

Influence of Parenting Style on Academic Performance of Female Secondary School Students in Kabba, Kogi State of Nigeria

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Abstract

This study investigated on the influence of parenting style on academic performance of female secondary school students in Kabba, Kogi state of Nigeria with the view to identifying the different parenting styles adopted by parent of the in-school girl's adolescent students; and the extent of these parenting style influences, on adolescent girls' academic performance in public secondary schools. The study adopted descriptive survey design and 88 students drawn across eight (8) public secondary schools in kabba-bunu Local Government Area of the state using simple random sampling technique. Structural questionnaire (IPSAPFSSS) was the instrument for data collection and its validity and reliability established using Crombach alpha coefficient with an index of 0.76. Frequency and percentage as well as mean and standard deviation were used in answering the research questions. The result indicated that parents adopt authoritarian parenting styles on their in-school female students which is also more effective among others in influencing the in-school female student's academic performance.

Key words: *Parenting styles Permissive, Authoritative, Authoritarian Academic performance*

Introduction

The academic performance of adolescents is a central focal point for any society due to the idea that ensuring them education helps promote a more successful future. Students who have higher academic performance are at an advantage in

terms of positive outcomes such as joy, pride, and happiness. Having higher academic performance has been associated with positive characteristics, including self-esteem, self-efficacy, and motivation ([Bandura, 2007](#)). Academic success in terms of higher academic performance has long been thought to be the path to a stable livelihood and a successful future ([Hyde and Kling, 2011](#)). Low academic achievement may create many negative consequences for students. Students with low academic achievement may be more vulnerable to problems such as stress, hopelessness, delinquency, psychopathology, and substance abuse ([Assarian, and Asqarnejad, 2006](#)).

Therefore, it is essential to investigate factors that may influence academic achievement amongst school going adolescent girls in public secondary schools in Kabba Bunu LGA, Kogi State, Nigeria. Although there are many factors that influence academic success such as peer relationships and school environments, parenting styles may be especially an important influence on academic success. Researchers such as [Chao and Querido \(2012\)](#); [Lee, \(2007\)](#); [Makini, \(2012\)](#); and

[Sylvia, \(2022\)](#) have shown that parents, through their parenting styles built critical foundations for various aspects of children's development and achievement. Moreover, [Sylvia \(2022\)](#) indicated that parenting style is one of the significant contributors to student's academic achievement in school. Parenting styles emphasize on the response parents provide to their children and the method which they use to demand compliance from their children. [Baumrind \(2005\)](#) Categorized types of parenting style based on two dimensions which are responsiveness and demandingness. Responsiveness refers to the degree that parents promote self-assertion and individuality by showing care and acceptance to children's desires. Care and acceptance include kindness, support for independence, and logical contact. Demandingness refers to demands that parents make on children to be included into society. The demands are imposed through monitoring and controlling of children's behaviors, as well as communicating the demands directly to the children.

The combination of the levels of responsiveness and demandingness creates three types of parenting styles: **authoritarian, authoritative and permissive** ([Baumrind,](#)

[2005](#)). Authoritarian parents are highly demanding and unresponsive, and tend to emphasize obedience and respect for authority. Permissive parents have low levels of demandingness and high levels of responsiveness, and moderately imbalance in leniency. In contrast, authoritative parents show a sense of balance between high levels of demandingness and high levels of responsiveness. Parents who are authoritative will communicate with their children, monitor their children's behaviors and express warmth and support their children's needs and challenges.

[Baumrind \(2009\)](#) in his theory of **Parenting Styles** in 1971, assumes that parenting revolves around issues of control. Although parents may differ in how they operate this, it is accepted that this is a primary role of all parents. Parenting style captures two important elements of parenting: **warmth and control**. Parental warmth refers to the "degree to which parents are accepting and responsive of their children's behavior as opposed to being unresponsive and rejecting". Parental control refers to "the claims parents make on children to become integrated into the family whole, by their maturity, supervision

and disciplinary efforts". When the two aspects of parenting behavior are combined in different ways, four primary parenting styles are emerged which are authoritarian, authoritative, permissive, and uninvolved.

