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PARENTAL ATTITUDES AS PREDICTORS OF STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study examined parental attitudes as predictors of students' academic achievement in public secondary schools in Anambra State. Three research questions were formulated to guide the study. The study employed correlational research design. The population of the study comprised 20,922 students in senior secondary two (SS2) 2021/2022 session of public secondary schools in Anambra state. Sample of 400 respondents was drawn from the population using Taro Yamen Formula. Parental Attitudes Scale (PAS) was used for data collection. Cronbach Alpha method was used to obtain a reliability index of 0.90. Simple linear regression was used to answer the research questions. Data was presented in form of tables and charts. The findings revealed that authoritative parental attitude predicts academic achievement of students in English Language and Mathematics; authoritarian parental attitude predicts students' English Language academic achievement and does not predict in Mathematics while permissive parental attitude showed a negligible predictive value of students' academic achievement in both English Language and Mathematics. It is therefore recommended among others that guidance and counselling departments in schools should be strengthened in order to create mentorship programs and seminars that can address the complexities of students that may be affected by inappropriate attitudes of permissive parents.

Keywords: Parental Attitudes and Academic Achievement**.**

Introduction

The importance placed on academic achievement by students, parents and school management stems from the notion that obtaining good grades is essential for student's future success. The desire of every nation and society for outstanding talents not only necessitate higher education with higher quality of talent cultivation, but also attach prominence to academic achievement of students. The concept of academic achievement refers to the outcome of performance which indicates the extent to which a person has accomplished specific goals that were the focus of activities in learning environments, specifically in college, school and university (Zysberg & Schwabsky, 2021). Academic achievement is defined as the observed and measured aspect of a student's mastery of skills and subject contents as measured with valid and reliable tests (Joe et al. 2014). Madigan and Curran

(2021) established that academic achievement is a measurable index that depicts a student's cognitive, affective and psychomotor domains in an educational setting. In the context of this study, academic achievement is referred to as the degree to which a student or an educational institution has attained educational objectives, usually measured through grade point average. Academic achievement has been given prominence as a requirement for an individual's upward movement. However, academic achievement has become an issue of standard following the sharp drop of students' learning outcome. It is interesting to note that the outcry over the unpromising and persistent low academic achievement of students in Nigeria especially in external examinations has become an issue of grave concern to educators, hence the need for discussions. In this regard, Onyele (2018) asserted that the incessant failure of students in the West African Senior school Certificate Examination (WASSCE), Senior Secondary Certificate Examination and National Examination Council (NECO) has been on the increase over the last two decades.

An instance was the report of News Agency of Nigeria (NAN) in 2022 which showed that Nigerian students who sat for WASSCE performed 5 percent worse than they did in 2021 nationwide (NAN 15 August 2022 7:32am). In the 2022 May/June diet of the West African Senior School Certificate Examination (WASSCE), there were falls below expectation. The statistics revealed a decrease of more than five percent in performance when compared with the 81.7 percent pass rate recorded in the previous year (WAEC 2022: Students' performance sinks - thehopenewspaper.com). More so, the results of private candidates for 2023 West African Senior School certificate Examination (WASSCE) as released by West African Examinations Council (WAEC) indicated another decline in the students' success rate. The report had it that out of 80, 904 candidates that sat for the examination across the nation, only 35,830 candidates representing 44.29 percent obtained credits and above in five subjects including English language and Mathematics which was unimpressive.
(premiumtimesng.com/news/top-news/363239-waec-releases-results-65-fail-to-score-five-credits-with-maths-english.html). The minister of education contends that if the trend continues, it will jeopardize the future of today's youths and the generations after them. Hence, the future of the country might continue to bleak if urgent actions are not taken to address the situation. Adamu, 2018 described the mass failure of students' O'Level examination results in the country since 2009 as worrisome, disgraceful and sub-standard of education in Nigeria. At this juncture, it is pathetic therefore to infer that the issue of academic achievement has created a vortex of sicky national concern which poses complications for students at such level of education.

