AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

RELATIONSHIP BETWEEN AUTHORITATIVE PARENTING STYLES AND ACADEMIC ACHIEVEMENT OF JUNIOR PUBLIC SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE

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ABSTRACT

This study examined the relationship between parenting styles and academic achievement of junior public secondary school students in Anambra State. The study population comprised 26,658, JSSII students, out of which a sample size of 394 students was obtained using one research questions and one hypothesis tested at 0.05 level of significance guided the study. Multistage sampling technique and a correlational research design were used for the study. Students' achievement test average scores from their various schools were used and a standardized instrument - Baumrind's Parenting Style's Questionnaire, by Buri 1991 was adapted by the researcher for data collection. The reliability of the instrument was established by a pilot study of thirty (30) junior secondary school students (JSS) II, outside the study area: its internal consistency was measured using Cronbach Alpha and it yielded an overall index of 0.74, indicating that the instrument was reliable. Pearson Product Moment Correlation Coefficient was used for the research question and the hypothesis. The results revealed low positive but significant relationship between authoritative parenting style and academic achievement of junior public secondary students in Anambra State. It was recommended that teachers and other stakeholders in education should use Parent-Teacher Forums to expose and guide the parents to various parenting styles and the government should employ radio jingles, seminars, workshops and others to sensitize and train parents on how to use their parenting styles to improve students' academic achievement in Anambra State.

Keyword: Relationship, Parental style, Academic Achievement.

Introduction

Education is the key to socioeconomic and political development of any nation. It is a mechanism through which societies generate the knowledge and skills required for national development. Education is the process of teaching, training and learning in school, or college for improvement of knowledge and development of one's skills or ability. Hence, it is a process every human being must go through in the struggle for survival. It helps individuals cope with the challenges of living in their society by improving their quality of life and leading to broad social benefits. Education in Nigeria is nationally conceived to be not only the medium for cultural transmission, but the main vehicle for advancing individual, community and national development. Thus, it is the best

heritage that can be bequeathed to children by their parents. Education occurs informally and formally. Informal education begins at home and is mostly made available by a child's parents or guardians. This is in-line with the observation of Fareo and Musa (2018) who maintained that once a child is born, his learning begins in earnest at the family level. Parents make provisions for a child's informal education at home until the child reaches the age of enrolment into a formal school. It normally takes place outside the school setting, where the parents or guardians educate the child within the home environment with parents as the main instructors. Premalakshmi (2016) suggested that most parents want their children to do well in school and to learn as much as they can; some parents go further in helping them develop good study habits at home in order to improve their academic achievement.

Academic achievement

Academic achievement refers to the knowledge gained by students, which is assessed by a teacher; it involves educational goals set by students and teachers to be achieved over a period of time. It can be measured by continuous assessment tests or examination (Narad & Abdullah, 2016). Illahi and Khandai, (2015) asserted that academic achievement is the end product of all educational endeavours, and as such, it is the exhibition of the level of knowledge attained, or skills acquired by students in a school subject, which is reflected in test scores. Similarly, Odeh et al, (2015) opined that students' academic achievement refers to students' strong performance in a given academic area. It represents performance outcomes in intellectual domains that indicate the extent to which a person has accomplished specific goals that were predefined (Moore 2019; Nabizadeh, 2019). It is generally measured through achievement tests in continuous assessment and examinations. Okesina (2018) defined academic achievement as the criterion that determines the level of progress achieved by students in their study. It is important to note that, to students, the essence of going to school is to achieve excellence. Richarda et al (2014) defined academic achievement refers to performance outcomes in intellectual and other domains of learning taught in colleges and universities. It is an indicator of intellectual education, and it is the most important requirement for individual and societal prosperity. It is a performance indicator, such as students' grades at the end of a teacher's assessment, which precedes educational activities in the process of school evaluation (Engin, 2020). Egenti (2021) described it as, school achievements that serve as regular performance feedback obtained by means of standardized test scores as represented by the approved examination board.