Authoritarian parenting follows a rather dictatorial style involving the highest degree of control on children and very low levels of warmth. Parents who adopt such styles expect strong obedience from their children and favor punitive discipline in response to acts of rebellion ([Kang and Moore, 2011](#)). They are usually found setting strict rules to abide by and monitoring their child's time as well as their activities during the day and night ([Areepattamanni, 2010](#)). Moreover, the use of this authoritarian style precludes effective discussion of any sort, between parents and children, which places more pressure on the children than any other parenting style.

Authoritarian parenting is believed to have adverse effects on children's psychological development.

According to [Kang and Moore \(2011\)](#), authoritarian parenting follows a rather dictatorial style involving the highest degree of control on children and very low levels of warmth in the United Kingdom. The mixed

balance between parental warmth and strictness summarizes the general attitude belonging to authoritative parents. Authoritative parents often hold high expectations for their children but, unlike the authoritarian style, the children are consistently encouraged along the way. Researchers have suggested that authoritativeness holds the central trio in good parenting – warmth, control and democracy ([Steinberg, Lamborn, Darling, Mounts and Dornbusch, 2012](#)), which explains why it is often deemed as the most successful parenting style for student achievement.

Researchers have suggested that authoritativeness holds the central trio in good parenting – warmth, control and democracy ([Steinberg et. al, 2012](#)), which explains why it is often deemed as the most successful parenting style for student achievement. According to [Rogers \(2012\)](#), the success of authoritative parenting is most notable in the various behavioral indicators exhibited by their children in the United Kingdom. Students of authoritative parents have shown such values as a stronger work orientation, greater engagement in classroom activities, higher educational

aspirations, more positive feelings about school, greater time spent on homework, more positive academic self-conceptions, and lower levels of school misconduct, such as cheating or copying. According to [Kang and Moore \(2011\)](#), authoritative parenting also has a positive impact on psychosocial maturity which in turn has a high impact on school achievement. He also discovered that the three components of authoritative parenting examined in his study (parental acceptance, psychological autonomy, and behavioral control) each make individual positive contributions to school achievement.

On the other end of the spectrum, permissive parenting is characterized by little control over children, aiming for high levels of warmth. Unlike authoritarian parents, Punishment is very rarely used in permissive homes and children are commonly given greater opportunity to make their own decisions in life ([Kang and Moore, 2011](#)). Being more responsive than demanding, parents of this style have relatively low expectations for their children, setting very few, if any, rules. They often take a very casual and easy-going approach ([Verenikina, Vialle and Lysaght, 2011](#)) toward their children, opening up conversations and subsequently developing

warmer relationships between them. Despite the high provision of warmth, the low levels of control that permissive parents have over their children ultimately reduce their social competence. Children reared by permissive parents tend to be less self-reliant [and] less tolerant of frustration ([Kang & Moore, 2011](#)) they are so familiar with their wants being met at home that they expect everyone else to treat them the same way. In addition, similar to the authoritarian style, children raised by permissive parents are less likely to be intrinsically motivated, thus lacking persistence in approaching learning tasks ([Kang and Moore, 2011](#)). Ultimately, their lack of self-control often causes difficulties when engaging in social interaction and they may even go so far as to being the school bullies or, ironically, victims of bullying from other children.

The uninvolved style is predominantly characterized by low levels of both warmth and control. This often reflects the parents' emotional detachment from the children as they are often seen responding only to their children's needs out of annoyance rather than compassion and would otherwise be completely unresponsive. Due to the lack of care and

discipline for the child, as the name of the style suggests, parents are usually uninvolved in the child's life in general ([Steinberg et al., 2012](#)). Consequently, this has led to a deficiency of knowledge about this style and so less is known about uninvolved parenting than any other style. Whilst the higher achievers are more likely to have parents who hold high expectations for them and children of uninvolved parents might be seen with a lack of direction in everyday life ([Areepattamannil, 2010](#)). Since uninvolved parents do not provide the necessary attention for their children's needs, the children may likely engage in socially unacceptable behavior within and outside of school, as they attempt to seek this attention.

