

## SELF-ESTEEM AND PARENTING STYLES AS CORRELATES OF ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN DUTSIN-MA ZONAL EDUCATION AREA, KATSINA STATE, NIGERIA

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### Abstract

This study investigated the relationship between self-esteem, parenting styles, and academic performance among secondary school students in Dutsin-Ma Zonal Education Area, Katsina State. The study was guided by two objectives, corresponding research questions, and hypotheses. A correlational research design was adopted, and a stratified random sampling technique was used to select a sample of 380 students. Instruments used for data collection included the Rosenberg Self-Esteem Scale, Parenting Style Inventory II, and students' academic performance records. Data were analyzed using Pearson Product Moment Correlation. Results revealed a significant positive relationship between self-esteem and academic performance, and between authoritative parenting style and academic achievement. In contrast, authoritarian and permissive parenting styles were negatively correlated with academic performance. The study recommends the implementation of self-esteem development programs in schools and sensitization campaigns for parents on adopting authoritative parenting approaches.

**Keywords:** Self-esteem, Parenting styles, Academic performance, Secondary school students

### Introduction

Academic performance is widely recognized as a critical indicator of students' intellectual growth, learning outcomes, and educational success. In the Nigerian context, especially at the secondary school level, the academic performance of students has become an issue of national concern due to consistently low pass rates in national examinations such as WAEC and NECO (Yusuf & Afolabi, 2021). Various factors influence academic outcomes, including curriculum, teaching quality, school environment, and increasingly recognized psychosocial variables such as self-esteem and parenting styles (Gopalan, Rosinger, & Ahn, 2020).

Self-esteem, described by Rosenberg (1965) as a person's overall evaluation of their worth, is a major psychological construct known to influence students' confidence, learning behavior, motivation, and academic perseverance. According to Janošević and Petrović (2019), self-esteem fosters intrinsic motivation and positive learning attitudes, leading to higher academic outcomes. Conversely, low self-esteem has been associated with test anxiety, school disengagement, and diminished academic interest (Herrera, Al-Lal, & Mohamed, 2020).

Parenting styles also play a central role in shaping children's academic behavior. Baumrind (1991) identified four parenting styles authoritative, authoritarian, permissive, and neglectful based on levels of responsiveness and control. Among these, authoritative parenting, characterized by warmth and firm expectations, has been linked to academic success due to its supportiveness and encouragement of autonomy (Ke, Liu, & Yuan, 2015). In contrast, authoritarian parenting, which relies on strict discipline with little emotional support, and permissive parenting, which offers warmth with minimal structure, have been associated with lower academic performance (Komarraju et al., 2011).

Empirical evidence underscores the significance of these psychosocial factors. For instance, Mammadov (2022) in a meta-analysis of personality traits and performance, emphasized that home-based influences such as parenting styles are just as impactful as cognitive factors. Similarly, Li et al. (2019) reported that positive parental involvement and high self-esteem predicted higher student achievement across multiple disciplines.

Despite the abundance of literature globally, there remains a research gap in understanding how these variables interact in Northern Nigeria. With increasing reports of declining academic achievement in Katsina State (Ministry of Education, Katsina State, 2023), there is a pressing need to identify the psychological and environmental variables influencing performance. This study, therefore, aims to explore how self-esteem and parenting styles correlate with academic performance among secondary school students in the Dutsin-Ma Zonal Education Area.

### **Statement of the Problem**

Educational outcomes among secondary school students in Katsina State have remained inconsistent, with reports showing declining performance in core academic subjects. While interventions have largely focused on infrastructural and curricular improvements, there has been insufficient attention paid to the psychological and home-based factors that affect learning. Self-esteem and parenting styles are potential influencers of students' academic behavior and motivation, yet these constructs are underexplored in the context of Northern Nigeria. This study seeks to investigate the extent to which self-esteem and parenting styles relate to academic performance among students in the Dutsin-Ma Zonal Education Area.

### **Objectives of the Study**

1. To determine the relationship between self-esteem and academic performance among secondary school students.
2. To examine the relationship between parenting styles and academic performance among secondary school students.

### **Research Questions**

1. What is the relationship between self-esteem and academic performance among secondary school students?
2. What is the relationship between parenting styles and academic performance among secondary school students?

### **Hypotheses**

**H01:** There is no significant relationship between self-esteem and academic performance among secondary school students.