Academic achievement enables students to achieve their short- or long-term educational goals. It also indicates the level of attainment of the learning objectives. Academic achievement as in this study is taken to mean the level of knowledge or skills obtained by a student after being exposed to a school subject, which is evidenced by

student' test scores assigned by a teacher. Junior secondary school is that level of education in which students are enrolled prior to their entry into senior secondary stage. The Federal Republic of Nigeria (2014) refers to junior secondary education as the first three years of secondary education. Academic achievement in junior secondary education is a predictor of students' future performance. It is therefore the foundation for future academic career of adolescents (Esomonu, 2019). With the global move in science and technology, it is important that junior secondary adolescents be prepared and equipped to meet with global demands of the 21st century skills needed to succeed in this era of information and communication technology. This preparation will empower them to meet with the requirements of global best practices and take advantage of carrier opportunities that may be available to them in future. Though academic achievement is important at every stage of personal growth, it is regarded as crucial at the adolescent stage which begins in junior secondary schools and it determines one's personality and attitude to success or failure in life (Odongo et al, 2016). Therefore, students are expected to achieve success and to imbibe the right attitude in the junior secondary level in Nigeria.

Quite recently, public examinations at Nigerian junior secondary school level, which showcase students' academic achievement, have recorded poor results. In the last five years, Basic Education Certificate Examination has recorded poor results especially in Anambra State (BECE, 2020/2021) (see appendix B: pg 146). An investigation into students' academic achievement in junior secondary education showed the downward trend in the success rate of students in Basic sciences, Mathematics and English Studies between 2005 and 2011 academic sessions (Esomonu, 2019). In the 2018 all states WAEC result ranking, Anambra State took the 15th position with 30.11% obtaining credit in English language and Mathematics (Oguguo & Uboh, 2020). These outcomes might be as a result of the inadequate foundations laid in the junior secondary schools (Olagunju & Bayemi, 2015).

Students' poor academic achievement in Nigerian junior secondary school cuts across the three major and compulsory subjects at this level which include: Mathematics, Basic Sciences and English Studies. The importance of English Language, Mathematics and Basic Science as core subjects in junior secondary school transcends almost every level of education with regards to gaining admission for tertiary education. Students found wanting in English language, Mathematics and Basic Science are adjudged to have failed their Basic Education Certificate Examination. This suggests that such junior secondary students with continuous low academic achievement today are likely to have low self-concept and low-esteem with little or no confidence in future (Sandeep & Rashmi, 2017). Such students may end up having poor results on graduation which probably could be traced to their family backgrounds and parental interactions.

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However, teachers blame parents for the outcome of their children's academic achievement, insinuating that parents are to blame for neglecting their parental responsibilities at home. A parent is a person who plays the role of a father or mother to a child (Tanvir et al, 2016). Constant failure and examination malpractices' persistence in junior secondary schools have been attributed to some parents' beliefs in the so-called '*special centers',* where they can easily bribe their way to make their children achieve higher scores in examinations (Onyibe et al 2015). The resultant effect of these parental poor attitudes to education is poor academic achievement by their children.

Parents on their part are worried and have attributed the failures of their children in some junior secondary school subjects to inadequate exposure of students to proper student activities and lack of qualified teachers. Olawoyin and Isuku (2019) reported that parents and other stakeholders in education attribute student' low academic achievement to poor teacher quality; thus, some engage part-time teachers to improve their children's academic excellence, but despite these efforts, their academic achievement continues to go down.

Relationship

Currently in Nigeria, looking generally at students' educational outcomes, it would seem as if education is not fully achieving its purpose of national development. Some educationists blame the falling standard of education on parent (relationship) since the home is a child's first learning institution or school (Obiunu, 2018). Contrary to this, parents blame the teachers whose job it is to teach children in school. Obiunu further observed that with the present economic situation in Nigeria, families are finding it difficult to stay connected with their children's education because of changing life patterns and nature of social commitments. As a result, parents are becoming less-interactive with their children and finding it difficult to keep a careful watch on what needs to be done to help them succeed in school, which eventually affects their children's academic achievement. Obiunu (2018) maintained that in some families, children are not even taken care of by a parent, but by grandparents, guardians or some other adults. Some parents are too busy and so do not monitor their children at home, let alone getting involved in their school work. Parental involvement, which Fajoju et al (2016) defined as the act of engaging parents in instructional matters of their children's education, helps parents to be conversant with their children's school activities. It is home and school-based parental activities in students' education; it starts with the provision of safe and healthy environment, support and parents having positive attitude about school. Parents can provide these by ensuring that children do their homework, finding out what children are doing in the classroom, monitoring their academic engagement and time spent on television and other social media (Masa & Mila, 2017).

