

Parenting Styles And Academic Performance Of Junior Secondary School Students In Social Studies In Lagos State, Nigeria

¹omosehin, Foluke Morohunmubo Ph.D

*Department Of Sociological Studies Education,
College Of Management And Social Science Education,
Lagos State University Of Education,
Oto/Ijanikin, Lagos State, Nigeria.*

² Fabode, Sunday Oyerinde Phd

*Department Of Social Studies, School Of Arts & Social Sciences,
St. Augustine's College Of Education, Akoka, Lagos, Nigeria.*

³adetutu, Olufunmilayo Olaremi.

*Department Of Social Studies, School Of Arts & Social Sciences,
Adamawa State College Of Education, Hong,
Adamawa State. Nigeria.*

Abstract

This study focused on investigating the impact of parental styles on students' academic performance in social studies at junior secondary schools in Lagos State, Nigeria. The study aimed to explore the influence of democratic parental styles on students' academic performance and the relationship between autocratic and academic achievements. A survey design was employed, and simple random sampling techniques were utilized to select participants from several junior secondary schools in Ojo LGA of Lagos State, Nigeria. The researcher gathered data from 350 respondents, out of which 332 responses were validated through a self-constructed and validated questionnaire. The data collected were tested using the Pearson Correlation statistical tool with the aid of Statistical Package for Social Sciences (SPSS) version 23.0. The results revealed that democratic parental style significantly affects students' academic performance in Social Studies at Lagos State Secondary Schools. Furthermore, autocratic leadership style was found to impact students' academic achievements in the same subject. Based on these findings, it is recommended that parents should try as much as possible to mediate between the two main parental styles when dealing with their children in order not to be too hard on them, or compromise standards, so as to enable them to concentrate on their studies. Moreover, enhancing the provision of basic educational needs of the children will contribute to the improvement of students' academic performance in Social Studies.

Keywords: *Academic Performance, Autocratic parental style, Democratic parental style, Social Studies*

Date of Submission: 22-10-2023

Date of Acceptance: 02-11-2023

I. INTRODUCTION

Parenting encompasses the upbringing of children, along with all the associated duties and responsibilities. When it comes to parenting, there is a great deal of diversity among families. Every parent has a different approach to how to interact with and guide their children. (Sanvictores & Mendez, 2022). Parenting styles are constructs used to describe the different strategies parents tend to utilise when raising children. These styles encompass parents' behaviours and attitudes and the emotional environment in which they raise their children (Cherry, 2022). Parenting style could also be regarded as a global construct reflecting the overall emotional climate between parents and children. Parental behaviour and involvement play a crucial role in the development of social and cognitive competence in children. (Fazli,2019).

Parenting style is determined by numerous factors existing within and between parent and child within the immediate context in which both the parent and child are embedded and also within the broader, social and cultural contexts. The parenting style can affect everything from a child's self-esteem and physical health to how

they relate to others. Parenting styles play a key role towards the children's development in all perspectives such as social, emotional and educational. Brown and Iyengar (2008), opined that parenting styles affect a child's self-development, self-esteem and academic performance. Research suggests that parenting styles can have a range of effects on children, in the present and in the future. They can play a part in academic achievement and motivation and can also influence children's mental well-being, self-esteem, social relationships and adult relationships. (Cherry, 2022).

Many studies advocate that the academic performance of a child can improve or decline depending on the parenting style (Spera, 2005). Parenting styles are therefore related to the overall development of the children that is, cognitive, emotional, societal and academic). Given the information presented earlier, it becomes essential to explore the connection between parenting styles and students' academic performance. Specifically, the paper assesses the relationship between democratic and authoritarian parenting styles on student academic achievements. Consequently, this paper focuses on investigating the relationship between parenting styles on the academic performance of JSS students in social studies in Lagos State secondary schools.