Gender is the term used to differentiate the sex of an individual, either male or female especially when considered with reference to social and cultural difference rather than biological ones. Gender is only very loosely associated with natural distinction of sex. Studies have found that parents are biased in their parenting styles depending on the child's gender. Authoritarian parenting especially physical punishment is mostly used for boys while girls, on the other hand are given more reasoning punishment. Regarding gender,

there was little bit difference in academic performance of male and female, but environment is a major factor of student's performance which also includes parenting styles.

In Nigeria like many other African countries, parenting style is an issue of concern when considering adolescents academic performance especially girls in Kabba Bunu LGA, Kogi State, Nigeria. The mean score from West African Examination Council revealed poor performance especially in girls' public secondary schools (WAEC, 2019 -2022). This was attributed to be as a result of various contributing factors which parenting styles were left out.

Statement of the Problem

The academic performance of adolescent girls in secondary schools has been an issue of concern in Nigeria. Out of a total candidature of 22,870 in West African Examination Council in the year 2019, 2020 and 2021 in Kabba, Kogi state of Nigeria, there were 9,289 boys and 13,581 girls. This presented a gender parity of 40.62% male to 59.38% female. Out of the 15,766 that attained the minimum university entry qualification of C+ and above, 9,533 (60.47%) were boys while 6,233 (39.53%)

were girls ([Sylvia, 2022](#)). This shows that the performance of the girls sitting their WAEC was lower compared to that of the boys. It is therefore of great importance to explore the factors that affect the academic performance of adolescent girls with the aim of improving it in order to close that gap in performance.

Out of 10 schools of adolescent girls in Kabba Bunu LGA, Kogi State, Nigeria, 5 girls had poor academic performance which could be directly linked to home environment (WAEC, 2017). Most of the girls who participated in the above study had low self-esteem, low self-efficacy and behavioral problems arising from their home environment ([Sylvia, 2022](#)). It is therefore requisite to undertake a scientific inquiry in an attempt to avert the negative experiences affiliated to poor parenting styles and enhance the adolescent girl's academic performance.

This dearth of literature has provided the impetus for this research which focused on the influence of parenting styles on adolescent girls' academic performance in public secondary schools Kabba Bunu LGA, Kogi State, Nigeria, while considerable research has been conducted internationally to examine the potential factors accounting for academic achievement of secondary school girls, there

have been relatively few studies on this topic in the Nigeria context. In essence, those studies that have been conducted are not comprehensive enough to illuminate strong factors affecting girl's academic performance as they focused on few factors and it is evident that academic achievement is a product of multifaceted factors ([Makini, 2012](#)).

Therefore, this research extended on this work by examining the influence of parenting styles which is non-cognitive factor on secondary school girls' academic performance. This will help to comprehensively explicate and understand the potential influence of parenting styles which account for academic performance of girls and to develop and employ the possible and timely strategies for intervention.

Purpose of the Study

The main purpose of this study is to investigate on the influence of parenting style on academic performance of female secondary school students in Kabba, Kogi state, Nigeria.

Specifically, the study sought to:

1. Identify the different parenting styles adopted by parent of the in-school girl's adolescent students.

2. The extent of parenting style influence on adolescent girls' academic performance in public secondary schools.

Research Questions

To meet its objectives, this study sought to answer the following questions:

1. What are the parenting styles adopted by parents on their in-school girls' adolescent students?
2. To what extent do these parenting style influence adolescent girls' academic performance in public secondary schools in Kabba Bunu LGA, Kogi State, Nigeria?

Significance of the Study

The findings of the study have potential contributions to various stakeholders including parents, counselors, school administrators, policy makers and the adolescents themselves.

First, the findings of this study are expected to highlight the influence of different parenting styles on adolescent girls' academic performance in secondary schools of Kabba Bunu LGA, Kogi State, Nigeria. The findings would elucidate the challenges and benefits associated with different parenting styles in a bid to enhance academic performance of

adolescent girls. Findings of this study are also expected to provide insight to parents to enable them nurture their children well by adopting acceptable parenting styles in order to enhance good academic performance in their children.

Secondly, the study would unravel the negative influences of poor parenting style thus enabling counseling practitioners to hatch effective counseling programme suitable for both parents and adolescents. This would ensure that parents become more responsible when dealing with adolescents hence ensuring good academic performance.

