



INFLUENCE OF PARENTING STYLES ON ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SENIOR SECONDARY SCHOOLS IN GOMBE LGA, GOMBE STATE

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Abstract

The study used a descriptive research design, descriptive research design is appropriate when a research is aim to identify characteristics, trends, frequencies and categories. The population of the study consists of all the public senior secondary class two (SS 2) students in Gombe LGA. These areas have public senior secondary schools with a total population of 19,011 students. These schools are distributed across North, South, West and East of Gombe Local Government according to the statistical records available in the Post Primary Schools Management Board (PPSMB 2024), Gombe Zone. Out of which 4 public senior secondary school was selected with a total population of 1996. A sample is a smaller group of elements drawn through a definite procedure from a specified population. The results of the sample survey selected is to truly represent the Population. The sample of this study of 17 public senior secondary school of Gombe metropolis of Gombe state in accordance with Morgan (1970) table of determining the sample size, since the total population of students in selected school is 1996, the sample size of 320 was used. The Instruments use for data collection was a questionnaire. The researcher prepared the instrument based on the purpose of the study. The questionnaire has two parts. Part A contains the respondent's personal identity, while part B contains section A-D, each represent the purpose of the study and reflected in the research questions. The questionnaire was structured in form of four –point liker scale. In view of the large population of the respondents for the study, the researcher made the use of two research assistants for each of the selected schools. The results from the responds shows that children of authoritative parents work harder on their academic than others and Item 2 shows that 80% of respondent strongly agreed that children of democratic parents perform very low academically Mean and percentage was use to analyse the research questions posed for the study. It was recommended that, Parents are here by encouraged to improve on their relationship with their children and choose the right Parenting Style that will help their children to perform well in the academic aspects, Parents are expected to practice Authoritative Parenting style in other to help them perform well in their academic and Parents should practice that kind of parenting style so that their children can improve on their academic Performance.

Keywords: Influence, Parenting, Styles, Academic Performance, Students.

Introduction

Education is the bedrock of every nation. That is why different measures are put in place to enhance the standard of education. In Nigeria, families are finding it difficult to stay connected with their children's education, because of life patterns and nature of social commitments. Parents are

becoming isolated from their children and finding it difficult to keep a careful watch on what needs to be done to help them succeed in school, which eventually affects their children academic performance. Since some families are not even managed by a parent, but grand-parent, guardian or some other adult. Parents are not able to monitor



their children at home, not to think of the school. Husain (2022) noted that, secondary school students often come from different socio-economic background which also affects their performance in school. Often times, students from poor and average income families have poor academic performance because of various problems face may led to emotional disturbance among their children and in turn affect their academic performance. Parents therefore play a key role in the development and academic performance of their children. There are various styles which parents adopt in rearing their children which might have positive or negative effect on their children's academics. (Caleb, 2024).

A parenting style is a psychological construct representing standard strategies that parents use in their child rearing. The quality of parenting can be more essential than the quantity of time spend with the child. For instance, a parent can spend an entire afternoon with his or her child, yet the parent may engage in a different activity and not demonstrating enough interest towards the child. Parenting style are the representation of how parents respond to and make demands on their children. Parenting practices are specific behaviours, while parenting styles represent broader patterns of parenting practices. There are various theories and opinions on the best ways to rear children, as well as different levels of time and effort that parents are willing to invest. According to Bulus (2021) Children go through different stages in life; therefore, parents create their own parenting styles from a combination of factors that evolve over time as children begin to develop their own personality's. During the stage of infancy, parents try to adjust to new life style in terms of adapting and bounding with their new infant. Developmental psychologists distinguish between the relationship between the child

and parent, which ideally is one of attachment, and the relationship between the parent and child, referred to as bounding. In the stage of adolescence, parents encounter new challenges, such as adolescence seeking and desiring freedom. According to Peter (2022) A child's temperament and parent's cultural patterns have an influence on the kind of parenting style a child may receive. The degree to which a child's education is part of parenting is a further matter of debate.

