

**PARENTING STYLES AND STUDENTS' ACADEMIC PERFORMANCE
AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN ILORIN
SOUTH LOCAL GOVERNMENT AREA, KWARA STATE**

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Abstract

This study is on the parenting styles and Academic performance of social studies students in Junior Secondary Schools in Ilorin South L.G.A of Kwara State. A total of 360 students served as respondents for the study. The number was drawn from J O Junior secondary schools in Ilorin South L.G.A. A questionnaire designed by the researchers was the major instrument used for data collection. Two hypotheses were postulated for the study. While Pearson Product Moment Correlation Co-efficient was used to analyse the collected data. The study revealed that there was a significant relationship between authoritative parenting style and academic performance of male students in social studies, while there was no significant relationship between authoritative parenting style and academic performance of female students in social studies. It was also discovered that there was no significant relationship between permissive parenting style and academic performance of both male ' and female students in social studies. Based on the findings, it was recommended that secondary school teachers should monitor their students, especially, the social studies students in order to identify' the factors causing their low academic performance. The parents concerned, especially the authoritarian parents should be invited by the school authorities for counselling, such parents should be advised to be cautious in dealing with their male children.

Keywords: Parenting styles Students' academic performance, Kwara State

Introduction

Social studies as a subject, taught and learnt in Nigeria Junior secondary schools, has social political, economic and technological relevance to national development. This is because its content is organised around social, physical and environmental issues as they affect man's existence. It also relates to his capability to preserve the cultural heritage, custom and tradition that the students have acquired right from birth as they were being brought up by their parents. Research findings like Kell (2000) have shown that parents bring up their children with various parenting styles. These styles largely constitute variations in their personality development and individual differences which manifest in their academic performance in schools.

Parenting encompasses the provision of children's needs, religious training and sound education by their parents (Nwosu. 2004). Alden and Kell (2000) asserted that parenting involves critical observation of child's right from birth, child's protection and parental behaviour which confine to children's freedom of action and expression.

According to the author, parenting could either be authoritative (autocratic) or permissive (*laissez-faire*). Permissive parents are responsive to children and are willing to listen and discuss with them. They are more nurturing rather than being punitive, when children fail to meet standard expected of them. They are characterized with a child centered approach that holds high expectations of maturity (Santrock. 2006). Permissive parents can, also understand and teach their children how to regulate their feelings. Also, extensive verbal give and the take viewed by parents as well tries to be warm and nurturing towards the child (Santrock, 2006).

Authoritative parenting style could be said to be totally opposite in style to permissive style, in authoritative parenting style, parents expect children to follow their rules and regulations and failure to do it usually results into punishments. Aside that, parents with this practice do not explain the reasons behind the set strict rules. Other parenting styles as highlighted by Santrock (2007) are: attachment, aware, Christian, concerted cultivation, emotion of coaching, nurturant, overparenting, helicopter, parenting for everyone, punishment based, shared earning, slow, Strict and taking child seriously parenting styles. Adhering to one form of parenting style depends largely on a number of factors like cultural setting, socioeconomic status, ethnic background, child's temperament and personality, parental temperament and personality and parental level of awareness (Roger. 2007).

Parents-child interaction is the most important ingredient in laying foundations of questioning and curiosity at pre-school years of child before starting school. Obviously, this idea has been relegated to the background by some parents due to economic depression in some homes which has driven out many parents to the labour market invariably affecting the ways parents rear their children. Where parent-child interaction is high as a result of healthy parenting, the child tends to work hard academically at school even in the absence of any external reward, or demand but where the interaction is low as a result of unhealthy parenting like authoritative style, child achievement and motivation in the school academically tends to be low as well. This study, therefore, discovered the influence of parenting styles on the academic performance of social studies students in Junior Secondary Schools in Ilorin South Local Government Area of Kwara State.

Statement of the Problem

Poor academic performance of students has attracted attention of educationists, researchers, curriculum planners, educational policymakers, public writers, and government at all levels. Most of the problems leading to students' poor academic performance in school emanate from their home environments, the need to look into the poor academic performance of students has to be investigated from the parent's aspects, since home is one of the strongest agents of education, and of course, the foundation of any child. This is because home is the first agent of education as training starts from home before moving to school. Therefore, the relationship between parenting styles and academic performance of Junior Secondary students in Social Studies becomes imperative. The researchers are therefore interested in discovering the type of parenting styles used by parents and the influence of such styles on academic performance of social studies students in Ilorin South Local

Government Area of Kwara State.