Much attention had been paid to external factors such as instructional strategies, standard of the school, the location and teachers' competence amongst other factors. Opinions differ as to why some students excel academically while others appear to be under-achieved. Hence, in a bid to address the issue of dwindling academic

performance among the Nigerian secondary school students, a vast array of variables has been identified by recent researchers as predictors of students' academic achievement (Ramulu et al., 2021). Academic achievement cannot be completely accounted for by only one or two variables but a number of them. Schneider and Preckel (2017) held that family environment, which is the basis for a learner may predict the students' academic achievement. Regarding the family environment, several factors can be pinpointed as influencing the success of learners such as parental attitude (Anderson et al., 2021). Poonam (2021) believes that it is relevant to take full cognizance of the multivariate nature of the issue of students' academic achievement and the need to explore other pertinent factors such as parental attitudes as possible predictors of students' academic achievement.

Parental attitude is referred to as a set of parental styles and behaviours that parents use constantly across contexts to manage their children's behaviour and is determined by responsiveness, warmth, patterns of control and punishment (Sahithy et al., 2019). Parents play a crucial role in their children's overall learning and academic success. By considering their children's needs and providing both physical and emotional support, parents by their attitudes can significantly enhance their academic achievements. Parents are the first educators who provide opportunities for the child to improve socially, emotionally and cognitively. The interaction between parents and child identifies the position of the child in the family and shapes his ideas, reactions, feelings and personality. In other words, the perceptions of a child about himself, his reactions and the world towards the environment are affected by the attitudinal patterns of his parents (Checa & Gutierrez, 2018). Parents' attitudes are one of the essential elements affecting the psychological atmosphere which play a decisive role in the healthy development of the child both physically, socially, morally, cognitively and psychologically. Parents' attitudes affect children's values, beliefs, habits and behaviours.

The attitudes of parents reflect their beliefs, preferences, orientations, values, opinions and specify their level of prejudices, discrimination and stereotypes (Carrazza, 2021). To encourage a child's healthy growth, different dimensions of parental attitudes are needed. The attitude that parents approve of plays a key role in the child's formation of attitude and learning outcome. It affects how a child deals with the outcomes of actions and events. It affects the involuntary actions and the ideal reflexes. From the foregoing, the researcher defines parental attitude as opinions, dispositions, beliefs, and behaviours which parents exhibit in raising their children. Parents play an important role as a stakeholder so their dispositions, beliefs, opinions, values, response-attitudes of natural parenting and mutual relationship between themselves and their children have the aptitude to impact on their children's cognition and learning capabilities (Watts, 2020). Parental attitudes if healthy and positive enhance environmental understanding of child development to indicate how individuals, families, schools and communities act together through the educational procedure

and how to contribute in different ways to children learning outcomes. Parents play a fundamental role in the child's intellectual development and shaping of their personality. The enhancement of knowledge, motivation, skills, grades and creativity by the students is dependent upon the attitudes of their parents displayed in the family (Urhahne, 2019). The attitudes that a parent exhibits either assist the teachers to reinforce and transmit what is taught in the school to their children and or deter it (Edward et al., 2014). In literature review, parental attitudes are classified in different forms. Moreno-Ruiz et al. (2019) classification of parental attitude include cyberaggression and cyber-victimisation. Bakhla et al. (2014) classified parental attitudes into authoritative (democratic), authoritarian and permissive parental attitudes in line with Sayi and Icen (2019) classification. Yavuzer (2014) categorised parental attitudes into oppressive and authoritarian attitude, loose attitude (child-centered family), imbalanced and unstable attitude, irrelevant and indifferent attitude, reassuring, supportive and tolerant attitude.) However, the present study will focus on the Sayi and Icen (2019) classification of parental attitudes which includes authoritative, authoritarian and permissive parental attitudes.

Authoritative Parental Attitude: Sayi and Icen (2019) perceived authoritative parental attitude as parents who encourage their children orally and canalize them into purposeful and logical demeanour. They explain their ideas based on reasonable grounds and do not try to control their children with prohibitions when children have objections Authoritative parental attitudes refer to parents who develop and maintain close, warmth relationships, with their children, while at the same time providing supervision and guidelines and granting psychological autonomy to them (Poonam, 2021). Parents with authoritative attitude also called democratic attitude are characterized as sensitive to their children, relevant, participatory, and supporting autonomy. Authoritative parental attitudes also include open communication, collaborative decision-making and mutual respect between parents and children which foster healthy dialogue, active listening and problem-solving skills in children. Students who have developed these skills are more likely to seek help when needed, clarify concepts, and engage in effective learning strategies leading to improved academic outcomes. This can result in increased efforts, perseverance, and a stronger drive to succeed academically.