II. LITERATURE REVIEW

Conceptual Review

Parenting styles can be described as the overall emotional climate of the parent-child relationship (Mariappan & Joseph, 2015). Four main types of parenting styles have been identified based on the work of Diana Baumrind, a developmental psychologist and Stanford researchers, Eleanor Maccoby and John Martin. Each of the parenting styles has different effects on children's behaviour and can be identified by certain characteristics, degrees of responsiveness and demandingness (Zeltzer, 2021). The 4 main parenting styles identified are as follows:

1. **Authoritative (Democratic) Parenting Style.** According to Baumrind (1991), the authoritative parenting style is high in both responsiveness and demandingness. It involves the synthesis of control and emotional responsiveness towards the child. Omosehin, Haruna & Odeyemi (2022), remarked that authoritative parents are responsive to their children and their disciplinary styles are more supportive than punitive. Such parents set rules and enforce boundaries by having open discussions, providing guidance and using reasoning.
2. **Authoritarian (Disciplinarian) Parenting Style.** Though this style has a similar name to the authoritative style they differ significantly in parenting beliefs, demands and approaches. Its two characteristics are high parental control and low parental responsiveness (Li, 2023). Like the authoritative parenting style, this style demands high standards but is directive, obedient and status-oriented. Such parents allow one-way communication through strict rules and orders.
3. **Permissive (Indulgent) Parenting Style.** This style is the opposite of the authoritarian style. Here the child is in control. The style involves low demandingness and high responsiveness. Permissive parents tend to be warm, and nurturing and usually have minimal or no expectations (Sanvictores & Mendez, 2022). Such parents set very few parental rules and boundaries. Even when there are rules, they are reluctant to enforce them. Such parents are more responsive than demanding, often taking on the status of a friend more than of a parent.
4. **Uninvolved (Neglectful) Parenting Style.** An uninvolved parenting style is characterised by few demands, low responsiveness and very little communication. (Cherry, 2022). Such parents do not set firm boundaries or high standards. They are indifferent to their children's needs and are uninvolved in their lives.

Empirical Review

Parenting research shows that authoritative parenting is consistently linked to the best outcomes in kids (Li, 2023). Based on Baumrind's research on parenting styles, it has been discovered that children of authoritative parents tend to have higher academic performance, competent social skills and high self-esteem among other things. It is therefore regarded as the best parenting style among the four types. In the same vein, a study on parenting styles and academic performance of school children by Mariappan Radhika and Joseph Rosna in 2015 found that authoritative parenting style had the greatest significant positive impact on the academic performance of the students. It was therefore concluded that Authoritative parenting has a positive impact on the academic outcome of the children.

It has also been discovered that children of authoritarian parents tend to have worse outcomes than those of authoritative parents. They have low self-esteem, worse academic performance, less coping skills, poorer social competence, more rebellious behaviour, and are prone to depression among other things (Li, 2023). Children of permissive parents tend to have worse outcomes than those of authoritative or authoritarian parents. They are more likely to struggle academically, often have low self-esteem and may not always be happy. They also encounter problems in relationships and social interactions. Cherry (2022), observed that such children are more likely to experience problems with authority and tend to perform poorly in school.

Children of uninvolved parenting have the worst child outcomes among the four parenting styles. Li (2023), observed that they have poor school performance and are more impulsive among other things. Cherry (2022), reported that a 2019 study found that children raised by neglectful parents tend to struggle in school, experience more depression, and have worse social relationships among other things. She concluded that the uninvolved parenting style ranks lowest of all life domains, such children tend to lack self-control, have low self-esteem and are less competent than their peers.

III. Methodology and Data

A survey research design was adopted in the study. The population of the study consisted of students in public junior secondary schools in the Ojo local government area of Lagos State. A sample size of 350 was used in the study. A simple random sampling technique was employed in selecting the sample for the study. A total of 332 copies of the validated questionnaire were collected from respondents, representing 94.9 percent of the total instruments returned. The descriptive statistics of frequency counts and percentages were used in presenting demographic data and answering the research questions. The Pearson Product Moment Correlation (PPMC) was used to test the hypothesis at a 0.05 level of significance, using the Statistical Package for Social Sciences (SPSS) version 23.0.

IV. Results and Discussion

Analysis of the sex of respondents. The result as shown in Figure 1 indicates that most of the respondents in the study were females. Specifically, there are 203 females, representing 61.1% of the respondents, while there are 129 males, representing 38.9% males, which shows that there are more girls at the junior secondary level in the selected schools.

