

PARENTING STYLES AS PREDICTORS OF STUDENTS' ACADEMIC ACHIEVEMENT IN FEDERAL GOVERNMENT COLLEGES IN NORTH-WEST, NIGERIA

ALIYU ABUBAKAR UMAR; SHEHU LAWAL & SANI MAIGADAU

¹Department of Educational Psychology and Counselling,

Faculty of Education, Federal University Dutsin-Ma

²Ministry of Education Katsina State

³Aminu Sale College of Education Azare, Bauchi State

Abstract

This study investigated parenting styles as predictors of students' academic achievement in Federal Government Colleges in North-west, Nigeria. Correlational survey research design was used and multistage sampling Procedure was adopted. Three research objectives were stated; three null hypotheses were formulated and tested at .05 level of significant. Samples of 985 students were selected out of the main population of three thousand and ninety (3,090). Parenting style questionnaire (PSO) adapted from Alabama Parenting Questionnaire (APO) were used. All the hypotheses were tested using Pearson Product Moment Correlation Coefficient (PPMCC) at .05 level of significant. The study shows that, there is significant relationship between Autocratic Parenting styles and students' academic achievement there is significant relationship between Democratic Parenting styles and students' academic achievement, there is no significant relationship between Laisses-faire Parenting styles and students' academic achievement. The study recommends that: Parents should guide their children and feel free to discuss vital and relevant issues with them so as to improve their academic performance and also to develop their educational carrier.

Keywords: Parenting style, Autocratic, Democratic, Laisses-faire, academic achievement

Introduction

Education is the means of reforming the behaviour of a child. School is the avenue where society transmits its culture to the younger ones through teaching and learning so as to develop as meaningful members of the society. In the educational setting, measurement of the curriculum, teachers and learners take place to determine the success of the academic activities. Academic achievement becomes extremely important for students in educational setting. Students' academic achievement can be related to their choices of subject at both secondary school and university (Blazar, 2016).

Parenting is one of the complex tasks every parent hope to succeed in for all social and educational development. The parenting styles play an important role in the development of individual and group. Moreover, parenting form the basis of a family environment because without parental education, it is not possible for parents to fulfill their roles and duties in the family and the society (Leung & Cherry, 2012), on the importance of parenting on children's psychosocial development, acknowledged that parenting was a very complex and challenging phenomenon which is very difficult to understand and define. Parents need to educate themselves for their children to become good citizens in the future. So, parents required help to develop their parenting skills. Parents care about their children's academic achievement because they believed that good academic result will provide more career choices and job security to them.

Parenting style is the method adopted by the parents in controlling, correcting and relating with their children's life endeavour. Another parenting style is known as democratic in which according to Asiamah (2013) is a situation where parents control and surveillance the behavior and education of

their children. Every individual has experienced the warmth and affection provided to him/her by someone important, who is called the parent not necessarily, mother and father. This warmth and affection is a range from a great deal to none, where one end is parental acceptance while the other one is rejection.

A strong relationship between parental involvement and children's school performances has been reported in the literature. Research has shown that the relationship between parenting style and academic achievement found that psychosocial maturity (expansion of social knowledge and wellbeing) mediated this relationship. In other words, Autocratic parenting impacts psychosocial maturity, which in turn, influences how students perform in school. Conversely, psychosocial maturity was measured by self-reliance (control over life), work orientation (students work skills and work goals), and self-identity (self-esteem and life goals). Each of these variables, both separately and collectively correlated with higher grades. Parental involvement has emerged as one of today's most important topics in educational circles (Baumrind, 2012). Baumrind theory of parental styles identified three styles of parenting: autocratic, democratic, and laissez-faire with the concepts of responsiveness and demandingness in mind (Attiya, et.al, 2016) each parenting has its child rearing pattern. Diana Baumrind is a leading clinical and developmental psychologist whose work on parenting styles is ground breaking.

Based on Baumrind's observations Democratic parents are rigid and controlling, and they demand a lot from their children without offering warmth or responding to a child's needs. A child must do as he is told. If a child asks why, the parent answers "because I say so". Democratic parents rely on harsh discipline, and a child has little control over his life. These children might be difficult, might withdraw socially, and might not form trusting relationships easily. The strict democratic parent demands uncompromising obedience. Rules are established and infractions punished. Parental needs and desires come before the child's needs and desires. Democratic parents may have much self-respect but often lack respect for the child. (Berg, 2011). Berg (2011) agreed that the democratic parent attempts to shape, control and evaluate the child using set standards. This parent values obedience most and uses forceful measures to inculcate desired behaviour. This parent does not encourage negotiation but prefers that the child accept authority. This type of parent tends to enforce rules firmly, confronts and sanctions negative behaviour on the part of the child and discourages independence and individuality.

