

PARENTING STYLES AS A CORRELATE OF ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOL PUPILS IN AWKA SOUTH.

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Abstract: *The study investigated parenting styles as a correlate of academic achievement of primary school pupils. Five research questions and five research hypotheses guided the study. The study made use of the survey research design. The research was done in Awka South Local Government Area of Anambra State. The sample of the study constituted of 200 primary five pupils. The instrument titled the Scale of Parenting Style (SPS) questionnaire developed by Gafoor and Kurukkan (2014) was adopted for data collection in the study. Pearson Product Moment Correlation was used in answering the research questions while the t-test at 0.05 level of significance was used for testing the research hypotheses. The major finding from the study showed that parenting styles is related to primary pupils' academic achievement in Mathematics. It was recommended among other things that parents should be educated on the impart of the style of parenting they adopt in raising their children on their academic achievement and to use only styles that would lend themselves to the development of a child's cognitive, emotional, social and academic competencies.*

Key words: *Parenting styles; academic achievement; primary school pupils; mathematics.*

Introduction

The peculiarity of every individual is overtly made manifest across races, ethnic groups, regions and families to mention but a few. Gupta and Mehtani, (2017) opined that no two individual are exactly alike, as individuals of the same age group and even of the same grade are found to differ from each other in their abilities and academic achievement. They further maintained that even the same individual may differ in their academic achievement with a change in time, maturity level and a host of other factors. Academic achievement is the scholastic standing of a child at a given point in time; it is the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher (Okwuduba, Nwosu, Okigbo, Samuel, & Achugbu, 2021). According to Andrés et al., (2017), these scores go a long way to show the accomplishment of goals and results in a specific educational field, as well as the degree of knowledge acquired in a specific subject.

Studies such as that of Ogunshola and Adewale (2012) have identified key factors that affect children's academic achievement. For instance, a child's academic achievement is

dependent on class attendance, teacher-student ratio, and presence of trained teachers in schools, gender of the child, teaching methods and family related factors amongst others (Nwosu, Okwuduba, & Okoye, 2018; Okwuduba & Okigbo, 2018). However, the role of family appeared to stand out among all, probably due to the fact that child developmental process is initially initiated in the family. Daniyal, Nawaz, Aleem and Hassan (2011) described the family as the first point of contact of every child to this world before encountering the larger society and are thus saddled with the responsibility of seeing to the growth and development of the child in all aspect of life. There are a lot of family related factors as proposed by Ogunshola and Adewale that affects a child's growth and development within the social and academic context. Some of these factors include the socio-economic status of the parents, parents' education, and occupation as well as their parenting styles amongst others.

Parenting styles according to Morris et al., (2007) play a vital role in children's development and have been related to different aspects of their emotional, cognitive, social and academic competencies. Maher and Komajjani, (2006) defined parenting style as the attitudes of parents towards their children. It is a set or a system of behaviours that describes the parent and child interactions over a wide range of situations and creates an effective interaction atmosphere.

Parenting style serves multiple purposes which include the moral and psychological training of a child, the identification, growth and development of a child's talents, skills, and familiarizing with the rules and norms of the society from the parents' perspective to mention but a few. These parenting styles have been classified into four (Baumrind, 1991); authoritative (highly demanding and highly responsive), authoritarian (highly demanding and lowly responsive), permissive (lowly demanding and highly responsive) and negligent (lowly demanding and responsive).

The authoritative parenting style according to Ballantine (2001) is a child-centered parenting style characterized by a clear setting of rules and expectations, and the use of reasoning and discussion to achieve compliance to these rules. Authoritative parents are demanding and responsive, controlling but not restrictive; they are open to communication and actively participate in the child's life showing trust and acceptance; encouraging their children to be autonomous. Authoritarian parenting style on the other hand is seen by Baumrind (1991) and Ballantine (2001) as an adult-centered parenting style characterized by a clear setting of rules and expectations that are expected to be obeyed and achieved with no explanation. Authoritarian parents provide an orderly environment and monitor their children's activities very carefully but, in contrast to authoritative parents, they are not responsive and discourage open communication. Authoritarian parents often show little trust in their children and fear to lose control.