However, the government through the Ministry of Education could use the findings of the study as a platform for awareness creation. This awareness could help many parents to acquire the requisite knowledge on good parenting and improve the social, personal and academic well-being of their children.

The study would also help the schools' administrators to strengthen the content of existent counseling programmes to include family-based interventions like parenting. The schools could therefore collaborate with parents to ensure that both school and home environments are made

suitable for adolescents' academic performance.

Moreover, the study would also be vital to adolescents since it would make them aware of negative influences of parenting styles. This may enable them to adopt coping strategies to ensure that their academic performances are not negatively affected.

Finally, the findings of this study may form the basis for further research by other scholars to address the knowledge gaps since the topic is wide and it may not be practically possible to explore every construct in the phenomenon under scrutiny.

Method

The study used descriptive survey design to investigate the influence of parenting styles on academic performance of female secondary school students in kabba bunu Local Government Area, Kogi state and the targeted population includes all the senior secondary school female students in the local government area. Probability sampling techniques were used in selecting the required sample for the study. Simple random was used in selecting four (4) out of the eight (8) public secondary schools in the local government area and eighty-eight (88) female students in equal proportion from the sampled schools. The

instrument for the data collection in this study was a structured questionnaire titled Influence of Parenting Styles on Academic Performance of Female Secondary School Students (IPSAPFSSS). The questionnaire was made up of two (2) sections with section “A” to elicit personal information of the respondents while section “B” contained thirty-four (34) question items, each meant to elicit information generally on their experience with much reference to influence of parental styles. Among these question items, four (4) answered research question 1 while the remaining 30 answered research question 2. This section “B” was constructed using 4 rating scale (Likert-format) as options to guide the respondent in their choice. The respondent of the responses through the Likert-type rating scale such as,

- Strongly Agreed-----
SA (4 POINT)
- Agreed-----
--A (3 POINT)
- Disagreed -----
--D (2 POINT)
- Strongly Disagree-----
SD (1 POINT)

The same instrument used for this study was given to three educational measurement

experts who ascertained the face and content as well as construct validity. The reliability of the instrument was obtained as well to be 0.76 using crombach alpha coefficient.

The researchers with the help of teachers and principals as research assistants administered the questionnaire to the respondents. The researchers visited the selected schools before hand for acquaintance with target respondents. This assisted the researchers in familiarizing with the respondents and explaining the essence of the study to the respondents as well as guidance on how to answer the questions, and possible explanations of certain involved variables. They are as well assured of total confidentiality in the use of any information they give. The primary data was collected through administration of structured questionnaire to the sampled respondents. Data collected was processed, coded and analyzed to facilitate answering the research questions. This was done using descriptive statistics of frequency and percentage to describe the demographic study of the respondents as well as research question 1, while mean and standard deviation were used in analyzing the research question 2.

Results

Table I: Demographic Study

VARIABLES	FREQUENCY	PERCENTAGE (%)
Schools		
St. Monica college, Kabba	22	25
St. Banabbas Secondary School, Kabba	22	25
Local Government Comprehensive Secondary School, Kabba	22	25
Federal Government girls College, Kabba	22	25
AGE BRACKET		
10-14 years	14	15.90
15-20 years	74	84.10

Among the 88 respondents, 22 (25%) students were selected from each of the sampled schools. The four sampled schools were St. Monica College, Kabba; St. Banabbas Secondary School, Kabba; Kabba Local Government Comprehensive Secondary School, Kabba; and Federal Government Girls College, Kabba. The age bracket of the respondents were 14 (15.90%)

students for the age between 10-14 years; and 74 (84.10%) for the age between 15-20 years.

Research Question 1: What are the parenting styles adopted by parents on their in-school girls' adolescent students?

Table II: Parenting Styles Adopted by Parents on their in-school Girls' Adolescent Students

s/n	Parenting Style	Respondents Frequency	Respondents Percentage %
1.	Authoritarian parenting	34	38.64
2	Authoritative parenting	18	20.46

3	Permissive parenting	24	27.27
4	Uninvolved	12	13.63

From the table 2, the numbers of respondents' responses on the parenting styles adopted by their parents were rated with percentage. Students who agreed on authoritarian parenting style were the highest respondents with 34 (38.64%) in number. Followed by students of permissive parenting style with 24 (27.27%) in number, then 18 (20.46%) and 12 (13.63%) students

on authoritative parenting style and uninvolved parenting style respectively.