Parents who often use a democratic style are invariably strict and have fixed ideas about discipline and behaviour... Such parents are inclined to use set standards to control and evaluate their children's behaviour and attitudes (Berg, 2011)".

Autocratic like the democratic parent, the Autocratic parents set high expectations, unlike the democratic parent, the Autocratic parent is responsive to the child's needs. These parents are flexible. They listen and give advice. In the views of Attiya, et.al, (2016) they agree that parents who use an Autocratic parenting style often have a good relationship with their children. The parenting style tends to promote in their children independence, self-reliance, responsibility and strong motivation to achieve. They are both socially and intellectually successful; they tend to be popular with their peers and are often cooperative towards their parents.

Laissez-faire parent offer plenty of warmth but don't set limits. They let their children do as they please, and these children might grow up without understanding that society will impose limits on their behavior. Consequently, children of laissez-faire parents often grow up frustrated by their attempts to function within society's expectations. The effect of laissez-faire parenting, Baumrind notes, is that these children might be impulsive, might lack self-control and might not have experience in molding their wishes to others expectations, which makes it difficult for these children to adapt to adult life. This theory is the basis of this research with regards to parenting styles.

Statement of the Problem

The researcher observed that despite the good efforts put in place by the government and the teachers in teaching and learning process, few students achieve higher success in their academic pursuits. Very

few students score average while vast majority are below average. This indicates that there are some other underlying factors in determining the academic success or failure of students that are in play. Some of the factors that are said to be contributing either positively or negatively to the academic achievement of students include parenting style, and personality traits of the learners as well as their adjustment behavior. Most of the parents in the country neglect their children by not allowing them to share their feeling and talents with them.

The achievement of students in Mathematics and English Language in secondary schools in recent decades has been declining consistently in Nigeria especially in the North-West. The trend shows that there is speedy decline in the achievement of students in mathematics and English Language especially in Public Senior Secondary Schools in the North-West (WAEC, 2019).

Parenting or child upbringing nowadays is one of the contributing factors affecting student academic achievement or academic successes in general because in most cases their method discourage students' effort, interest and motivation towards their academic activities. In the process of doing so, their styles of care giving can have both immediate and lasting effects on children's social functioning in areas of moral development, peer play and academic performance. Ensuring the best possible outcome for children requires parents to face the challenge of balancing the maturity and disciplinary demands they make to integrate their children into the family and social system with maintaining an atmosphere of warmth, responsiveness and support.

Objectives of the Study

The objectives of the study include the following, which are to:

1. determine the relationship between Autocratic parenting styles and academic achievement among students of Federal Government Colleges in North-West Nigeria.
2. examine the relationship between Democratic parenting styles and academic achievement among students of Federal Government Colleges in North-West Nigeria.
3. ascertain the relationship between Laisses-faire parenting styles and academic achievement among students of Federal Government Colleges in North-West Nigeria.

1.4 Research Questions

The research questions of the study are as follows;

1. What is the relationship between Autocratic parenting styles and academic achievement among students of Federal Government Colleges in North-West Nigeria?
2. What is the relationship between Democratic parenting styles and academic performance among students of Federal Government Colleges in North-West Nigeria?
3. What is the relationship between laisses-faire parenting styles and academic achievement among students of Federal Government Colleges in North-West Nigeria?

1.5 Research Hypotheses

The following null hypotheses formulated were tested at 0.05 level of significance.

- H₀₁. There is no significant relationship between Autocratic parenting styles and academic achievement among students of Federal Government Colleges in North-West Nigeria.
- H₀₂. There is no significant relationship between Democratic parenting styles and academic achievement among students of Federal Government Colleges in North-West Nigeria.
- H₀₃. There is no significant relationship between laisses-faire parenting styles and academic achievement among students of Federal Government Colleges in North-West Nigeria.

Methodology

This study adopted a correlational research design. The population of this study comprised of three thousand and ninety (3,090) Senior Secondary School Students of year two (SSII) Federal Government Colleges in North-west, Nigeria.

Table 1 Population of students of Federal Government College in North-West Nigeria

S/N	Name of Schools	Male Students	Female Students	Total
1	FGC Kaduna	2. 97	3. 77	4. 174
2	FGGC Zaria		246	246
3	FGGC Kafanchan		185	185
4	FGGC Bakori		198	198
5	FSCT Dayi	96	32	128
6	FGC Daura	66	90	156
7	FGGC Munjibir		210	210
8	FGC Kano	80	56	136
9	FGC Kiyawa	73	54	127
10	FGGC Kazaure		188	188
11	FGGC Gusau		178	178
12	. FGC Anka	98	31	129
13	. FSCT Sokoto	87	67	154
14	. FGGC Tambuwal		215	215
15	. FGC Sokoto	98	55	153
16	. FGGC Gwandu		216	216
17	. FSCT Zuru	66	43	109
18	. FGGC BirninYawuri		188	188
	. Total	716	2,329	3,090

Source: Respective school principals and zonal offices of Education (2021)

The sample for this study is nine hundred and eighty-five (985) students drawn from the main population of three thousand and ninety (3,090).