Permissive parenting style is seen by Baumrind (1991) as a child-centered, but a non-demanding parenting style. Permissive parents are tolerant and accepting toward the child's impulses, desires, and actions, allow considerable self-regulation and make few demands for mature behaviour. Permissive parents intend to be non-punitive and avoid confrontation or overpower to accomplish their means. Negligent parenting style according to Kopko (2007) is low in both responsiveness and demanding. Negligent parents are not warm, not supportive and uninvolved. They minimize interaction time with their children and show indifference to their child's needs and demands. They do not monitor children activities and actions and fail in providing a structured environment, may neglect discipline entirely or use strict disciplinary practices sporadically.

Spera (2005) suggests that the academic achievement of a child can appreciate or depreciate based on the parenting style adopted and used by parents. Data from various studies show that authoritarian, permissive and negligent parenting styles are negatively associated with school performance (Pasasirat et al., 2013; Rahimpour et al., 2015). In

contrast, authoritative parenting style has been consistently related to an enhanced academic achievement (Dehydagary, Yaacob, Juhari&Talib 2012; Turner, Chandler &Heffer, 2009; Walker &Macphee, 2011; Seth &Ghormode 2013).

Inferably, this pattern of results suggest that warm, discipline and clear limits, are more effective to promote school success than permissiveness, strict obedience, punishment, and negligence. The emotional environment created in a family with an authoritative parenting style supports the development and boost of many abilities and skills needed for better academic achievement, such as self-regulation, observation of rules, communication of needs and opinions, independence and cooperation with peers (Checa&Abundis-Gutierrez, 2017). Due to geographical, contextual, ideological and methodological differences and inadequacies in the assertions of previous researches as related to the present work, this study was conducted to elucidate whether or not a relationship exists between parenting styles and the academic achievement of primary school pupils in Awka South.

Purpose of the Study

The purpose of this study is to find out the relationship between parenting styles and the academic achievement of primary school pupils in Awka South. Specifically, the study seeks to find out:

1. the relationship between authoritative parenting style and the academic achievement of primary school pupils in Awka South.
2. the relationship between authoritarian parenting style and the academic achievement of primary school pupils in Awka South.
3. the relationship between permissive parenting style and the academic achievement of primary school pupils in Awka South.
4. the relationship between negligent parenting style and the academic achievement of primary school pupils in Awka South.

Research Questions

The following research question guided the study:

1. What is the relationship between parenting styles and the academic achievement of primary school pupils in Awka South?
2. What is the relationship between authoritative parenting styles and the academic achievement of primary school pupils in Awka South?
3. What is the relationship between authoritarian parenting styles and the academic achievement of primary school pupils in Awka South?
4. What is the relationship between permissive parenting styles and the academic achievement of primary school pupils in Awka South?
5. What is the relationship between negligent parenting styles and the academic achievement of primary school pupils in Awka South?

Hypotheses

The following null hypotheses guided the study:

1. There is no significant relationship between parenting styles and the academic achievement of primary school pupils in Awka South.
2. There is no significant relationship between authoritative parenting styles and the academic achievement of primary school pupils in Awka South.
3. There is no significant relationship between authoritarian parenting styles and the academic achievement of primary school pupils in Awka South.
4. There is no significant relationship between permissive parenting styles and the academic achievement of primary school pupils in Awka South.
5. There is no significant relationship between negligent parenting styles and the academic achievement of primary school pupils in Awka South.

Scope of the Study

This study was delimited to primary five pupils of Awka South Local Government Area in Anambra state. The academic achievement of the primary school pupils was limited to their Mathematics scores in their promotion examination.

Method

The design of the study was a correlation survey study. This type of study seeks to establish a relationship between two or more variables. It was aimed at determining the relationship between parenting styles and the Mathematics academic achievement of primary school pupils in Awka South L.G.A in Anambra State Nigeria.