Some studies have revealed positive and sometimes inverse relationship between

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parental home interactions and students' academic achievement (Tarraga et al, 2017; Masa et al 2017). These outcomes cannot be refuted but parental interactions and relationship with children depend on the parents and their parenting styles which determine the level of their commitments to their children through their parenting approaches. This implies that parental level of commitment and interactions affect their children's academic achievement outcomes (Nwaoboli, 2022). Parenting according to Masa et al (2017) includes all of the activities parents engage in to raise happy, healthy children, who become capable students. Parenting therefore, demands the commitment of parents to their children by helping them to learn at home. Fajoju et al, (2016) opined that parents can be committed to their children's education by attending school functions and responding to school obligations like Parent-Teacher Forums, getting involved by helping them complete homework and improve in their schoolwork, providing encouragement, setting play and study time while modeling the desired behaviour, which their children can emulate.

Parenting Styles

Parenting styles are parents' attitude, which are communicated to the child, which also provide an emotional environment whereby parent's behaviours are expressed. (Steinberg in Checa & Abundis-Guiterrez 2020). They have been described as playing important roles in a child's personality as well as influencing the child's academic achievement (Baldwin et al cited Rauf & Ahmed 2017). Authoritative, authoritarian and permissive parenting are styles used by parents on their children and these are based on Baumrind's (1967) conceptualization on parenting. Bahrami et al, (2018) defined parenting styles as patterns for children's training that are created by the normative interaction of parents and how they respond to children's behaviour. Azuji et al (2020) suggested that the way parents care for or respond to their children's needs, impacts their personality, social interactions and close relationship with others. No matter what style parents practice, as children learn and grow they recognize their goals, interact with their peers and become acquainted with societal norms and values and they recognize their societal roles and those of their parents. Thus, in junior secondary schools, every student desire to achieve irrespective of their societal roles (Bano & Vyas, 2016). When parents do not play their roles towards their children, such children suffer parental impoverishment leading to scholastic obstacles such as low achievement (Kuppens, 2018). This form of parental negligence may create disparities in students' academic achievement.

Authoritative parenting style is one of the three parenting styles identified by a developmental Psychologist, Diana Baumrind in the 1960s. It is characterized by a balanced and supportive parenting approach, which combines both high expectations and responsiveness to children's needs. Authoritative parenting style, employs warmth and support, sets clear expectations and boundaries for the child, give and take

communication style, and also recognizes the child's need for independence (Baumrind, 1991). Some researchers attribute the differences in achievement scores to this authoritative parenting style used by some parents. Hendriati et al (2020) revealed that students who scored high perceived their parents to be authoritative while others who scored lower perceived their parents to be authoritarian. Bano and Vyas (2016) showed that mothers used authoritative parenting styles with their daughters receiving more positive parenting than their sons. Other researchers also support the view that mothers are more authoritative while fathers seem to be using more psychological control on their children (Endendijk, et al, 2016). In general, research is inconclusive on the causes and differences in students' academic achievement and needs further study especially as it pertains to the relationship between parenting styles and students' academic achievement in junior secondary schools in Anambra State. In the context of this study therefore, parenting styles are an emotional climate created by parents in a bidirectional relationship with their children, based on parents' attitudes, behaviour or dispositions which impact on their children' academic achievement and other developmental outcomes.

Thus, students in this level of education after being exposed to the teaching and learning of these three compulsory subjects namely Mathematics, English Language and Basic and Technology, would have been equipped with the 21st century skills that will prepare them for future adult life. These skills include learning skills, life skills and literacy skills, which rule the world of technology. Improving academic achievement is a very critical issue, which only teachers cannot solve without the help of the parents, especially as it concerns the three (3) compulsory subjects. These subjects are offered in the junior secondary education where the foundation for further education, employment and future personality is laid. It is against this background that the study investigated the relationship between parenting styles via authoritative style only and academic achievement of junior public secondary school students in Anambra State.

Statement of the Problem

Parents and stakeholders in educational attainment are becoming more concerned about students' low academic achievement in junior secondary schools especially in the three core subjects that, students study in this level of education, which set the tone for their future success. Public examination results revealed low academic achievement in both junior and senior certificate examinations. Low academic achievement in the junior secondary education, especially in the three core subjects namely, English Language, Mathematics and Basic Science and Technology, portends failure in the senior secondary education. This suggests the need for students to lay a solid foundation junior secondary level. This low achievement has mostly been attributed to the use of conventional lecture method of talk and chalk, qualified teachers, and lack of

enabling home environment among others. However, while some parents believe that teachers are not working to maximize learning, some teachers think that parents are not doing their work at home. Perhaps, other factors rooted in the home such as parenting styles could be a variable that influenced students' academic achievement. Many parents do not know the differences in parenting styles or how such styles affect their children academically. Parents need guidance and to be acquainted with the right information that will help them create enabling home environment that will intrinsically motivate their children to achieve academically, to prepare them for future scientific knowledge and academic achievement. Researchers had carried out similar studies, but none had considered these three (3) compulsory subjects at a time and some were done in senior secondary level of education, with reference to authoritative parenting style Thus, to fill this gap, this study is aimed at determining the relationship between authoritative parenting style and academic achievement of junior public secondary students in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between authoritative parenting style and academic achievement of junior public secondary school students in Anambra State?

