

# An Examination of the Role of Parenting Techniques on the Academic Performance of Nigerian Students



Gbenga Michael Adeyeye <sup>1</sup> 

<sup>1</sup>Department of Education and Curriculum Studies, University of Johannesburg, South Africa.

## ABSTRACT

This study examined the impact of different parenting styles on the academic achievement of Nigerian students, filling a notable void in current research that primarily concentrates on Western settings. Data was obtained from secondary school students across various Nigerian states, representing diverse cultural, economic, and geographical origins, using a cross-sectional survey design. The results indicated that authoritative parenting, which is characterized by both warmth and structure, is highly correlated with improved academic achievements. Conversely, authoritarian and permissive parenting styles have fewer positive effects, whereas negligent parenting is more harmful. Furthermore, the study emphasized the crucial significance of parental participation in education, demonstrating that active involvement in school activities and assistance with homework is positively associated with student achievement. The research highlights the significance of socioeconomic determinants, emphasizing that greater levels of parental education and better economic position have a substantial impact on enhancing academic attainment. These observations highlight the necessity of implementing culturally customized parental education programs and policies in Nigeria to improve academic achievement. The paper recommends conducting additional longitudinal research to investigate these dynamics, with the goal of developing evidence-based measures to enhance education in Nigeria.

## Correspondence

Gbenga Michael Adeyeye  
Email: [gadeyeye@uj.ac.za](mailto:gadeyeye@uj.ac.za) &  
[michad4real@gmail.com](mailto:michad4real@gmail.com)

## Publication History

Received: 19<sup>th</sup> April, 2024  
Accepted: 20<sup>th</sup> June, 2024  
Published online:  
29<sup>th</sup> July, 2024

*Keywords: Parenting, Technique, Academic performance, School, Students.*

## INTRODUCTION

Parenting strategies play a major part in influencing the academic achievement of pupils in Nigerian schools. Although there is an increasing number of studies highlighting the importance of parenting styles in determining children's educational achievements, there is a lack of knowledge regarding how these impacts are specifically observed in Nigeria, where cultural, economic, and sociological issues have a substantial influence. The current research primarily concentrates on Western populations, resulting in a lack of understanding of the influence of parenting styles in non-Western contexts, particularly in diverse and complex countries such as Nigeria. Furthermore, although the beneficial impacts of parental engagement in education are well recorded, the intricacies of such involvement within the context of Nigerian societal norms and beliefs have not been thoroughly investigated. This study seeks to address these deficiencies by investigating the impact of various parenting styles, as well as the level of parental engagement and the influence of cultural, economic, and societal issues, on the academic achievement of Nigerian school pupils. It is essential to address this issue to establish focused interventions and policies

that can assist parents in implementing the most efficient strategies to improve their children's educational accomplishments, considering Nigeria's unique obstacles and opportunities. The influence of parenting approaches on the academic achievement of students has received significant research in the fields of educational psychology and sociology. In Nigeria, like in many other situations, the complex interaction between domestic settings, parental methodologies, and pupils' academic results is progressively acknowledged as a pivotal element in comprehending and improving student performance. This acknowledgment corresponds with the wider agreement in scholarly works that different parenting styles, specifically authoritative, authoritarian, permissive, and neglectful, have a substantial influence on various aspects of children's development, such as their academic achievements.<sup>1</sup> Authoritative parenting, which is defined as a combination of being highly responsive and setting high expectations, is consistently associated with favorable educational results. Research suggests that children who are reared by authoritative parents are more likely to demonstrate more academic desire, self-efficacy, and overall accomplishment.<sup>2</sup> Eze, Chukwuemeka, and Nwobodo emphasized that in Nigeria, authoritative parenting is positively associated with students' academic resilience.<sup>3</sup> They propose that the combination of support and structure in the parenting style creates a favorable atmosphere for developing a good attitude toward learning.

In contrast, authoritarian parenting, characterized by imposing strict standards while showing limited responsiveness, has been linked to decreased academic performance. This dominant technique in Nigerian households generally prioritizes compliance and discipline, often neglecting the development of autonomy and critical thinking skills, which are crucial for academic success.<sup>4</sup> The focus on regulation and disciplinary actions can cause apprehension and reduce self-worth, consequently impairing students' involvement and achievement in educational environments.<sup>5</sup>