Population

The target population of the study comprised of all the 2,519 primary five pupils in the 44 government owned primary schools in Awka South LGA of Anambra State. The choice of primary five pupils was based on the fact that they have been fully grounded in primary education and can relate their achievement in this level of education to the parenting style adopted by their parents in bringing them up more than pupils from other classes.

Sample and Sampling Techniques

The sample consists of 200 primary five pupils. This was established using simple random sampling technique.

Instrument

The study adopted a standard instrument titled the Scale of Parenting Style (SPS) questionnaire developed by Gafoor and Kurukkan (2014) to collect data. This instrument adopted the four parenting style proposed by Baumrind (1971) and are scaled based on a quadrant of high and low levels of parental responsiveness and control suggested by Maccoby and Martin (1983). The instrument contains 38 statements of which 19 are to measure parental responsiveness and 19 to measure parental control. For each statement 5 options namely 'Very right' (5), 'Mostly right'(4), 'Sometimes right', 'Sometimes wrong'(3), 'Mostly wrong'(2), 'Very wrong'(1) are given for students to respond to accordingly for both parents. The coefficient of reliability of responsiveness and control items in the scale is 0.81 and 0.83 respectively. The analysis of data in this study was done using the Pearson correlation coefficient and the t-test at 0.05 level of significance.

Decision Rule

The pupils were required to respond to the items on the questionnaire. There are no negative items, half of the items are responsiveness items and half of them are control items and are arranged alternatively. At first the total score of control and total score of responsiveness were found out separately. Scores for each parent were taken separately and the sum of scores of each parents were taken for overall score of an item. Thus the instrument yields six separate scores for each participant, namely mother's responsiveness, father's responsiveness, mother's control, father's control, parental responsiveness and parental control. A parent who rated as high in both responsiveness and control (above the median), he is categorized as authoritative parent. A parent who rated as low in both responsiveness and control (below the median), he is categorized as negligent parent. A parent who rated as high in responsiveness and low in control, he is categorized as permissive parent. A parent who rated as low in responsiveness and high in control, he is categorized as authoritarian parent. On the basis of these scores, the parenting style of each parents were found out.

Results and Discussion

Research Question 1: What is the relationship between parenting styles and the academic achievement of primary school pupils in Awka South?

Table 1: Pearson Correlation Coefficient (r) of Parenting Styles and Academic Achievement of Primary School Pupils in Awka South.

| Variable | N | Academic Achievement (r) | Decision |
|------------------|-----|--------------------------|-----------------------|
| Parenting styles | 200 | -.158 | Negative Relationship |

Table 1 reveals that parenting styles and academic achievement of primary school pupils in Awka South has a negative relationship. This is evident in the Pearson Correlation Coefficient (r) = -.158. This finding contradicts the findings of Spera (2005) that parenting styles are positively related to academic achievement. This negative relationship as observed could be as a result of other family related factors such as socio-economic status of the parents, parents' education, and occupation among others as proposed by Ogunshola and Adewale (2012).

Hypothesis 1: There is no significant relationship between parenting styles and academic achievement of primary school pupils in Awka South.

Table 2: Significant Relationship between Parenting Styles and Academic Achievement of Primary School Pupils in Awka South.

| | Academic Achievement (r) | α -level | P-value | Decision |
|------------------|--------------------------|-----------------|---------|-------------|
| Parenting styles | -.158 | 0.05 | .025 | Significant |

Table 2 shows that there is a statistical significant relationship between parenting styles and academic achievement of primary school pupils in Awka South. This is so because the p-value = .025 is less than the level of significance = 0.05. Therefore the researchers rejected the null hypothesis and accepted the alternative. This is in line with the findings of Spera (2005) that parenting style is significantly related to academic achievement.

Research Question 2: What is the relationship between authoritative parenting style and the academic achievement of primary school pupils in Awka South?