Authoritarian Parental Attitudes: Refer to parents who try to control their children's attitudes and behaviours through a high-ranking authority (Sayi & Icen, 2019). For such parents, obedience is the crest of everything. It is hard to reach these parents in an emotional control and sense. Power-display and punishment are in the forefront of their attitudes and behaviours. Parents with such attitudes may be more protective and anxious and yet refusing (Dhiman, 2015). Authoritarian parental attitudes also imply a situation in which parents demand that children conform to rules and laws given without questioning (Echedom et al, 2018). It encompassed strictness, respect for authority

and obedience. Parents with authoritarian attitudes do not allow their children to have much freedom to develop their choices. Such parents only show a little bit of attachment and always try to control their children's behavior, have high expectations for their children, practice a strict approach to control, punishment and rules, and do not permit their children to doubt their actions. The parents' over-demandingness and harsh style undermines the confidence of children and thwarts their learning dispositions and self-esteem which in turn influence their academic achievement negatively.

Permissive Parental Attitudes

Permissive parental attitude refers to the state whereby parents allow their children to do just whatever they want and hardly punish them (Sayi & Icen, 2019). Parents who do not set rules, guide and control their children 's behaviour are defined as 'Permissive '(Sinha, 2018). Children raised in the permissive parental attitude are uninterested in school and show irresponsible and immature behaviors (Ludeke et al., 2021). Parents with permissive attitudes have low demandingness but high responsiveness. Permissive parents show tolerance and acceptance for their children's actions and avoid punishing their children (Moradian et al, 2021). Their approach is devoid of control as they do not encourage their children to adhere to the rules. Adongo et al (2016) affirmed that students raised by permissive parents may not learn to adhere to rules nor respect authority figures. This can negatively impact their attitude towards their teachers and school regulations which might lead to disciplinary issues and impede on their academic success. Permissive parental attitude tends to lead children to lower academic achievement which is as a result of lack of parents' discipline over their children (Baidoo-Anu et al., 2019).

Purpose of the Study

The main purpose of the study was to investigate parental attitudes as predictors of academic achievement of secondary school students in Anambra State. Specifically, the study sought to ascertain:

1. The predictive value of authoritative parental attitude on academic achievement in English Language and Mathematics of senior secondary two (SS2) students in public secondary schools in Anambra State.
2. The predictive value of authoritarian parental attitude on academic achievement in English Language and Mathematics of senior secondary two (SS2) students in public secondary schools in Anambra State.
3. The predictive value of permissive parental attitude on academic achievement in English Language and Mathematics of senior secondary two (SS2) students in public secondary schools in

Research Questions

1. What is the predictive value of authoritative parental attitude on academic achievement in English Language and Mathematics of senior

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secondary two (SS2) students in public secondary schools in Anambra State?

2. What is the predictive value of authoritarian parental attitude on academic achievement in English Language and Mathematics of senior secondary two (SS2) students in public secondary schools in Anambra State?
3. What is the predictive value of permissive parental attitude on academic achievement in English Language and Mathematics of senior secondary two (SS2) students in public secondary schools in Anambra State?

Research Method

Design of the Study: The design adopted for this study was correlational research design. Bhandari (2021) posited that correlational research design is a useful device for predictions and providing insights into complex real-world relationships hence, scientists and researchers can use the survey to make decisions. **Area of the study:** The study was carried out in all the six education zones in public secondary schools in Anambra State. **Population and Sample:** The population of the study consisted of 20,922 students in senior secondary two (SS2) 2021/2022 session of public secondary schools in Anambra state. The sample size for the study was 400 students drawn from the population using Taro Yamane's formula for a finite population with 95% confidence level (Yamane, 1973). The Bowley allocation formula, also known as the Bowley's coefficient of skewness was used to determine the number of instruments to administer to each school since all the schools did not have equal population size. **Instrument for Data Collection:** The instrument for data collection was Parental Attitudes Scale (PAS) developed by Robinson et.al (1995). The instrument consisted of sections A and B. Section A elicited responses on biodata while section B covers the dimensions of parental attitudes arranged in clusters. Parental Attitudes Scale intends to measure the level of authoritative, authoritarian and permissive dimension of parental attitudes. Cluster 'A' elicits information on the authoritative dimension of parental attitudes with 16-item descriptions; Cluster 'B' elicited information on authoritarian parental attitudes with 13-item statements; and Cluster 'C' elicited information permissive parental attitudes with 11-item statements. All the Clusters in 'A-C' in the instrument 'PAS' have a total of 40-item statements with a response format of four-point rating scale: Strongly Disagree (SD) (I point), Disagree (D) (2 points), Agree (A) (3 points), and Strongly Agree (SA) (4 points). The respondents indicated the level at which the statement reflects their parents' attitude. **Method of Data Analysis:** Simple linear regression was employed to analyse data obtained from the research questions one to three. The annual scores for the SSII students of the selected schools on English Language and Mathematics were used to measure their academic achievement.