Review of Related Literature

Parents, being custodians of children, should exhibit some friendly attitudes inwards their children. These should include love, warmth, affection and not to reject or behave oddly to them. Empirical data supports the theoretical position that losing or rejecting parental behaviour has an impact on the child (Adenfila. 2002). A child who experiences psychological pain and parental rejection tends to manifest signs of maladjustment. Such maladjustment behaviours include delinquency excessive anxiety, aggressive behaviour, inadequate self concepts, inferiority complex, and emotional imbalance and so on. A child who is emotionally insecure and feels unwanted may devote a lot of energy to attention through eccentric behaviour. Uka (2000) confirmed that, in Nigeria, children are closer to their mothers because fathers are away most of the time and mothers are always available for them. He said that, as from age five, children play a lot with their age group but adults are always there to supervise, play and direct them.

There is need for affection, intimate relationship between mothers and children. This is very important in child-rearing and care as compared with the need for physical care. For the first eighteen months, whenever the child is hungry, the mother feeds him and carries him at night. At this time, however, there is decrease in the amount of time which working mothers class spend with their children. This development has great implications for the upbringing of the child since working class nursing mothers now rely on day care centres and nannies at home and schools for the performance of the biological functions meant for them, (Uka, 2000).

Tyerman (2006) maintained that poor parenting relationship and lack of interest in child's welfare can pose a lot of psychological problems to the child. The author reported the effects of the two major types of parental control (e.g. authoritative, and permissive) on the development of independent behaviour on young children. The author postulated that Permissive children are associated with purposeful dominant and achievement oriented behaviour on girls and with all indices of social responsibility in boys.

It is not surprising seeing children of working mothers becoming more independent; adjusted; socialized and well behaved. But authoritative mothers utilize wilder disciplinary tactics, such that some children are usually beaten and may be deprived of food, instead of showing them their mistakes and modifying the deviant behaviours. But some other parents usually make use of psychological approach in correcting the child's mistakes. This however can be related to the fact that most of these parents have received one form of formal education or the other.

Modern and industrialized society had led to breakdown of tribal customs and obligation, but it is not an excuse for parents to neglect their children's moral upbringing in the name of searching for financial means to sustaining their families. Indeed, as a result of seeking for economic power, parents now have little or no time to spend at home; they felt that the moral upbringing of their children should be the responsibilities of the teachers in the schools.

Research Hypotheses

The following research hypotheses were generated to guide the conduct of this study:

- Ho1: There is no significant relationship between authoritative parenting style and Academic performance of Junior Secondary School Students in Social Studies on the basis of gender.
- Ho2: There is no significant relationship between permissive parenting style and academic performance of Junior Secondary School Students in Social Studies on the basis of gender

Methodology

The target population for the study comprised all Junior Secondary School Social Studies Students in Ilorin South Local Government Area of Kwara State. Within the population, a sample of three hundred and sixty (360) students served as respondents. The number was drawn for the study from the ten (10) selected Junior Secondary Schools in Ilorin South Local Government Area, out of twenty seven (27) Junior Secondary Schools in the Local Government Area. Simple stratified random sampling technique was used to select the ten (10) schools that were used for this study. The ten Junior Secondary Schools were selected on district location. The same sampling technique was used to select twenty (20) male respondents ($20 \times 10 = 200$) and sixteen (16) female respondents ($16 \times 10 = 160$). The stratified simple random sampling technique was carried out by numbering pieces of paper and putting them in a container for both male and female students to pick. The male students that picked even numbers automatically became respondents. The same procedure was followed to select the female respondents from each school of study. Three hundred and sixty (360) students were finally sampled for the study

Instrumentation

The instrument used for this study was a researcher designed instrument tagged “parenting Styles and Academic Performance of Social Studies Students (PSAPSSS)”. The instrument had two sections. Section A was to collect information on bio-data of respondents while Section B was to elicit information from respondents on the two variables of the study, i.e authoritative parenting styles and academic performance of social studies’ students in Junior Secondary Schools, and Permissive Parenting styles and academic performance of Social Studies students in Junior Secondary Schools.

Some copies of the instrument were given to expert in the field of Educational Psychology and Educational Management for necessary suggestions and consequent amendments and corrections to prove its face and content validity.

Reliability is the extent to which an instrument yields consistent scores when administered over a number of times. Here, a test-retest method was employed to ascertain the reliability of the instrument. Twenty copies of the instrument were administered on representative sample twice within an interval of two weeks. The two scores were correlated using Pearson Product Moment Correlation Co-efficient to indicate the relationship between the two sets of scores. The reliability co-efficient obtained was 0.76, pointing to the fact that the instrument was reliable.

Hypotheses Testing

Two hypotheses were postulated for this study.