Permissive parenting, characterized by a high level of responsiveness but a low level of demands, as well as neglectful parenting, characterized by low levels of both responsiveness and demands, also pose difficulties for academic performance. Permissive parenting can result in difficulties with self-regulation and discipline, which are important for academic tasks.<sup>6</sup> Neglectful parenting, on the other hand, has been associated with various negative consequences, such as low academic motivation and achievement.<sup>7</sup> In Nigeria, there is a rising research interest in studying the effects of less-regulated parenting approaches on academic performance. Early studies indicate that similar patterns to those reported in Western contexts are being observed.<sup>8</sup>

Cultural, economic, and socioeconomic issues in Nigeria have a significant impact on parenting methods and educational attainment in the country. The numerous ethnic backgrounds in Nigeria result in different parenting practices and educational aspirations.<sup>9</sup> Furthermore, the socio-economic status of families has a substantial impact on parenting styles and the educational resources accessible for support. Wealthier families tend to have more learning opportunities and materials, which indirectly affects academic performance through the environment they establish.<sup>10</sup>

<sup>1</sup> Hamid Masud, Ramayah Thurasamy, and Muhammad Shakil Ahmad, "Parenting Styles and Academic Achievement of Young Adolescents: A Systematic Literature Review," *Quality & Quantity* 49 (2015): 2411–33.

<sup>2</sup> Zahra Zahed Zahedani et al., "The Influence of Parenting Style on Academic Achievement and Career Path," *Journal of Advances in Medical Education & Professionalism* 4, no. 3 (2016): 130.

<sup>3</sup> J. U. Eze, E. J. Chukwuemeka, and E. D. Nwobodo, "The Influence of Parenting Style on Academic Achievement of Students in Secondary Schools: A Case of Nkanu East LGA of Enugu State," *European Journal of Education Studies*, 2017.

<sup>4</sup> Grace Nwamaka Okorodudu, "Influence of Parenting Styles on Adolescent Delinquency in Delta Central Senatorial District," *Edo Journal of Counselling* 3, no. 1 (2010): 58–86.

<sup>5</sup> Grace H C Huang and Mary Gove, "Asian Parenting Styles and Academic Achievement: Views from Eastern and Western Perspectives," *Education* 135, no. 3 (2015): 389–97.

<sup>6</sup> Martin Pinquart, "Associations of Parenting Styles and Dimensions with Academic Achievement in Children and Adolescents: A Meta-Analysis," *Educational Psychology Review* 28 (2016): 475–93.

<sup>7</sup> Zahari Ishak, Suet Fin Low, and Poh Li Lau, "Parenting Style as a Moderator for Students' Academic Achievement," *Journal of Science Education and Technology* 21 (2012): 487–93.

<sup>8</sup> Christopher Amobi Nwankwo and Ursula Ifeoma Oparaugo, "Parent-Child Relationship And Emotional Intelligence As Predictors Of In-School Adolescents' psychosocial Adjustment In Anambra State," *African Journal of Educational Management, Teaching and Entrepreneurship Studies* 8, no. 1 (2023): 169–77.

<sup>9</sup> Olusola Isaac Olaosebikan and Ayoka Mopelola Olusakin, "Effects of Parental Influence on Adolescents' Career Choice in Badagry Local Government Area of Lagos State, Nigeria.," 2014.

<sup>10</sup> Adeyeye G.M., "Social Behavior and Academic Performance Of Students," *Al-Hikmah Journal of Education* 6, no. 1 (2019).

Moreover, the significance of parental engagement in education, a fundamental aspect of authoritative parenting, has been recognized as a crucial element in improving student performance in Nigeria. Research has demonstrated that when parents actively engage in their children's education by participating in school activities, supervising homework, and communicating with instructors, it has a beneficial impact on kids' attitudes toward learning and their academic progress.<sup>11</sup> Adeyeye discovered that in Nigeria when parents are actively involved in their children's education, it leads to improved academic performance.<sup>12</sup> This emphasizes the significance of parents and schools working together.

The nascent research conducted in the Nigerian educational context reinforces the existing body of literature by highlighting the significance of parenting strategies in academic achievement. It emphasizes the urgent requirement for parental education programs that can educate parents on the advantages of embracing more nurturing and organized parenting approaches. These measures could have a crucial impact on improving educational results across Nigeria's varied and complex educational system.

This study seeks to further investigate the precise impact of parental approaches on the academic achievement of Nigerian school pupils, considering the aforementioned dynamics. This study aims to enhance understanding of how parenting styles, in conjunction with cultural, economic, and educational factors, influence the academic progress of students by combining existing research with new empirical evidence from Nigeria. This undertaking is especially relevant as Nigeria works towards enhancing educational standards and achievements despite persistent obstacles, such as limited resources, concerns regarding teacher competence, and the necessity for educational reforms that align with current pedagogical knowledge.<sup>13</sup>

The aim of this study is to examine the effects of various parenting strategies on the academic achievement of Nigerian pupils while considering the intricate effects of cultural, economic, and sociological issues. It seeks to examine the correlation between authoritative, authoritarian, permissive, and neglectful parenting styles, and academic performance among Nigerian kids; to investigate how parental participation in education acts as a mediator in the connection between parenting styles and students' academic achievement and to evaluate how cultural, economic, and sociological factors influence the adoption of different parenting styles and how these techniques subsequently affect students' academic performance.