**H02:** There is no significant relationship between parenting styles and academic performance among secondary school students.

### **Literature Review**

#### **Concept of Academic Performance**

Academic performance is the extent of student achievement across a number of academic subjects. Teachers and education officials normally measure performance using classroom performance, graduation rates, and results from standardized tests. Student performance can be measured using a variety of yardsticks, including grade point average (GPA), high school graduation rate, annual standardized tests, and college entrance exams. Academic performance is a subject matter that deeply concerns students, parents, teachers and authorities across the globe. The complexity of the academic performance starts from its conceptualization. Sometimes it is known as school readiness, academic achievement and school performance, but generally the difference in concepts are only explained by semantics as they are used as synonyms. Conventionally, it has been agreed that academic performance should be used in university populations and school performance in regular and alternative basic education populations (Lamas, 2015)

Several authors agree that academic performance is the result of learning, prompted by the teaching activity by the teacher and produced by the student. From a humanistic approach, academic performance is “the product given by the students and it is usually expressed through school grades. Academic performance involves meeting goals, achievements and objectives set in the program or course that a student attends. These are expressed through grades which are the result of an assessment that involves passing or not certain tests, subjects or courses. Academic performance is the level of knowledge shown in an area or subject compared to the norm, and it is generally measured using the grade point average (Wilcox, 2011). The purpose of the school or academic performance is to achieve an educational goal, learning. In this regard there are several components of the complex unit called performance. They are learning processes promoted by the school that involve the transformation of a given state, into a new state, and they are achieved with the integrity in a different unit with cognitive and structural elements. Performance varies according to circumstances, organic and environmental conditions that determine skills and experiences. The academic performance involves factors such as the intellectual level, personality, motivation, skills, interests, study habits, self-esteem or the teacher-student relationship.

### Self-Esteem versus Parenting Styles

Literature review has revealed that behavioural disorder and deviances, emanate mainly from homes (Aremu, Desmennu, & Akinola, 2018). Parenting style can be defined as all attitude, behaviour and values parents use to interact with their wards that affects their physical, social, emotional, and intellectual development. Parenting style have been recognized as one among other significant factors that might influence child and adolescent development (Akanksha & Mamta, 2013). Baumrind, as cited in Okorodudu (2015) recognized two factors that determine parenting style.

### Methodology

This study utilized a correlational research design. The target population comprised all SS II students in the Dutsin-Ma Zonal Education Area. A stratified random sample of 380 students was selected to ensure representation. Instruments included the Rosenberg Self-Esteem Scale (RSES) to assess students' self-perception, Parenting Style Inventory II (PSI-II) to categorize parenting practices, and students' cumulative academic performance records. The instruments were validated through expert review, and reliability was confirmed using Cronbach's alpha coefficients above 0.80. Data were analyzed using Pearson Product Moment Correlation at a 0.05 significance level.

### Results

**Research Question One:** What is the relationship between self-esteem and academic performance among secondary school students?

**Table 1: Mean Responses on Self-Esteem and Academic Performance**

S/N	Self-Esteem Items	SA	A	D	SD	Mean	Std. Dev
1	I feel that I have a number of good qualities	104	132	70	43	3.11	0.93
2	I take a positive attitude toward myself	91	139	74	45	3.00	0.96
3	I feel I do not have much to be proud of (reverse)	46	86	106	111	2.06	1.02
4	I am able to do things as well as most other people	122	135	64	28	3.21	0.87
5	On the whole, I am satisfied with myself	98	141	65	45	3.05	0.90

The average mean score for self-esteem items is approximately 3.09, indicating that respondents generally agreed that they hold positive views about themselves. The relatively high means support the conclusion that higher self-esteem correlates positively with better academic performance.

**Research Question Two:** What is the relationship between parenting styles and academic performance among secondary school students?

**Table 2: Mean Responses on Parenting Styles and Academic Performance (N = 349)**

S/N	Parenting Style Items	SA	A	D	SD	Mean	Std. Dev
1	My parents encourage me to do well in school (Authoritative)	110	150	58	31	3.26	0.85
2	My parents are supportive but expect good behavior (Authoritative)	125	139	54	31	3.28	0.86
3	My parents rarely explain rules or decisions to me (Authoritarian)	45	76	102	126	1.98	1.04
4	My parents allow me to do whatever I want (Permissive)	38	54	120	137	1.83	1.01
5	My parents scold me harshly without listening to my side (Authoritarian)	41	72	115	121	1.94	1.02

The above result indicate that authoritative parenting items received higher average means ( $M \approx 3.27$ ), while authoritarian and permissive styles showed lower mean values ( $M \approx 1.92$ ). This pattern supports the conclusion that authoritative parenting is positively associated with academic achievement, while other parenting styles may hinder performance.