Table 2 Sample Distribution

S/N	Sample State	Sample School	Sample Students
1.	Kaduna	FGC Kaduna	174
2.	Katsina	FGC Daura	156
3.	Kano	FGC Kano	136
4.	Jigawa	FGC Kiyawa	127
5.	Zamfara	FGC Anka	129
6.	Sokoto	FSCT Sokoto	154
7.	Kebbi	FSCT Zuru	109
	Total	07	985

Multistage sampling technique was applied in selecting the state for the study. Since the Zone comprised seven states in which the researcher select one school from each state respectively. The whole SS2 students of the sampled schools were used as the sample because the population of SS2 students is manageable.

Parenting Questionnaire (APQ) was adopted from the Alabama Parenting Questionnaire (APQ). The instrument was developed by Frick (1991) in the University of Alabama USA. The instrument was adopted and contained twenty-six (26) items in which each student making the sample is to tick appropriate option applicable to him from the Four (4) Likert scale (Strongly Agree- SA; Agree –A; Disagree – D; Strongly Disagree - SD) provided on each statement. The twenty-six (26) items are in respect to three parenting styles of Autocratic, Democratic and the laisses-faire.

However, the method used in analyzing, and interpreting the data collected is the Pearson Product Moment Correlation (PPMC)

Results

Hypothesis 2: There is no significant relationship between autocratic parenting styles and academic achievement in Federal Government Colleges in North-west Nigeria

Table 3: PPMC Showing the Relationship between autocratic parenting styles and Academic Achievement

Variable	Correlation, Sig. & N.	Autocratic Parenting styles	Academic Achievement
Autocratic parenting styles	Pearson Correlation	1	.153
	Sig. (2-tailed)		.000
	N	793	793
Academic Achievement	Pearson Correlation	.153	1
	Sig. (2-tailed)	.000	
	N	793	793

Note: * mean significant at 0.05 alpha level of Significance

Table 3 indicated relationship analysis between Autocratic parenting styles and Academic Achievement. The r. value is .158 and the p. value .000 which is less than .05 alpha level. The above stated null hypothesis is rejected. It was concluded from this result that, there is significant positive relationship between Students Autocratic parenting styles and their Academic Achievement.

Hypothesis 3: There is no significant relationship between democratic parenting styles and academic achievement in Federal Government Colleges in North-west Nigeria

Table 4: PPMC Showing the Relationship between Democratic parenting styles and Academic Achievement

Variable	Correlation, Sig. & N.	Democratic Parenting styles	Academic Achievement
Democratic parenting styles	Pearson Correlation	1	.123
	Sig.(2-tailed)		.000
	N	793	793
Academic Achievement	Pearson Correlation	.123	1
	Sig.(2-tailed)	.000	
	N	793	793

Note: * mean significant at 0.05 alpha level of Significance

Table 4 indicated relationship analysis between democratic parenting styles and Academic Achievement. The r. value is .123 and the p. value .001 which is less than .05 level of significant. The above stated null hypothesis is rejected. It was concluded from this result that, there is significant positive relationship between students' democratic parenting styles and their Academic Achievement.

Hypothesis 4: There is no significant relationship between laisses-faire parenting styles and academic achievement in Federal Government Colleges in North-west Nigeria

Table 5: PPMC Showing the Relationship between laisses-faire parenting styles and Academic Achievement

Variable	Correlation, Sig. & N.	Laisses-faire Parenting Styles	Academic Achievement
Laisses-faire Parenting Styles	Pearson Correlation Sig. (2-tailed) N	1 793	.180 .603 793
Academic Achievement	Pearson Correlation Sig. (2-tailed) N	.180 .603 793	1 793

Note: * mean significant at 0.05 alpha level of Significance

Table 5 shows the relationship analysis between laisses-faire parenting styles and Academic Achievement. The r. value is .180 and the p. value .603 which is greater than .05 alpha level. The stated null hypothesis is retained. It was concluded from this result that, there is no significant relationship between laisses-faire parenting styles and students Academic Achievement. From the result of the analysis above, it is statistically indicated that, there is no significant relation between laisses-faire parenting styles and students' academic achievement.