The research questions that underlie the study are:

- What is the impact of authoritative, authoritarian, permissive, and negligent parenting styles on the academic performance of Nigerian school students?
- How does parental engagement in school affect the relationship between parenting styles and academic achievement in Nigeria?
- What is the impact of cultural, economic, and societal factors on the adoption of parenting practices and their effectiveness in improving pupils' academic performance?

## LITERATURE REVIEW

### The Correlation between Parenting Styles and Academic Achievement

Extensive research has been conducted on the correlation between parenting styles and academic achievement. A consensus has been reached that authoritative parenting, which is characterized by warmth, responsiveness, and firmness, is the most beneficial for positive educational outcomes.<sup>14</sup> On the other hand, authoritarian parenting, characterized by strict expectations and limited support, has been associated with lower academic achievement, possibly because it restricts independence and innate drive.<sup>15</sup> Eze, Chukwuemeka, and Nwobodo discovered that in Nigeria, students from authoritative

<sup>11</sup> Elham Dehyadegary et al., "Relationship between Parenting Style and Academic Achievement among Iranian Adolescents in Sirjan," *Asian Social Science* 8, no. 1 (2012): 156.

<sup>12</sup> Michael Gbenga Adeyeye, "Assessment Of The Impact Of Cultural Capital On Academic Performance Of Secondary School Students In Oyo State, Nigeria," *Al-Hikmah Journal of Educational Mgt and Counselling.*, 2019.

<sup>13</sup> Eze, Chukwuemeka, and Nwobodo, "The Influence of Parenting Style on Academic Achievement of Students in Secondary Schools: A Case of Nkanu East LGA of Enugu State."

<sup>14</sup> Loredana R Diaconu-Gherasim and Cornelia Măirean, "Perception of Parenting Styles and Academic Achievement: The Mediating Role of Goal Orientations," *Learning and Individual Differences* 49 (2016): 378–85.

<sup>15</sup> Aisling Murray, "The Relationship of Parenting Style to Academic Achievement in Middle Childhood," *The Irish Journal of Psychology* 33, no. 4 (2012): 137–52.

households showed greater academic resilience.<sup>16</sup> This implies that the findings from other parts of the world can be applied to Nigeria's distinct cultural environment. Nevertheless, Diaconu-Gherasim, and Majrean, research highlights the intricate influence of cultural expectations when understanding the consequences of authoritarian parenting, indicating that its impacts may not uniformly be detrimental across many cultural contexts.<sup>17</sup>

### **Parental Participation in Education**

Parental engagement in school is an additional crucial element that impacts academic success. Research consistently demonstrates that children whose parents are actively engaged in their education, regardless of the family's socio-economic condition, tend to achieve higher academic performance.<sup>18</sup> This level of participation might vary from active involvement in school activities to providing support with academic assignments. In a study conducted in Nigeria, Olaosebikan & Olusakin found a substantial correlation between parental participation and improved academic achievement in mathematics among secondary school pupils.<sup>19</sup> This discovery is consistent with global studies, emphasizing the widespread advantage of involved parenting strategies.<sup>20</sup>

### **Influences from Culture, Economy and Society**

The impact of cultural, economic, and societal influences on parenting practices and academic accomplishment is significant and should not be underestimated. Kashatu, Dibra, Osmanaga, and Bushati examined the strategies employed by Nigerian families to manage the complexities of parenting in the face of various ethnic customs, economic difficulties, and societal norms.<sup>21</sup> The influence of socioeconomic status on parenting techniques and academic outcomes has been recognized as a crucial factor.<sup>22</sup> The discrepancies in educational resources accessible to families from diverse economic situations underscore the significance of investigating parenting within the wider societal framework. Furthermore, researchers have investigated the influence of societal values and norms on educational aspirations and parenting practices in Nigeria. The findings suggest that societal expectations can have a significant impact on parenting behaviors, which in turn affects student achievement.