Early research in parenting and child development found that parents who provide their children with proper nurture, independence and firm control, have children who appear to have higher levels of competence and are socially skilled and proficient. Showing love and nurturing children with caring and affection encourages positive and physical mental progress in children. Additional developmental skills result from positive parenting styles including: maintaining a close relationship with others, being self-reliant, and independence. There are three types of parenting styles according to Baumrind (2020) which include the authoritative, laisses faire and democratic parenting style. The authoritative parents according her are conservative, conformist and norm abiding. These parents see and evaluate things they are seeing in the world as good or bad, right or wrong. Authoritative parents normally have children who have low self-esteem and not socially active because of the high-handedness they train their children with. They sometimes end up raising robots instead of children. According to Turner (2023) the authoritative parenting style is like a system of military regime. This is because rules and orders are not to be explained but are to be obeyed instantly and without question. This makes the relationship between children and parents mechanical and artificial. There is no



affection and concern for such children. The academic performance of children from authoritarian homes may likely be high because they know their parent expects nothing but the best from them.

According to Man (2020) the second parenting style is *laissez faire* parents. The *laissez faire* parents play the role of a friend rather than that of a parent. They believe in the autonomy of the individual and are quick to respond to their children's desire in an accepting and affective manner. Haruna (2023) is of opinion that, children from *laissez faire* homes may pose challenges for this present generation. The reason is that they completely lack limits, have no consistence routines, no predictability, causing the child not to adjust well in the school environment. Children of *laissez faire* parents may perform poorly academically. The reason is that *laissez faire* parents are very lenient with their children. They rarely monitor them as to the kind of friends they keep and what they spend their day doing. These children have freedom to decide their own cause of actions without reference to anyone and with the implication of being nonchalant towards their studies. (Titus, 2023& Daniel, 2022).

Democratic is the third parenting style and is also referred to as parenting. The Democratic parenting is seen as a sort of middle ground between the authoritative parenting and *Laissez faire* styles. Democratic parents make an effort to understand their children and teach them how to understand their own feelings, think of ways to solve problems and encourage them to be independent. According to James (2021) the Democratic parents are more supportive and are involved in their children's performance academically. Children of Democratic parents are so close to their parents that if they face any difficulties with their school work, they will

discuss it with their parents for a way out. It is from the light of the above background that there is need to investigate parenting styles in relation to the academic performance of senior secondary school students.

Statement of the Problem

The academic performance of students in senior secondary schools is a critical concern as it directly impacts their educational attainment and future prospects. Parenting style has been recognized as a significant factor that can influence students' academic outcomes. However, there is a lack of comprehensive understanding regarding the specific influence of parenting styles on academic performance within the context of Gombe Local Government Area in Gombe State. This research aims to address this gap by examining the relationship between parenting style and students' academic performance in this specific geographic area. By identifying the specific parenting styles that contribute to positive or negative academic outcomes, this study seeks to provide valuable insights that can inform educational policies and interventions to enhance students' academic achievements in Gombe State. Recent developments in the field of parenting and family studies have led to the renewed interest in the relationship between children school achievements and parenting style. These developments have heightened the need on children's school achievements. Since the family is the first window of the child, parenting style and influence on children could greatly affect their understanding, attitude and school achievements. Accordingly, there are several research work done on parent-child relationship and children's school achievements and behaviours that are required for a successful adaptation to the society and the family (Peter, 2022). However, few scholars have on the parenting style as an influence on the



children's school achievement; therefore, this study investigate the influence of parenting styles on academic performance of students in public senior secondary schools in Gombe LGA, Gombe State.