Discussions

The finding in null hypothesis two indicated the significant relationship between parenting styles and student's academic achievement this finding was supported by the findings of Milevsky, schlechter, Netter, and Keehn (2007) study also revealed that Autocratic mothering was related to higher self-esteem and life-satisfaction and to lower depression. Paternal Autocratic parenting styles was also related to psychological adjustment. In the same vain correlational analyses Besharat et al. (2011) showed autocratic parenting to be associated with high levels of academic achievement and study skills. In contrast to the finding of this study Khan, Atta, Bhatti, and Ali (2008) found that democratic and autocratic parenting was insignificant with the students' academic achievement but laissez faire parenting style and the achievement of students was significant.

The finding in null hypothesis three indicated the significant relationship between democratic parenting styles and student's academic achievement, this finding was supported by Aiyappa and Acharya, (2012) which the finding of their study revealed that democratic styles have more positive impact on students' academic achievement. The finding in null hypothesis four indicated that there is no significant relationship between laissez faire parenting styles and student's academic achievement, this finding was supported by the finding of Boutelle, Eisenberg, Gregory and Neumark-Sztainer (2009) in their study which shows that laisses-faire parenting style was not significantly correlates with students' academic achievement. In contrast with the above finding Khan, Atta, Bhatti, and Ali (2008) found that democratic and autocratic parenting was insignificant with the students academic achievement but laissez faire parenting style and the achievement of students was significant.

Conclusion

The finding concluded that, significant relationship was established between autocratic and democratic parenting styles with academic achievement of students of federal government colleges in North-west.

Recommendations

The following recommendations were made:

1. Parents should guide their children and feel free to discuss vital and relevant issues with them so as

to develop their educational carrier.

2. Parent should also be flexible in dealing with their children so that they can be involved in the family decision making as that will go a long way in helping them and transforming them in to meaningful members of the school and the society at large.

3. Government, parents, teachers and society as a whole should invest heavily providing motivating activities that will help students to excel in their chosen carrier.

References

- Aiyappa, S., & Acharya, B. (2012). Parenting styles on academic achievement of adolescents. *International Journal of Scientific Research*, 1(5), 120-122. ISSN: 2277-8179. Retrieved from <http://the-global-journals.com/ijsr/file.php?val=MjIy>
- Asiamah, D.K.O. (2013). *Examining the effects of parenting styles on academic of senior high school students*, in the Ejisu-Juaben Municipality, Ashanti Region. Unpublished MA thesis, Kwame Nkrumah University of Science and Technology.
- Attiya, I. Nomaan, S. & Abiodullah, M. (2016) Parents' Parenting Styles and Academic Achievement of Underachievers and High Achievers at Middle School Level. *Bulletin of Education and Research*, 38 (1) 57-74. Retrieved from: <http://pu.edu.pk/home/journal/32>.
- Berg, B. (2011), *The Effects of Parenting Styles on a Preschool Aged Child's Social Emotional Development*. A Research Paper Submitted in Partial Fulfillment of the Requirements for the Master of Science Degree in Education, University of Wisconsin- Stout Menomonie, WI
- Blazar, D. (2016). *Teacher and Teaching Effects on Students' Academic Performance, Attitudes, and Behaviors*. *American Journal of Educational Research and Reviews*, (3) 21. Retrieved from: <http://escipub.com/american-journal-of-educational-research-and-reviews>.
- Boumring, D. (2012). *The influence of parenting style on adolescent competence and substance use*. *Journal of Early Adolescence*, Vol 11(1). PP 56-95.
- Besharat, Mohammad Ali & Azizi, Koorosh & Poursharifi, Hamid. (2011). *The relationship between parenting styles and children's academic achievement in a sample of Iranian families*. *Social and Behavioral Sciences*. 15. 1280-1283. 10.1016/j.sbspro.2011.03.277.
- Cherry, K. (2012). The four styles of parenting about.com.www.psychology.about.com/od/developmentalpsychology/a!parenting-style.htm.
- Khan, U. A., Atta, M. A., Bhatti, N., & Ali, R. (2008). Relation of Parenting Styles to Adolescent's School Achievement at Secondary Level. *Journal of Educational Research*, 11(2), 19-33. ISSN 1027-9776. Retrieved from http://www.iub.edu.pk/jer/JOURNAL/JER_Vol11_No2.pdf
- Milevsky, A., Schlechter, M., Netter, S., & Keehn, D. (2007). Maternal and paternal parenting styles in adolescents: Associations with self-esteem, depression and life-satisfaction. *Journal of Child and Family Studies*, 16(1), 39-47. <https://doi.org/10.1007/s10826-006-9066-5>
- West African Examination Council (2019) Annual Report [Online] available from <http://www.waeheadquartersgh.org/>. [Accessed 25.05.2019 at 11.40 am].