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Analysis of Research Questions

Research Question 1: What is the predictive value of authoritative parental attitude on academic achievement in English language and Mathematics of senior secondary two (SS2) students in public secondary schools in Anambra State?

Table 1: Summary of the simple linear regression on the predictive value of authoritative parental attitude on academic achievement in English language and Mathematics of senior secondary two (SS2) students in public secondary schools in Anambra State

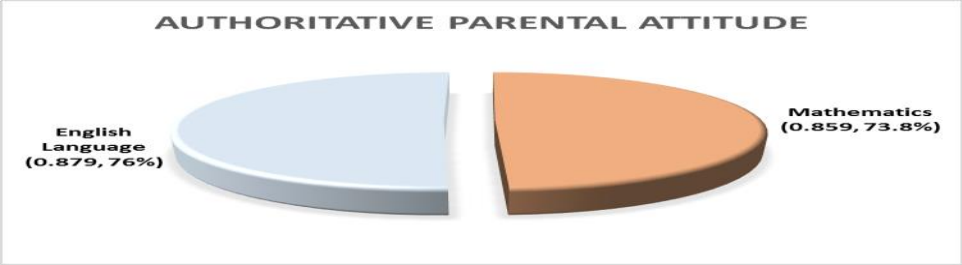
Model Summary of the Predictive Value of Authoritative Parental Attitude on Students' Academic Achievement in English Language and Mathematics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
English Language	0.872[a]	0.760	0.759	12.83100
Mathematics	0.859[a]	0.738	0.738	12.94949

a. Predictor: (Constant), Authoritative Parental Attitude

The results in Table 1 indicated that the predictive R-values of English language and Mathematics were 0.872 and 0.856 while the R Square values for English language and Mathematics were 0.760 and 0.738. These R and R Square values results indicated that the authoritative parental attitude has a high and positive prediction of academic achievement in English Language and also predicts 76% of academic achievement in English Language. On the other hand, the R and R Square values revealed that authoritative parental attitude predicts a 73.8% positively moderate academic achievement in Mathematics of senior secondary two (SS2) students in public secondary schools in Anambra State.

Figure 1: Summary of the Predictive Value of Authoritative Parental Attitude on the Academic Achievement on English Language and Mathematics.



The results in figure 1 revealed the predictive value of authoritative parental attitude on the academic achievement on English Language and Mathematics. The results showed that the predictive value of authoritative parental attitude on English Language is 0.872(76%) and Mathematics is 0.859(73.8%).

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Research Question 2: What is the predictive value of authoritarian parental attitude on academic achievement in English language and Mathematics of senior secondary two (SS2) students in public secondary schools in Anambra State?