Purpose of the Study

The main objectives of the study are to fine out the influence of parenting styles on students' academic performance in public senior secondary schools in Gombe local government. The study specific was guided with the following specific objectives:

- 1 To find out the influence of authoritative parenting style on Academic Performance of Students in public Senior Secondary Schools in Gombe Local Government Area of Gombe State.
- 2 To investigate the influence of democratic parenting style on Academic Performance of Students in public Senior Secondary Schools in Gombe Local Government Area of Gombe State.
- 3 To assess the influence of laisses faire parenting style on Academic Performance of Students in public Senior Secondary Schools in Gombe Local Government Area of Gombe State

Research Questions

The following Research Questions guided the study:

1. What is the influence of authoritative parenting style on Academic Performance of Students in public Senior Secondary Schools in Gombe Local Government Area of Gombe State.
2. What is the influence of democratic parenting style on Academic Performance of Students in public Senior Secondary Schools in Gombe

Local Government Area of Gombe State.

3. To what extent does laisses faire parenting style influence Academic Performance of Students in Public Senior Secondary Schools in Gombe Local Government Area of Gombe State.

Methodology

This research adopts a survey design, which according to Keith (2008), has the following qualities, uniqueness, probability sample, standardization of measurement and analysis need. It involves finding information from respondents through a carefully designed questionnaire that sought information on particular area to facilitate a feedback. The study used a descriptive research design, descriptive research design is appropriate when a research is aim to identify characteristics, trends, frequencies and categories. Population as a concept in research generally refers to the universe of potential observations about which the researcher wishes to make some general statement, population denote all the elements or members, be it human beings, animals, trees, objects, events etc. of a well-defined group. The population of the study consists of all the public senior secondary class two (SS 2) students in Gombe LGA. These areas have public senior secondary schools with a total population of 19,011 students. These schools are distributed across North, South, West and East of Gombe Local Government according to the statistical records available in the Post Primary Schools Management Board (PPSMB 2021), Gombe Zone. Out of which 4 public senior secondary school was selected with a total population of 1996. A sample is a smaller group of elements drawn through a definite procedure from a specified population. The results of the sample survey selected is to truly represent the



Population. The sample of this study of 17 public senior secondary school of Gombe metropolis of Gombe state in accordance with Morgan (1970) table of determining the sample size, since the total population of students in selected school is 1996, the sample size of 320 was used. The Instruments use for data collection was a questionnaire. The researcher prepared the instrument based on the purpose of the study. The questionnaire has two parts. Part A contains the respondent's personal identity, while part B contains section A-D, each represent the purpose of the study and reflected in the research questions. The questionnaire was structured in form of four-point liker scale. In view of the large population of the respondents for the study, the researcher made the use of two research assistants for each of the selected schools. The research assistants were recruited from among secondary school teachers in the study area.

The researcher briefed the researcher assistants on the objective of the study. This enabled them explain certain items on the questionnaire to the respondents so that the questionnaire would be properly filled. The questionnaire will be administered by the researcher and the research assistants face to face to the respondents and collected on the spot. This method ensured correct completion and high percentage return of completed questionnaire. Mean and percentage was use to analyse the research questions posed for the study. The mean will be optioned by summation of all responses as assigned to a rating scale in an item divided by the total number responses. Mathematically, mean score of 2.50 and above which was considered as standard for acceptance, while any item with a mean score below 2.50 will be rejected. The analysis was use by the aid of statistical package for social science (IBM SP.SS ver.23) to test the null hypotheses formulated for the study at the 0.05 level of significanc

Results

Table 1: What is the Influence of Authoritative Parenting Style on Academic Performance of Students

S/N	ITEM	SA%	A%	D%	SD%
1	Authoritative parents ensures that their children succeed academically	198 (62%)	106 (33%)	11 (3%)	5 (2%)
2	Children of authoritative parents works harder on their academic than others	209 (65%)	96 (30%)	2 (1%)	13 (4%)
3	Authoritative parents have high expectations.on their Chlidren	163 (50.9%)	99 (30.9%)	31 (9.7%)	27 (8.4%)
4	Children of authoritative parents have low esteem and are not socially active	201 (62.8%)	82 (25.6%)	20 (6.3%)	17 (5.3%)