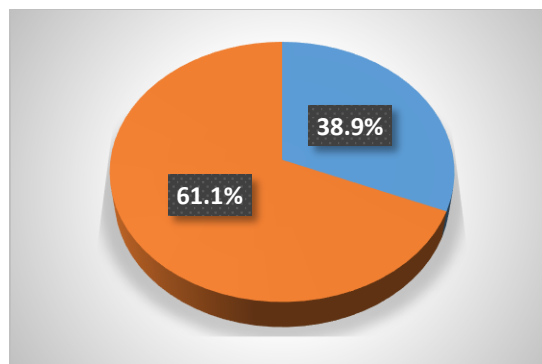


Figure 1: Sex of respondents.
Source: Field Survey, (2023).

Analysis of the family status of respondents. The result as shown in Figure 2 indicates that 97 students representing 29.22 percent of respondents were from single parents, 204 of them, representing 61.45 percent lived with both parents and 31, representing 9.33 percent of the respondents were adopted, children. This implies that most of the respondents in the study had their two parents still living together, which assisted them in answering most of the questions in the study.

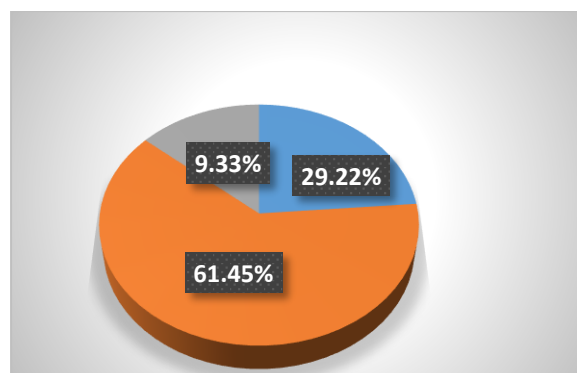


Figure 2: Family Status of respondents.
Source: Field Survey, (2023).

Analysis of years of marriage of respondents' parents. For those that live with their parents, the result as shown in Figure 3 indicates that 98 of the students, representing 29.52 percent are from parents whose marriage is between 10 to 20 years. 200 of them representing 60.24 percent have parents whose marriage has lasted between 21 to 30 years. Furthermore, 34 of the teachers, representing 10.24 percent have parents whose marriages have been for 31 to 40 years. This implies that a larger part of the students are from homes where both parents live together.

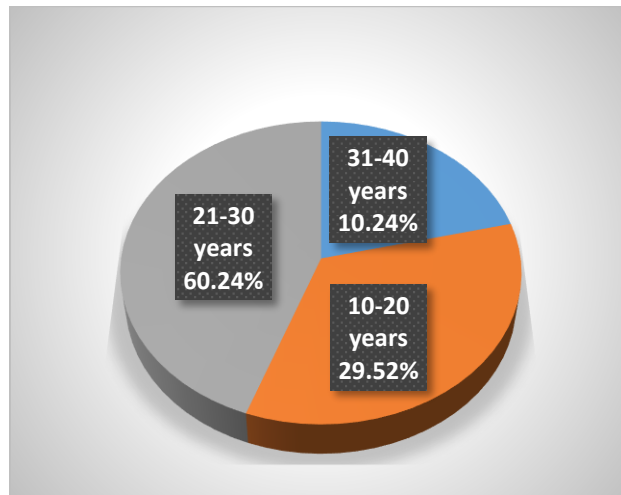


Figure 3: Years of Marriage of respondents' Parents.
 Source: Field Survey, (2023).

Hypothesis One: Democratic parental style is not significantly related to students' academic performance.

Table 1: Democratic style and Students' Academic Performance

Variables	N	X	S.D	df	R	P	Remark
Democratic style		12.0	2.14				
	332			330	0.64	0.001	Reject H ₀
Students' Academic Performance		16.1	3.37				

(P<0.05)

Information in Table 1 revealed that there is a positive, moderate, and significant relationship between democratic parental style and students' academic performance in Social Studies in Lagos State Junior Secondary Schools ($r = 0.64, P < 0.05$). Therefore, the null hypothesis which states that democratic parental style is not significantly related to students' academic performance was rejected. This implies that there is a significant relationship between democratic parental style and students' academic performance in Social Studies in Lagos State Secondary Schools.

Hypothesis Two: Autocratic parental style and student academic performance are not significantly related.