Hypothesis

One null hypothesis was formulated and tested at 0.05 level of significance.

1. There is no significant relationship between authoritative parenting style and academic achievement of junior public secondary school students in Anambra State

Research Method

This study adopted a correlational survey research design. According to Nworgu (2015), a correlational survey design is a non-experimental research method which seeks to establish the degree, magnitude and direction of the relationship between two or more variables. Anaekwe (2016) explained that the purpose of a correlation study is to determine the degree and the direction of the relationship between two variables. The correlation survey design therefore is appropriate for this study which seeks to ascertain whether any relationship exists between parenting styles and academic achievement of junior secondary school students. The population of the study comprised 26,658, that is, all junior secondary school (JSS II) students in the 6 Education Zones in Anambra State. This population comprises 12,460 Males, and 14,198 Females students. They were chosen because they are not exam class and have passed through JSS 1. The study sample was 394 JSS II students. Multistage sampling strategy was used for obtaining the sample for the study. Firstly, simple random sampling by balloting was used to select two (2) education zones out of the six (6)

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education zones in Anambra State. The major instrument for data collection in this study is a standardized instrument titled 'Students' Perception of Parenting Styles Scale, which was initially developed by Baumrind 1967, adapted by Buri (1991) and later adapted by the researcher; this instrument measures three parenting styles among JSS II students in the study area. The questionnaire was divided into two sections. Section A sought demographic information (such as school, student's class number, and gender), section B contains items that elicited information on the parenting style. Cluster A consists of 16 items based on Authoritative Parenting Style So, while Section A contains respondents' demographic information, section B which had 16 items sought information about students' perceived parenting style. The academic achievement test (average) scores of students represented the already existing data that were correlated with students' responses, for the study.

The response format of the instrument was the 4 - point scale of Strongly Agree, Agree, Disagree and Strongly Disagree respectively.

The responses were weighted thus:

Strongly Agree = 4
Agree = 3
Disagree = 2
Strongly Disagree = 1

The responses were positively stated but were reversed if the statements were negatively stated.

The reliability of the instrument was established by a pilot study of thirty (30) junior secondary school students (JSS) II, from Ugwuoba Community Secondary School, Enugu State, which is outside the study area and has similar features with the study area. Reliability Coefficient is suitable statistical tool for determining the internal consistency of an instrument. The reliability test yielded coefficient values of 0.77 for authoritative parental style

Results and Discussions

Research Question 1: What is the relationship between authoritative parenting style and academic achievement of junior public secondary school students in Anambra State?

Table 1: Pearson Product Moment Correlation Coefficient Relationship between Authoritative Parenting Style and Academic Achievement of Secondary School Students.

Variable	N	Academic achievement(r)	Decision
Authoritative	394	.127	Very Low Positive relationship

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The correlation coefficient of .127 from Table 1 revealed that authoritative parenting style and academic achievement have a very low positive relationship. This means that there exists a very low, positive relationship between authoritative parenting style and academic achievement of the students, thus, the relationship is negligible.

Hypothesis 1: There is no significant relationship between authoritative parenting style and academic achievement of junior secondary students in Anambra state

Table 2: Correlational Analysis of Authoritative Parenting Style and Academic Achievement of Junior Public Secondary Students.

Variable	Academic achievement(r)	α-level	P-value	Decision
Authoritative	.127	.05	.012	Significant

Correlation analysis was conducted to test null hypothesis 1, that there is no significance relationship between authoritative parenting style and academic achievement of junior secondary school students. The result in Table 5 showed probability value (p-value) of .012. Based on this, the researcher rejected the null hypothesis since the p-value < 0.05 level of significance as was stated earlier and concluded that there is a significant relationship.