From the table 1: above show that item 1 has 62% of the respondent respond to strongly agreed that authoritative parents ensure that their children succeed academically, 2% strongly agreed. Item 2 has 65% respond strongly agreed that children of authoritative parents works harder on their academic than others, and

4% respondents strongly disagreed. Item 3 has 50.9% responds to strongly agreed, while 8.4% respond strongly disagreed. Item 4 has 62.8% responds to strongly agreed that children of authoritative parents have low esteem and are not socially active. While 5.3% responds to strongly disagreed



Table 2: What is the Influence of Democratic Parenting Style on Academic Performance of Students in Public Senior Secondary School?

S/N	ITEM	SA%	A%	D%	SD%
1	Democratic parents show no interest on the academic performance of their children their children	187 (58.4%)	124 (38.8%)	6 (1.9%)	33 (0.9%)
2	Children of democratic parents perform very low academically	256 (80%)	57 (17.8%)	3 (0.9%)	4 (1.3%)
3	Democratic parents are more supportive and involve in their children performance academically	149 (46.6%)	111 (34.7%)	39 (12.2%)	21 (6.6%)
4	Children of democratic parents easily fail in academic tasks	186 (58.1%)	94 (29.4%)	17 (5.3%)	23 (7.2%)
5	Democratic parents want their children to be assertive as well as socially responsible	193 (43%)	86 (27%)	50 (16%)	45 (14%)

From the above table 2: shows that item 1 has 58.4% respond to strongly agreed that democratic parents show no interest on the academic performance of their children while 0.9% respond to strongly disagreed. Item 2 shows that 80% of respondent strongly agreed that children of democratic parents perform very low academically, while 1.3% of respondent strongly disagreed. Item 3 shows 46.6% of respondent strongly agreed that democratic parents are more supportive and involve in

their children performance academically, while 6.6% of respondent strongly disagreed. Item 4 shows that 58.1% of the respondent strongly agreed that children of democratic parents easily fail in academic tasks, while 7.2% respond strongly disagreed. Item 5 shows that 43% of respondents respond to strongly agreed that democratic parents want their children to be assertive as well as socially responsible, and 14% of respondents respond to strongly disagreed.

Table 3: Influence of Laisses Faire Parenting Style on Academic Performance of Students in Public Senior Secondary Schools

S/N	ITEM	SA	A	D	SD
1	Laisses faire parents believed in the authonomy of their children	188 (59%)	121 (38%)	6 (2%)	5 (1%)
2	Children of laisses faire parents do experience academic set back.	236 (74%)	49 (15%)	16 (5%)	19 (6%)
3	Laisses faire parents have no interest in on their children learning	120 (37.5%)	184 (57.5%)	11 (3%)	5 (2%)
4	The laisses faire parents play the role of of a friend rather than, that of a parents	211 (66%)	97 (30%)	6 (2%)	6 (2%)
5	Children of laisses faire parents may perform very low academicaly	219 (68%)	72 (23%)	13 (4%)	16 (5%)



From the above table 3: shows that item 1 has 59% of respondent strongly disagree that *laisse faire* parents believed in the autonomy of their children, while 1% strongly to strongly disagreed. Item 2 has 74% of respond strongly agreed that children of *laisse faire* parents do experience academic set back, while 6% strongly disagreed. Item 3 shows that 37.5% of responds strongly agreed that children of *laisse faire* parents have no

interest on their children learning, while 2% respond to with strongly disagreed. Item 4 has 66% respond to strongly agreed that the *laisse faire* parents play the role of a friend rather than, that of a parents while 12% stongly disagreed. Item 5 shows that 68% of respond to strongly agreed that children of *laisse faire* parents may perform very low academicaly, while 5% respond to strongly disagreed.