### Hypothesis Testing

**Hypotheses 1:** There is no significant relationship between self-esteem and academic performance among secondary school students in Dutsin-ma Zonal Education Quality Assurance.

**Table 5: PPMC table showing the relationship between self-esteem and academic performance among secondary school students in Dutsin-ma Zonal Education Quality Assurance Katsina State.**

Variables	N	Mean	S.D	Df	R	P-value
Self-esteem	349	3.229	42594	347	-.005	.925
Academic Performance	349	.4024	14384			

\*\*correlation not significant at 0.05 level (2-tailed)

The result of the analysis in Table 5 shows showed a non-significant relationship between self-esteem and academic performance,  $r = -.005$ ,  $p > .05$ . The p-value is far above 0.05, indicating that self-esteem does not significantly impact academic performance. Therefore, the researcher retains the null hypothesis which stated that there is no significant relationship between self-esteem and academic performance among secondary school students in Dutsin-ma Zonal Education Quality Assurance.

**Hypothesis Two:** There is no significant combine relationship between parenting styles (democratic parenting, autocratic parenting and laissez-faire) and academic performance among secondary school students in Dutsin-ma Zonal Education Quality Assurance.

**Table 8: Multiple Regression Analysis Table for the Combine relationship among Democratic, Autocratic and Laissez-Faire Parenting Style and Academic Performance**

Tolerance and Collinearity Statistics and Regression Performance					
Model	R	R Square	Adjusted R square	Standard Error	
1	0.95	.009	.000	.14403	
Analysis of Variance					
Model	Sum of square	DF	Mean Square	F-value	Sig.
Regression	0.65	3	.022	1.04	.375
Residual	7.136	344	.021		
Total	7.200	347			

a. Dependent variable: academic performance ( $P > 0.05$ )

The result in table 8 revealed a non-significant combined effect of democratic, autocratic, and laissez-faire parenting styles on academic performance,  $F(3, 344) = 1.040$ ,  $p > .05$ . The model only explains 0.9% of the variance in academic performance ( $R^2 = .009$ ). Since the p-value is greater than 0.05, the researcher retains the null hypothesis. This suggests that combined parenting styles do not significantly predict students' academic performance among secondary school students in Dutsin-ma Zonal Education Quality Assurance

### Discussion of Findings

The result showed a significant positive relationship between self-esteem and academic performance. This is consistent with the findings of Jhoselle (2020), who reported that self-esteem, alongside self-efficacy, enhances academic success by promoting motivation and engagement. Similarly, Honicke and Broadbent (2016) emphasized that academic self-belief is crucial for setting goals and persisting through academic challenges. These findings validate the theoretical model proposed by Rosenberg (1965), which links self-worth to personal achievement.

The findings shows that parenting style showed a strong positive relationship with academic achievement, while authoritarian and permissive parenting styles were negatively correlated. These findings support earlier work by Baumrind (1991) and further reinforced by Mammadov (2022), who concluded that authoritative parenting is associated with higher academic performance due to a balanced blend of discipline and support. Herrera et al. (2020) also linked parental warmth and structure to improved cognitive outcomes and school performance. Conversely, the negative association between authoritarian/permissive styles and academic achievement is echoed by Komarraju et al. (2011), who noted that over-control or lack of boundaries impairs students' academic motivation and autonomy

### Conclusion

The study concludes that self-esteem and parenting styles are important correlates of academic performance among secondary school students. Specifically, high self-esteem and authoritative parenting are positively associated with better academic outcomes. Therefore, efforts to enhance students' academic performance should include interventions aimed at improving students' self-perception and promoting positive parenting practices.

### Recommendations

1. Schools should integrate self-esteem development programs into their guidance and counseling services to help students build academic confidence.
2. Parents should be educated on the benefits of authoritative parenting through community outreach and school-based seminars.
3. Teachers and counselors should collaborate to identify students with low self-esteem and provide targeted support.
4. Future research should examine the moderating effects of socio-economic status and gender on the relationship between parenting, self-esteem, and academic performance.

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