Discussion of Findings

The findings revealed that there was a significant positive relationship between authoritative parenting style and students' academic achievement. This implies that the respondents agreed that their parents are responsive to their academic needs, make rules and explain the reasons behind the rules; consider their opinions before decision-making and communicate their expectations to their children, and these parents' attitude positively relate to the students' academic achievement. It could be that because authoritative parents placed a high expectation of the academic achievement on their children, make rules and explain the reasons behind the rules, they may discipline them when they fall short of parents' expectations but they also explained why and made them to understand that mistakes are part of learning experiences. Thus, the result revealed that the respondents perceived that the disciplinary methods of their authoritative parents are supportive, rather than punitive. It showed parents in this category could, through their parenting strategies, train their children to become assertive as well as socially responsible and self-regulated which could boost academic achievement. The findings of this study are consistent with the findings of Kosterieglu (2018), which reported a low positive, significant relationship between authoritative parenting style and students' academic achievement. Ekwok and Ndome (2020); (Ilker 2018); Aigbodion et al (2018); Mihret

et al (2019); Darko & Gyasi (2019) and Ifejiofor (2019), among others, all indicated statistically significant positive relationship between authoritative parenting style and students' academic achievement. The findings of the present study showed that authoritative parenting style is related to children's academic achievement, this means that there are some levels of authoritative parenting dimensions such as disciplinary strategies, warmth and nurturance, communication styles and expectations of maturity and control, which motivate the children to achieve high in academics. Some of the schools from which the population of the present study was drawn seemed to possess the characteristics of an academic environment. The result implies that if children of authoritative parents are provided with conducive home environment, and academic environment, which will include the amount and quality of instruction received in school and motivation given by teachers, reciprocal peer tutoring activities used by classmates, competition or other forms of peer influences, they can be positively motivated towards successful students' academic achievement (Anidi & Obumneke-Okeke, 2020). Some researchers collaborated the findings of this study and supported that authoritative parenting style is positively related to students' academic achievement (Madhu & Dimple 2017; Obiunu 2018; Ifejiofor 2019). The researcher had expected that the relationship between authoritative parenting style and academic achievement would be very high but result showed a very low positive, but significant relationship between the two variables. Thus, the relationship shows that employing authoritative parenting style could help to improve the students' low academic achievement in Anambra State, since both variables had a significantly positive relationship.

However, the outcome of the present study is contrary to the findings of Seth and Gyimah (2018), which revealed that students who perceived their parents to be authoritative scored lower in academic achievement against those of authoritarian parents. Hamid et al (2016) also indicated that individually, all the three parenting styles including authoritative parenting style have no statistically significant relationship with students' academic achievement, rather a student's self-efficacy mediates between the two variables. However, there could be other factors inherent in the child or even the learning environment if conducive, that may also account for students' academic achievement. The theory of Walberg (1981) maintained that, classroom and home environments may cause affective, behavioural and cognitive changes in a student's academic outcomes. All these other factors, such as innate intellectual ability, high self-esteem, self-efficacy and positive self-concept, which could enhance students' academic achievement, could also be motivated by the home environment through parent-child interactions according to Walberg's achievement theory, (1981).

Conclusion

The study sought to examine the relationship between parenting styles via authoritative style and academic achievement of junior public secondary school students in Anambra State. Having examined this relationship and based on the findings, the study therefore concludes that the relationship between authoritative parenting style and academic achievement is statistically significant. The study therefore, concludes that the relationship between authoritative parenting style and students' academic achievement is very low positive but significant. However, the low positive relationship suggests that there may be other factors apart from parenting styles, such as economic or other social factors, such as home background, teachers' management styles, peer group influences, students' personal ability, and the social media, which are causing students' low academic achievement among junior public secondary school students in Anambra State, who are leaders of tomorrow.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Teachers, educational psychologists, guidance counselors should use Parent-Teacher Fora to help and expose the parents to various parenting styles and provide them with proper guidance on how to create a motivating home environment that can boost students' academic achievement. They should be encouraged to increase their warmth, supportive/and disciplinary measures towards their children.
2. The school administrators should help parents to understand the need to set limits, expectations and clear boundaries on their children's activities and behaviours in order to keep them focused towards better academic achievement**.** They are in a better position to identify students who are performing poorly due parenting style issues and encourage their parents to create conducive home environment that will enable then become more motivated to achieve academically. Parents should be encouraged to allow their children express their views and their concerns on issues. This will enable the parents understand the feelings of their children, giving them a sense of maturity and most importantly the confidence necessary for academic achievement.
3. The government should make policies and develop sensitization programmes using such activities and facilities as radio/tv jingles, handbooks or manuals, seminars, workshops and other media that will encourage the training of parents on child-parent relationships, to help them understand the need to increase the child-parent bond at home and also live up to their responsibilities toward their children.

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