Table 4: Respondent’s Performance Mean and Frequency Table

S/N	ITEMS	SA	A	D	SD	TOTAL	MEAN	REMARK
1	Authoritative parents ensure that their children succeed academically.	198 (62%)	106 (33%)	11 (3%)	5 (2%)	320	3.55	accepted
2	Children of authoritative parents works harder on their academic than others	209 (65%)	96 (30%)	2 (1%)	13 (4%)	320	4.50	accepted
3	Authoritative parents have high expectations of their children’s academic performance	163 (50.9%)	99 (30.9%)	31 (9.7%)	27 (8.4%)	320	3.24	accepted
4	Children of authoritative parents have low esteem and are not socially active	201 (62.8%)	82 (25.6%)	20 (6.3%)	17 (5.3%)	320	3.46	accepted
5	Democratic parents show no interest on the academic performance of their children	187 (58.4%)	124 (38.8%)	6 (1.9%)	3 (0.9%)	320	3.55	accepted
6	Children of democratic parents perform very low academically	256 (80%)	57 (17.8%)	3 (0.9%)	4 (1.3%)	320	3.77	accepted
7	Democratic parents are more supportive and are involved in their children performance academically	149 (46.6%)	111 (34.7%)	39 (12.2)	21 (6.6%)	320	3.21	accepted



8	Children of democratic parents easily fail in academic tasks	186 (58.1%)	94 (29.4%)	17 (5.3%)	23 (7.2%)	320	3.38	accepted
9	Democratic parents want their children to be assertive as well as socially responsible	193 (43%)	86 (27%)	50 (16%)	45 (14%)	320	3.00	accepted
10	Laisses faire parents believed in the autonomy of their children	188 (59%)	121 (38%)	6 (2%)	5 (1%)	320	2.60	accepted
11	Children of laisses faire parents do experience academic setback	236 (74%)	49 (15%)	16 (5%)	19 (6%)	320	3.57	accepted
12	Laisses faire parents have no interest on their children learning	120 (37.5%)	184 (57.5%)	11 (3%)	1 (2%)	320	3.31	accepted
13	The laisses faire parents play the role of a friend rather than that of parent to their children	211 (66%)	97 (30%)	6 (2%)	6 (2%)	320	3.60	accepted
14	Children of laisses faire may perform very low academically	219 (68%)	72 (23%)	13 (4%)	16 (5%)	320	3.54	accepted

Table 4. above shows that item 1 has 62% of the respondent respond to strongly agree that the authoritative parents ensure that their children succeed academically, 33% respond to agree, while 3% of the respondent respond to disagree, and 2% respond to strongly disagree. Item 2 shows that 65% of the respondent respond to strongly agree that children of authoritative parents work harder on their academic than others, 30% respond to agree, while 19% of the respondent respond to disagree, and 4% of the respondents respond to strongly disagreed.

Item 3 shows that 50.9% of the respondent responds to strongly agree that authoritative parents have high expectations of their children's academic performance, 30.9% respond to agree, while only 9.7% of the respondent respond disagree, and 8.4% respond to strongly disagreed. Item 4 shows 62.8% of the respondent responds to strongly agree that children of authoritative parents have low esteem and are not socially active, 25.6% respond to agree, while 6.3% of the respondent respond to disagree, and 5.3% of the respondents respond to strongly disagree. Item 5 shows



that 58.4% of the respondent responds to strongly agree that democratic parents show no interest on the academic performance of their children, 38.8% respond to agree, while 1.9% of the respondent respond to disagree, and 0.9% of the respondents respond to strongly disagree.

