra state. The study recommends that laissez-faire parents should focus more on their children education; this will help them compete with other children in the society.

REFERENCES

- Ang, R. P. &Goh, Dion H. (2006) Authoritarian parenting Style in Asian Societies: A Cluster analytic Investigation. *Contemporary Family Therapy: An International Journal*. 28 (1) pp. 132 – 151.
- Baumrind, D. (2001). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11 (1), 56 – 95.
- Epunam, L. C. (2009). Influence of school environmental variables on academic achievement as perceived by students. Unpublished M.Ed Thesis. University of Nigeria, Nsukka.
- Ford, D. I. & Lerner, R. M. (2002). *Developmental systems theory: an integrative approach*. Newbury Park C: 17 Sages.
- Kracke, B. (2007). Parental behaviours and adolescents career exploration *Career Development Quarterly* 45, No. (4) 341 – 350 E.J. SS 5154
- Okwubunka, S. (2004). Career strategies for youths. Makurdi: Onaivi Printing and Publishing Company.
- Onyechi, K. C. &Okere, A. U. (2007). *Deviant Behaviour as Correlate of Academic Achievement Among Secondary School Adolescents: Implication for Counselling*. In Nworgu, B. G. (Ed). *Optimization of Service Delivery in the Educational Sector*. Issues and Strategies. Nsukka: University Trust.
- Papalia, D. E., Olds, S. W. & Feldman, R. D. (2004).

- Human development* (9thed.). New York: McGraw-Hill Companies.
- Rabin, A. (2005). Motivation for parenthood. *Journal of Projective Techniques* 29,405-411.
- Rice, K. G., Cole, D. A., & Lapsley, D. K. (2000). Separation, individuation, family cohesion, and adjustment to college: Measurement validation and test of a theoretical model. *Journal of Counselling Psychology*, 37(2), 195.
- Strage A. A. & Brandt T. S. (2009). Authoritative parenting and college students academic adjustment and success. *Journal of Educational Psychology*, 91(1) 146-156.