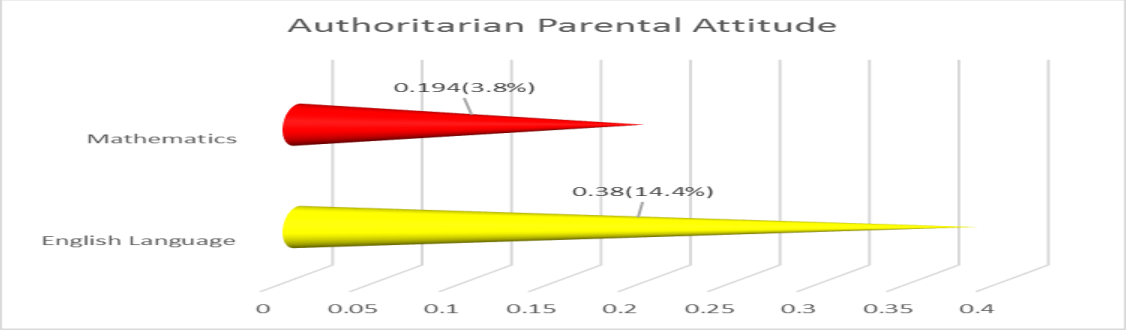
Table 2: Summary of the simple linear regression on the predictive value of authoritarian parental attitude on academic achievement in English language and Mathematics of senior secondary two (SS2) students in public secondary schools in Anambra State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
English Language	0.380[a]	0.144	0.142	19.07708
Mathematics	0.194[a]	0..038	0.035	23.83986

a. Predictor: (Constant), Authoritarian Parental Attitude

Table 2 presented the summary of the simple linear regression on the predictive value of authoritarian parental attitude on academic achievement in English language and Mathematics of senior secondary two (SS2) students in public secondary schools in Anambra State. The results revealed that for authoritarian parental attitude, the predictive R-values for English language and Mathematics were 0.380 and 0.194. Also, the predictive R Square values for English language and Mathematics were 0.144 and 0.038. These values signify that authoritarian parental attitude has a low but positive relationship with academic achievement in English Language because it has a 14.4% low predictive value. Conversely, authoritarian parental attitude has a negligible predictive value for academic achievement in Mathematics as it has a 3.8% negligible predictive value for academic achievement in Mathematics.

Figure 2: Summary of the Predictive Value of Authoritarian Parental Attitude on the Academic Achievement on Mathematics and English Language



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The results in figure 2 indicated the predictive value of authoritarian parental attitude on the academic achievement in Mathematics and English Language. The results revealed that authoritarian parental attitude has predictive values in English Language as 0.380(14.4%) and Mathematics as 0.194(3.8%).

Research Question 3: What is the predictive value of permissive parental attitude on academic achievement in English language and Mathematics of senior secondary two (SS2) students in public secondary schools in Anambra State?

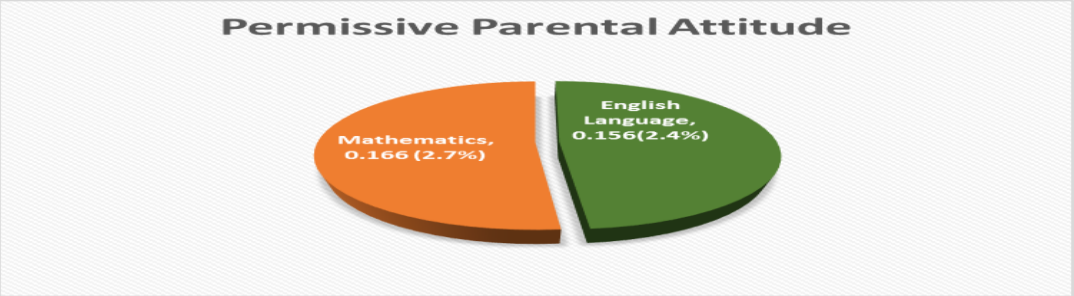


Figure 3: Summary of the Predictive Value of Permissive Parental Attitude on the Academic Achievement in English Language and Mathematics.

The results in figure 3 indicated the predictive value of permissive parental attitude on the academic achievement in English Language and Mathematics. The results revealed that permissive parental attitude has predictive value in English Language as 0.156(2.4%) and Mathematics as 0.166(2.7%).

Table 3: Summary of the simple linear regression on the predictive value of permissive parental attitude on academic achievement in English Language and Mathematics of senior secondary two (SS2) students in public secondary schools in Anambra State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
English Language	0.156[a]	0.024	0.022	21.65558
Mathematics	0.166[a]	0.027	0.025	22.50825

a. Predictor: (Constant), Permissive Parental Attitude

Table 3 presented the summary of the simple linear regression on the predictive value of permissive parental attitude on academic achievement in English Language and Mathematics of senior secondary two (SS2) students in public secondary schools in Anambra State. The study discovered that permissive parental attitude has a negligible predictive value on academic achievement in English Language because the R-value for English Language was 0.156 and the R square showed a 2.4% predictive strength.