Item 6 show that 80% of the respondent responds to strongly agree that children of democratic parents perform very low academically, 17.8% respond to agree, while 0.9% of the respondent responds to disagree, and 1.3% respond to strongly disagree. Item 7 show that 46.6% of the respondents strongly agree that democratic parents are more supportive and are involved in their children performance academically, 34.7% respond to agree, while 12.2% of the respondents respond to disagree, and 6.6% respond to strongly disagreed. Item 8 show 58.1% of the respondents respond to strongly disagree that children of democratic parents easily fail in academic tasks, 29.4% respond to agree, while 5.3% of the respondents respond to disagree, and 7.2% of the respondents respond to strongly disagree. Item 9 show 43% of respond strongly agreed that democratic parents wants their children to be assertive as well as socially responsible, 27% respond to agree, while 16% respond to disagree, and 14% respond to strongly disagree.

Item 10 has 59% of the respondent respond to strongly agreed that laisses faire parents believed in the autonomy of their children, 38% respond to agreed, while 2% respond to disagree and 1% respond to strongly disagree. Item 11 has 74% respond strongly agree that children of laisses faire parents do experience academic setback, 15% respond to agree, while 5% respond to disagree, and 6% respond strongly disagree to that. Item 12 show that 37.5% of the respondent respond strongly agree that

children of laisses faire parents have no interest on their children learning, 57% respond agree, while 3% respond to disagree, and 2% respond to strongly disagree.

Item 13 show that 66% of the respondent respond to strongly agree that laisses faire parents play the role of a friend rather than that of parent to their children, 30% respond agree, while 2% respond disagree and 2% respond strongly disagree. Item 14 has 68% respond to strongly agree that children of laisses faire parents may perform very low academically, 23% respond agree, while 4% respond disagree, and 5% respond strongly disagree.

Summary of Findings

above show that item 1 has 62% of the respondent respond to strongly agreed that authoritative parents ensure that their children succeed academically, 2% strongly agreed. Item 2 has 65% respond strongly agreed that children of authoritative parents works harder on their academic than others, and 4% respondents strongly disagreed. Item 3 has 50.9% responds to strongly agreed, while 8.4% respond strongly disagreed. Item 4 has 62.8% responds to strongly agreed that children of authoritative parents have low esteem and are not socially active. While 5.3% responds to strongly disagreed. Item 2 shows that 80% of respondent strongly agreed that children of democratic parents perform very low academically, while 1.3% of respondent strongly disagreed. Item 3 shows 46.6% of respondent strongly agreed that democratic parents are more supportive and involve in their children performance academically, while 6.6% of respondent strongly disagreed. Item 4 shows that 58.1% of the respondent strongly agreed that children of democratic parents easily fail in academic tasks, while 7.2% respond strongly disagreed. Item 5 shows that 43% of respondents respond to strongly agreed



that democratic parents want their children to be assertive as well as socially responsible, and 14% of respondents respond to strongly disagreed.

Conclusion

The result of the study concluding that parenting characteristics such as supportiveness and warmth continue to play an important role in influencing a student's academic performance even after entering college. The current study found that Authoritative parenting style significantly predicted academic performance, and no relation was found for laissez-faire and democratic parenting styles. The results of the study demonstrated that parenting influence plays an important role in students' academic performance even during a time of transition to life way from home. For example, students who viewed that their parents encouraged their development of communication skills and authority while providing a set of boundaries to work within (i-e authoritative parenting style) were predicted to have academic success. Some studies have found that authoritative parenting style is associated with academic performance in minoring student (Ataway & Itafer Bry, 2004)

Recommendations

In view of the research results and the conclusion drawn, the following recommendations were made

- 1 Generally, parenting styles used by parents affect academic Performance of Public Senior Secondary School. Parents are here by encouraged. to improve on their relationship with their children and choose the right Parenting Style that will help their children to perform well in the academic aspects.
- 2 Authoritative Parenting style has more positive influence on the academic performance; Parents are expected to practice Authoritative

Parenting style in other to help them perform well in their academic.

- 3 Authoritative Parenting style has more positive influence on academic Performance of their children; Parents should practice that kind of parenting style so that their children can improve on their academic Performance.

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