Ho1: there is no significant relationship between authoritative parenting style and academic performance in Social Studies of Junior Secondary School male and female students

Table1

Relationship between Permissive Parenting Style and Academic Performance of Junior Secondary School Male and Female social Studies Students

Gende r	Variable	NO	Mean	Standard Deviation	Df	Cal.r- value	Cri. r- value	Decision
Male	Authoritative Parenting Style	53	34.3000	3.95307	51	0.287	0.272	Rejecter
Femal e	Authoritative Parenting Style	53	20.4300	3.95307	35	0.222	0.324	accepted
	Academic performance	37	34.000	2.59697				
		37	21.02000	3.69702				

*Significance at 0.05 alpha level

Table 1 shows that the calculated r-value of male students with authoritative parenting style was 0.287. While the critical r-value was 0.0272 with 51 as the degree of freedom and at an alpha level of 0.05 significant differences. Since the calculated r-value was greater than the critical r-value. The hypothesis was rejected and the alternative hypothesis was upheld that, there is a significant relationship between authoritative parenting style and academe performance of junior secondary school male students. However, the table shows that the calculated r-value of the female students with authoritative parenting style was 0.022. While the critical r-value was 0.324 with 35 as degree of freedom and at an alpha level of 0.05 significant difference. Since the calculated r-value was less than the critical r-value, the hypothesis was accepted that, there is no significant relationship between authoritative parenting style and academic performance of female students.

Meanwhile, secondary school male students with authoritative parenting style performed academically higher with the mean score of 20.4300 with standard deviation of 3.85307 than the female students with authoritative parenting style whose the mean score was 21.02000 and standard deviation of 3.69702

Ho2.: there is no significant relationship between permissive parenting style and academic performance in Social Studies of Junior Secondary School male and female students.

Table 2

Relationship between Permissive Parenting Style and Academic Performance of Junior Secondary School Male and Female social Studies Students

Gender	Variable	NO	Mean	Standard Deviation	Df	Cal.r-value	Cri. r-value	Decision
Male	Authoritative Parenting Style	28	22.5000	4.66217	26	0.129	0.384	Accepted
Female	Authoritative Parenting Style	28	20.4500	3.75307	96	0.074	0.142	Accepted
	Authoritative Parenting Style	98	22.5000	4.65924				
	Academic performance	98	21.0200	3.69702				

*Significance at 0.05 alpha level

Table 2 indicates that the calculated r-value of the male students with permissive parenting style was 0.129, while the critical r-value was 0.384 with 26 as the degree of freedom and at 0.05 at an alpha level of significant difference. Since the calculated r-value was less than the critical r-value, the hypothesis was accepted that, there is no significant relationship between permissive parenting style and academic performance of male students. As for the female students, the critical value was 0.142 with 96 as the degree of freedom and 0.05 at an alpha level of significant difference. Since the calculated r-value of 0.074 was less than the critical r-value, the hypothesis was accepted, there is no significant relationship between permissive parenting style and academic performance of Junior Secondary School female students in Social Studies.

Discussion

Findings revealed that there was a significant relationship between authoritative parenting style and academic performance of Junior Secondary School male students. There was no significant relationship between authoritative parenting style and academic performance of female students in Junior Secondary Schools in Ilorin South Local Government Area. The finding is in line with that of Young (2010) where he found that authoritative parents preferred their children to utilize reasoning and work independently, and have higher expectations for their male children than the female ones because of the expected societal role in future. This study did not conform to the finding of Dobbins and Taga (2001), who reported the existence of psychological testing on the issue of gender difference, according to them; it was established with the males obtaining higher scores than the females. However, Murphy (2002) in his own study found that female students from authoritative parents performed better academically than the male ones more especially on objective test. Although, the finding of this study was in line with finding of Murphy (2002) that females are superior to males on language skill and in some other tests.

Finding also established that there is no significant relationship between authoritative parenting style and academic performance of Junior Secondary School Male and Female students in Ilorin South Local Government Area of Kwara State. This finding corroborated the views of Gill and Tim (2007), they had discovered that

authoritarian parents are less responsive to their children's need and are more likely to punish a boy-child than a girl-child rather than discussing the problem. Indeed, punishment here is regarded as a negative motivation, where it is used excessively: it can discourage students from authoritarian home to perform better academically.

Moreover, finding of this study demonstrated that there is no significant relationship between permissive parenting style and academic performance of Junior Secondary School Male and Female students in Social Studies in Ilorin South Local Government Area of Kwara State. This finding was not in line with the finding of Harris (2000) where he discovered that permissive parents often used bribery such as toys, gifts and food as means to get their wards behave well.

Recommendations

In view of the findings of this study, the following recommendations were made: Since every teacher is a potential counsellor and educational psychologist. Social Studies Teachers should monitor and identify students who are products of authoritarian and permissive parenting styles in order to reform their overt and covert behaviours discovered to be causing their low academic performance. Since excellent academic performance of students is the major concern of counselors, psychologists and educationists. However, it would do good than harm if the parents of concerned students could be invited to the school for enlightenments by school counsellors.

Finally, parents should neither be authoritative (Autocratic) nor be too permissive (laissez-fair) but be fair and democratic and sometimes be situational in dealing with their male children at home. This will assist the male students a lot when getting to school as the study has revealed a strong relationship between authoritative parenting style and academic performance of male students in social studies in Ilorin South Local Government Area of Kwara State.

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