Similarly, permissive parental attitude also showed a negligible predictive value on academic achievement in Mathematics because the R-value was 0.166 and also has 2.7% predictive strength.

Discussion of Findings

The results from table 1 revealed that authoritative parental attitude has a very high positive predictive strength of 76% in English Language and 73.8% in Mathematics of academic achievement of senior secondary two (SS2) students in public secondary schools in Anambra State.

The finding is consistent with the findings of Ahmad (2016) who observed that there exists a high positive prediction of authoritative parental attitude on students' English Language academic achievement. Additionally, Chowa et al. (2013) in their study indicated that authoritative parental attitude is positively associated with academic achievement in English language. Supporting this assertion, Azizi (2010) opined that family plays a significant role in developing students' interest in learning English both fluency and writing skills. Eventually, they will achieve success with the right guidance and authoritative attitudes from their own parents.

The findings of this study also revealed that authoritative parental attitude has a very high and positive prediction on the academic achievement of students.in Mathematics. The study also agrees with the result of Cetin, 2015 who noted that students who believe that their parents have encouraged their development of communication skills and autonomy while providing a set of boundaries to work within which are the attitudes of authoritative parents were predicted to have better academic success in mathematics. Similarly, Bodur Aktan (2021) posited that parents with authoritative attitudes choose to set specific rules and expectations while adopting a problem-solving and supportive approach which enhances mathematical skills in students. However, the finding somewhat disagrees with the findings of Chang and Beilock (2016), who found a positive but weak prediction of authoritative parental attitude on students' achievement in Mathematics

From the result to research question 2, it was found that authoritarian parental attitude has a 14.4% low positive predictive value in English Language and a 3.8% negligible predictive value in Mathematics of senior secondary two (SS2) students in public secondary schools in Anambra State. The findings of this study showed a low and positive predictive value of authoritarian parental attitude on academic achievement of senior secondary school students in English language. The finding agrees with the finding Boateng et al. (2021), who noted that authoritarian attitudes are positively linked with academic achievement and that parents with authoritarian attitudes provide their children with the necessary materials that will enhance their learning both at home and in the school environment. The finding also revealed a negligible predictive outcome of authoritarian parental attitude on students' achievement in Mathematics. The finding agrees with Sinha (2018) who observed that the strict and harsh attitudes of authoritarian

parents is associated with high level of Mathematics anxiety and leads to low achievement. The finding is in agreement with Tosten et al. (2017) on the negative outcome of authoritarian parental attitude on the academic achievement of students in mathematics. Mathematics requires sense of evaluation. Despite the coercive behavior authoritarian parents portray to their children as a measure to learn, the findings of this study concluded that authoritarian parental attitude does not predict academic success in Mathematics.

Finally, it was established that permissive parental attitude has a negligible predictive value of 2.4% on students' achievement in English Language and 2.4% in Mathematics. The finding of this study is in agreement with the prior research of Chaca et al. (2019), who observed that children from permissive parents obtain lowest grades in school due to lack of expectations that is not given to them by their permissive parents. Similarly, the work of Boateng et al. (2021) had a negative direct effect on academic success of students. In contrast to this finding, Bada and Pwajok (2020) revealed that permissive attitude of parents has a positive influence on academic achievement of students. The disagreements in the findings might be due to some inevitable limitations in the instrumentation, statistical computation, inaccurate, false or exaggerated response of the respondents.

Conclusions

From the findings, the following conclusions were drawn

1. Authoritative parental attitude predicts students' academic achievement with strong and positive predictive value in English language and Mathematics
2. Authoritarian parental attitude predicts academic achievement of students in English language and does not predict in mathematics.
3. Permissive parental attitude does not predict students' academic achievement in both English language and Mathematics due to its negligible predictive outcome.

Recommendations

Based on the findings of this study, the following recommendations have been made:

- Parents should be sensitized in forums like PTA to develop a healthy attitude particularly the authoritative parental attitudes as the characteristics enhance the cognitive development of children and successful learning outcome.
- Guidance and counselling departments in schools should be strengthened in order to create mentorship programs and seminars that can address the complexities of students that may be affected by inappropriate attitudes of permissive parents.

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