Research Question 2: To what extent do these parenting style influence adolescent girls' academic performance in public secondary schools?

Table III: The extent of parenting style influence on adolescent girls' academic performance in public secondary schools

s/n	Question Item	Mean	SD	Decision
Authoritarian Style				
1	My parent forces me to read at home	2.83	1.16	accepted
2	My parent gives me punishment if I fail any of my homework	3.18	1.09	accepted
3	My parent gives me instruction with immediate expectation of responds	2.67	1.08	accepted
4	My parent gets easily upset if I tried to disagree with them	2.57	1.07	accepted
5	My parent often told me exactly what they wanted me to do and how am expected to do that	3.43	0.86	accepted
6	Even when I didn't agree with my parent, he/she sees it as disobedient and punishes me on that	2.67	1.08	accepted
7	My parent makes decision on my academic life without my opinion	2.45	0.60	rejected

8	My parent uses friendly approach on my educational decision and deliberation	1.99	1.10	rejected
	Grand Mean	2.72	1.00	accepted
	Permissive Style			
9	My parent allows me to contribute to family decision	1.61	1.04	rejected
10	My parent allows me to contribute to my academic decision	1.73	1.15	rejected
11	My parent allows me to make decisions on most things for myself without a lot of direction from them	3.42	0.92	accepted
12	My parents do direct my behavior, activities and decisions at home and school	1.89	1.14	rejected
13	My parents regulate my study time table for me at home	2.15	1.08	rejected
14	My parents prefer to engage me in house homework to academic homework	2.56	0.46	accepted
15	My parent tries to be present and contributive to my school PTA meetings	1.89	1.41	rejected
16	My parent gives me punishment and tries to explain my faults to me especially when it concerns my academic life	2.60	1.18	accepted
	Grand Mean	2.23	1.05	rejected
	Authoritative Style			
17	My parent gives me direction on my behavior and academic activities and expects me to follow his/her directives, though always willing to listen to my concern as well as discuss with me	1.79	1.15	rejected
18	My parent consistently gives me direction and	1.65	1.04	rejected

	guidance on my studies in rational and objective way			
19	I know what my parent do expect of me in my academic performance but I also felt that they are unreasonable	2.83	1.16	accepted
20	Whenever I make decision on my academic, my parent is always willing to discuss with me concerning the decision	2.66	1.08	accepted
21	My parent always admits and acknowledges it whenever he/she makes mistake	1.89	1.44	rejected
22	My parent directs my academic activities and decision through reasoning and discipline	1.99	1.10	rejected
23	I do fight with my parents concerning my studies	1.73	1.15	rejected
24	My parents understand me whenever am annoyed with them	2.83	1.16	accepted
	Grand Mean	2.16	1.16	rejected
	Uninvolved Style			
25	My parent does ask me questions concerning my studies	3.18	1.09	accepted
26	I makes decision on school I want to attend to	1.89	1.14	rejected
27	I usually go to school whenever I wish to	1.72	1.15	rejected
28	My parents do check on my academic results at the end of every term	2.43	0.61	rejected
29	My parent does check on my daily homework and assignments	1.73	1.15	rejected
30	My parent gives me whatever I demand from them	3.18	1.09	accepted
	Grand Mean	2.35	1.01	accepted

From the table III, the mean score that is 2.50 and above is accepted while the mean scores below 2.50 are considered rejected. Therefore, the grand mean score of responses

under authoritarian style was accepted with the mean of 2.75 and standard deviation of 1.00, and the mean score of specific question item numbers 1,2,3,4,5, and 6 under it were accepted (2.50 and above). Grand mean score for permissive style was found to be 2.23 and standard deviation 1.05, which was rejected. The specific question item numbers 9,10,12,13 and 15 under it were rejected. However, the grand mean score for authoritative style was 2.16 and standard deviation 1.16 which was rejected as the mean scores of the specific question item numbers 17,18,21,22 and 23 were rejected. Finally, the grand mean score for uninvolved parenting style was 2.35 and standard deviation 1.01 and was rejected, as the specific question item numbers 26, 27,28 and 29 were rejected.