Table 3: Pearson Correlation Coefficient (r) of Authoritative Parenting Style and Academic Achievement of Primary School Pupils in Awka South.

| Variable | N | Academic Achievement (r) | Decision |
|-------------------------------|-----|--------------------------|-----------------------|
| Authoritative parenting style | 200 | .129 | Positive Relationship |

Table 3 reveals that there is a positive relationship between authoritative parenting style of parents and the academic achievement of primary school pupils in Awka South. This is evident in the Pearson Correlation Coefficient (r) value = .129. This finding is in line with the study of Seth and Ghormode (2013) and that of Dehydagary, Yaacob, Juhari and Talib (2012). This observed positive relationship could be as result of the positive emotional environment created in a family with an authoritative parenting style that supports the development and boost of many abilities and skills needed for better academic achievement as proposed by Checa and Abundis-Gutierrez (2017).

Hypotheses 2: There is no significant relationship between authoritative parenting style and academic achievement of primary school pupils in Awka South.

Table 4: Significant Relationship between Authoritative Parenting Style and Academic Achievement of Primary School Pupils in Awka South.

| | Academic | α -level | P-value | Decision |
|--|----------|-----------------|---------|----------|
|--|----------|-----------------|---------|----------|

| | Achievement (r) | | | |
|-------------------------------|-----------------|------|------|-----------------|
| Authoritative parenting style | .129 | 0.05 | .068 | Not significant |

Table 4 shows that there is no statistical significant relationship between authoritative parenting style and academic achievement of primary school pupils in Awka South. This is so because the p-value = .068 is greater than the level of significance = 0.05. Therefore the researchers did not reject the null hypothesis. This finding shows that although there is a relationship between authoritative parenting style and academic achievement of primary pupils in Awka South, the relationship is not significant and this could be attributed to the fact that regardless of the positive emotional environment created by authoritative parents for their children (Checa&Abundis-Gutierrez, 2017), a child who is not intrinsically motivated and does not show a considerable level of interest in school work may still not do well academically.

Research Question 3: What is the relationship between authoritarian parenting style and the academic achievement of primary school pupils in Awka South?

Table 5: Pearson Correlation Coefficient (r) of Authoritarian Parenting Style and Academic Achievement of Primary School Pupils in Awka South.

| Variable | N | Academic Achievement (r) | Decision |
|-------------------------------|-----|--------------------------|-----------------------|
| Authoritarian parenting style | 200 | -.143 | Negative Relationship |

Table 5 shows that there is a negative relationship between authoritarian parenting style of parents and the academic achievement of primary school pupils in Awka South. This is evident in the Pearson correlation coefficient (r) value = -.143. This finding corroborates the findings of Pasasirat et al., (2013) and Rahimpour et al., (2015) which posited that authoritarian parenting style is negatively associated with school performance. This implies that regardless of the orderly environment created by the authoritarian parents (Ballantine, 2001; Baumrind, 1991), their lack of responsiveness, discouragement of open communication and show of little trust in their children negatively relates to pupils' academic achievement.

Hypotheses 3: There is no significant relationship between authoritarian parenting style and academic achievement of primary school pupils in Awka South.

Table 6: Significant Relationship between Authoritarian Parenting Style and Academic Achievement of Primary School Pupils in Awka South.

| | Academic Achievement (r) | α -level | P-value | Decision |
|-------------------------------|--------------------------|-----------------|---------|-------------|
| Authoritarian parenting style | -.143 | 0.05 | .043 | Significant |

Table 6 shows that there is a statistical significant relationship between authoritarian parenting style and academic achievement of primary school pupils in Awka South. This is so because the p-value = .043 is less than the level of significance = 0.05. Therefore the researchers rejected the null hypothesis and accepted the alternative. This finding confirms that of Pasasirat et al., (2013) and Rahimpour et al., (2015) that the negative relationship between the authoritarian parenting style and academic achievement is statistically significant.

Research Question 4: What is the relationship between permissive parenting style and the academic achievement of primary school pupils in Awka South?