Table 2: Autocratic style and Students' Academic Performance

Variables	N	X	S.D	df	R	P	Remark
Autocratic style		11.46	3.24				
	332			330	0.74	0.001	Reject H ₀
Students' Academic Performance		16.1	3.37				

(P < 0.05)

Information in Table 2 revealed that there is a positive, strong, and significant relationship between Autocratic parental style and students' academic performance in Social Studies in Lagos State Junior Secondary Schools ($r = 0.74, P < 0.05$). Therefore, the null hypothesis which states that autocratic parental style and students' academic performance are not significantly related was rejected. This implies that there is a significant relationship

between autocratic parental style and students' academic performance in Social Studies in Lagos State Secondary Schools.

V. Conclusion and Recommendations

Education can be referred to as an engine of growth in any nation. It empowers the individual with the required skills to meet up with life's challenges. Education in its entirety stands as a fundamental pillar of development. Sustainable economic progress for any nation remains unattainable without significant investment in human capital. Education promotes people's understanding of themselves and the world. It improves the quality of their lives and leads to broad social benefits for individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition, it plays a very crucial role in securing economic and social progress and improving income distribution. Furthermore, education contributes greatly to the quality of life in any society in several ways. These include poverty reduction, enhancing the standard of living, fighting crime and criminality, prevention of diseases, maintenance of law and order and women empowerment among others. However, the quality of education that an individual gets determines how well he contributes to a nation's development. Over the years, the academic performance of students has been identified as key to their contribution to national development. However, parental styles of a child's upbringing have been identified as key to the academic performance of students, with which they can contribute to the national economy.

The following recommendations were therefore made for the study.

1. Parents should avoid adhering strictly to a single child-rearing approach. While maintaining the importance of discipline, it's beneficial to incorporate elements of tranquility when correcting a child.
2. Parents should be well informed in terms of creating awareness by the government on how their domestic attitudes as parents could impact their children's academic performances.
3. The government should also have sustainable political will among the leaders to ensure the continued provision of basic amenities to the people, with a view to reducing the stress of parents in providing for the home, which at times contributes to the attitudes of parents towards their children.
4. The private sector should also be encouraged to contribute to the development of education in terms of funding and scholarships across the states of the federation.

References

- [1]. Brown, L. & Iyengar, S. (2008). Parenting Styles: The Impact On Student Achievement. *Www.Tandfonline.Com.Toc/Wm For 20/43/3-4*
- [2]. Baumrind, D. (1991). Parenting Styles And Adolescent Development. *Journal Of Early Adolescence, 11(1) 56-95.Doi: 10 /1177/0272431691111004*
- [3]. Cherry, K. (2022). Why Parenting Styles Matter When Raising Children. *Https://Www.Verywellmind.Com*
- [4]. Fazli, M. (2019). Impact Of Parenting Styles On Child Development. *Https://Www.Researchgate.Net*
- [5]. Li, P. (2023). 4 Types Of Parenting Styles And Their Effects On Children. *Https://Www.Parentingforbrain.Com*
- [6]. Mariappan, R. & Joseph, R. (2015). Parenting Styles And Academic Performance Of School Children. *International Journal Of Science And Research (IJSR), 4(4).645 -647. Https://Www.Researchgate*
- [7]. Omosehin, F.M., Haruna, B. O. & Odeyemi, D. D. (2022). Falling Standard Of Parenting In The 21st Century: The Way Forward. *Journal Of Education, Society And Behavioural Science, 36/3, 1-11.Doi :10.9734/JESBS/ 2023/ V36: 31210*
- [8]. Sanvictores, T. & Mendez, M. D. (2022). Types Of Parenting Styles And Effects On Children. *Https://Www.Ncbi.Nlm.Nih*
- [9]. Spera, C. (2005). A Review Of The Relationship Among Parenting Practices, Parenting Styles And Adolescent School Achievement. *Educational Psychology Review. 17(2). Https://Doi.Org /10.1007/ S/0648-005-3950-1*
- [10]. Zeltzer, F. (2021). A Psychologist Shares The 4 Styles Of Parenting And The Type That The Researchers Say Is The Most Successful. *Https:// Www.Cnbc.Com*