Discussion

Discussion of research results obtained in the study is organized under the following sub-heading.

- Parenting Styles Adopted by Parents on their in-school Girls' Adolescent Students
- The extent of parenting style influence on adolescent girls'

academic performance in public secondary schools

Parenting Styles Adopted by Parents on their in-school Girls' Adolescent Students

Among the three parenting styles adopted by the parents on their in-school girls' adolescents, authoritarian style was rated the highest. This authoritarian parenting is a dictatorial style involving the highest degree of control on children and very low levels of warmth. This indicates that their parents inculcate strong punitive discipline in response to acts of rebellion in order to affect total obedience and respect on their children. This therefore, has a positive effect on the academic performances of the in-school children because, for the fear of the parental action on the poor academic performance of the children, will make them not to have option on their academic challenges ([Kang and Moore, 2011](#)). This is in line with the work of [Areepattamannil \(2010\)](#) who opined that the use of this authoritarian style precludes effective discussion of any sort, between parents and children, which places more pressure on the children than any other parenting style.

Extent of Parenting Style Influence on Adolescent Girls' Academic Performance in Public Secondary Schools

From the result of the analysis on the extent at which parenting styles influences the female students' academic performances in public schools, the grand mean score of responses under authoritarian style was accepted with the mean of 2.75 and standard deviation of 1.00. There is an indication that most parents force their children to read at home; give punishment to their children when they refuse to do their homework assignment; administer instructions to the children and with high expectation of responses or compliance without their personal consideration especially on their academic matters; do get upset if their children try to disagree with them and sees it as a disobedience if the students disagree with them.

Secondly, grand mean score for permissive style was found to be 2.23 and standard deviation 1.05, which was rejected. This explains the fact that most parents do not allow their students to contribute to the family and academic decisions; do not control or direct their children behavior and

activities at home and school; do not regulate or help in directing the study time table for their children; do not attend PTA meetings so as to contribute on academic issues concerning their children. The same thing is applicable with the grand mean score for authoritative style was 2.16 and standard deviation 1.16 which was rejected equally. This explains the fact that most parents direct the behavior and academic activities of their children and expect their output as they consider their decision and concern towards a concept; do guide their children in a rational and objective way; do acknowledge their mistakes from the children through amicable dialogue; inculcate discipline to their children's academic activities.

Moreover, the grand mean score for uninvolved parenting style was 2.35 and standard deviation 1.01 and was rejected. This emphasizes that most parents do not care about their children's choice of school or if they even do attend to schools on daily basis; do not check on the academic evaluation and performances of their children or assesses their children daily classroom homework.

Finally, this explains that the parenting style predominantly adopted by parents of in-school

adolescent female students of senior secondary schools in kabba bunu Local Government Area of Kogi state is authoritarian style and as such, high level of academic performances is expected of them. Therefore, parenting style influences to a high extent the academic performances of the female students. This is in line with an empirical study of [Cherry \(2013\)](#); and [Sylvia \(2022\)](#).

Conclusion

The following conclusions were drawn on the basis of the findings:

1. Parents in Kabba, Kogi state of Nigeria adopt authoritarian parenting styles on their in-school female students and it influences their academic performances.
2. Among the four (4) types of parenting styles (Authoritarian, Authoritative, Permissive and Uninvolved styles), authoritarian style is predominantly used and more effective in influencing the in-school female student's academic performance.

Recommendations

These following recommendations were made:

1. Parents should adopt authoritative style of parenting and not only on the female children but to include the male students as it will assist in proffering better solution to poor academic performances of the students.
2. Government and school authorities should create an avenue or a kind of seminar for the parents on the issue of parenting style and how it affects teaching and learning, so as to encourage better performances in academic achievement of their children.
3. Educational policy makers and curriculum planners should keep in mind while planning for secondary school learners to give more emphasis on the disciplinary acts as it concerns parenting styles. This will also guide the students on its benefits and enhances their characteristics as future parents towards bettering the future of their children academically.

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