Table 7: Pearson Correlation Coefficient (r) of Permissive Parenting Style and Academic Achievement of Primary School Pupils in Awka South.

| Variable | N | Academic Achievement (r) | Decision |
|----------------------------|-----|--------------------------|-----------------------|
| Permissive parenting style | 200 | -.093 | Negative Relationship |

Table 7 shows that there is a negative relationship between permissive parenting style of parents and the academic achievement of primary school pupils in Awka South. This is evident in the Pearson correlation coefficient (r) value = -.093. This finding confirms the findings of Pasasirat et al., (2013) and Rahimpour et al., (2015) which showed that permissive parenting style is negatively associated with school performance and this according to Baumrind (1991) is as a result of their non-demanding style of parenting.

Hypotheses 4: There is no significant relationship between permissive parenting style and academic achievement of primary school pupils in Awka South.

Table 8: Significant Relationship between Permissive Parenting Style and Academic Achievement of Primary School Pupils in Awka South.

| | Academic Achievement (r) | α -level | P-value | Decision |
|------------------|--------------------------|-----------------|---------|-----------------|
| Permissive style | -.093 | 0.05 | .189 | Not Significant |

Table 8 result shows that there is no statistical significant relationship between permissive parenting style and academic achievement of primary school pupils in Awka South. This is so because the p-value = .189 is greater than the level of significance = 0.05. Therefore the researchers did not reject the null hypotheses. This finding goes to show that regardless a negative relationship exist between permissive parenting style and pupils' academic achievement in Awka South, the relationship is not significant. This could be attributed to the geographical and cultural differences between the target sample of this study and those of previous studies.

Research Question 5: What is the relationship between negligent parenting style and the academic achievement of primary school pupils in Awka South?

Table 9: Pearson Correlation Coefficient (r) of Negligent Parenting Style and Academic Achievement of Primary School Pupils in Awka South.

| Variable | N | Academic Achievement (r) | Decision |
|---------------------------|-----|--------------------------|-----------------------|
| Negligent parenting style | 200 | .038 | Positive Relationship |

Table 9 shows that there is a positive relationship between negligent Style of Parents and the Academic Achievement of Primary School Pupils in Awka South. This is evident in the Pearson correlation coefficient (r) value = .038. This contradicts the studies of Pasasirat et al., (2013) and Rahimpour et al., (2015) which showed that negligent parenting style is negatively associated with school performance. This could be attributed to a child's determination to excel academically regardless of the parent's unsupportive and uninvolved tendencies (Kopko, 2007).

Hypotheses 5: There is no significant relationship between negligent parenting style and academic achievement of primary school pupils in Awka South.

Table 10: Significant Relationship between Negligent Parenting Style and Academic Achievement of Primary School Pupils in Awka South.

| | Academic Achievement (r) | α -level | P-value | Decision |
|---------------------------|--------------------------|-----------------|---------|-----------------|
| Negligent parenting style | .038 | 0.05 | .590 | Not Significant |

Table 10 shows that there is no statistical significant relationship between negligent style and academic achievement of primary school pupils in Awka South. This is so because, the p-value = .590 is greater than the level of significance = 0.05. Therefore the researchers did not reject the null hypothesis. The positive relationship that exists between negligent parenting style and pupils' academic achievement in Awka South is not significant. This pattern of result shows that very many other factors aside the negligent parenting style such as interest and intelligent quotient level of pupils must have influenced their academic achievement.

Conclusion

The results of this study are pointers to the fact that, parenting styles are related to primary school pupils' academic achievement in Mathematics in Awka South Local Government Area of Anambra State. The study also shows the fact that authoritative and negligent parenting styles favours improved academic achievement of primary school pupils in Mathematics more than authoritarian and permissive parenting styles.

Recommendation

Based on the findings of this study, it is recommended that in the process of teaching and learning that is aimed at improving the academic achievement of primary school pupils, great emphasis should be placed on the parenting styles which the children are exposed to in their homes. Parents must be educated on the impart the parenting style they adopt in raising their children have on their academic achievement and should thus adopt styles that can lend themselves in improving the cognitive, emotional, social and academic competencies of their children.

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