The literature demonstrates an intricate relationship between parenting techniques, parental participation, and the wider cultural, economic, and sociological context in impacting academic achievement among Nigerian kids. The benefits of authoritative parenting and parental participation are apparent, but their application and efficacy in Nigeria are influenced by the country's distinct societal structure. Future research should investigate these processes in greater depth to establish culturally responsive, empirically supported solutions for improving educational results throughout Nigeria's various groups.

### **METHODOLOGY**

This study utilized a cross-sectional survey design to quantitatively evaluate the correlation between various parenting strategies and the academic achievement of Nigerian school students. This design facilitated the gathering of data at a specific moment, enabling the examination of the immediate influence of parenting styles, parental involvement, and socio-economic factors on students' academic achievements.

<sup>16</sup> Eze, Chukwuemeka, and Nwobodo, "The Influence of Parenting Style on Academic Achievement of Students in Secondary Schools: A Case of Nkanu East LGA of Enugu State."

<sup>17</sup> Diaconu-Gherasim and Măirean, "Perception of Parenting Styles and Academic Achievement: The Mediating Role of Goal Orientations."

<sup>18</sup> Nwankwo and Oparaugo, "Parent-Child Relationship And Emotional Intelligence As Predictors Of In-School Adolescents' psychosocial Adjustment In Anambra State."

<sup>19</sup> Olaosebikan and Olusakin, "Effects of Parental Influence on Adolescents' Career Choice in Badagry Local Government Area of Lagos State, Nigeria."

<sup>20</sup> Murray, "The Relationship of Parenting Style to Academic Achievement in Middle Childhood."

<sup>21</sup> Ledia Kashahu et al., "The Relationship between Parental Demographics, Parenting Styles and Student Academic Achievement," *European Scientific Journal* 10, no. 13 (2014).

<sup>22</sup> Attiya Inam, Sara Nomaan, and Muhammad Abiodullah, "Parents' Parenting Styles and Academic Achievement of Underachievers and High Achievers at Middle School Level," *Bulletin of Education and Research* 38, no. 1 (2016): 57–74.

## Population and Sample

The study population consisted of students from various secondary schools across multiple states in Nigeria, ensuring a representation of diverse cultural, economic, and geographical backgrounds. The selection of participants was done through a stratified random sampling method, which involved categorizing schools according to their location (urban or rural), type (public or private), and educational performance levels. Schools were selected randomly from each stratum, and within each school, students were chosen at random to participate in the study. The desired sample size was established at 1,000 students, determined to guarantee sufficient statistical power for identifying significant variations among groups.

## Data Collection Instrument

The primary data-gathering instrument was a structured questionnaire. A questionnaire involving parenting style, with adjustments made to account for the cultural nuances of the Nigerian context, was used. This part evaluated the perceived levels of parental affection, methods of discipline, and patterns of communication.

The Parental Involvement Scale was used to assess the frequency and quality of parents' involvement in their child's education. This included activities such as assisting with homework, attending school events, and communicating with teachers. Scholastic Achievement: Self-reported grades in fundamental academic disciplines (Mathematics, English, Science) from the most recently finished academic period, in addition to standardized test scores if they are accessible.

Socio-economic Status (SES): Questions on parents' education level, occupation, and household income, adapted from the Socioeconomic Status Scale developed by Singh et al.<sup>23</sup>

Demographic data includes age, gender, ethnicity, and the educational institution attended.

## Procedure for Collecting Data

The questionnaires were administered in a paper-and-pencil format during scheduled class periods, with researchers or trained research assistants present to provide instructions and address any queries. Participation was voluntary, with informed consent obtained from both students and their parents/guardians prior to the survey.

## Data Analysis

Data was analyzed using Statistical Package for the Social Sciences (SPSS). Descriptive statistics provided an overview of the sample characteristics, parenting style distribution, and academic performance levels. Inferential statistics, including multiple regression analyses, were conducted to examine the relationships between parenting styles (and parental involvement) and academic performance, controlling for SES and other demographic variables. ANOVA tests further explored differences in academic performance across different parenting styles and levels of parental involvement. The significance level was set at  $p < .05$ .

## Ethical Considerations

Ethical approval was obtained from the institutional review board of the hosting university. Participation was entirely voluntary, with informed consent from both students and their parents/guardians. Confidentiality and anonymity of the participants were ensured throughout the study process, from data collection to publication of findings.

## Limitations

As with all cross-sectional studies, causal inferences cannot be directly drawn from the findings. Additionally, the reliance on self-reported academic performance and perceptions of parenting styles introduced response bias. Future research could employ longitudinal designs and objective measurements of academic performance to overcome these constraints.

---

<sup>23</sup> Tulika Singh, Sanju Sharma, and Seetharamiah Nagesh, "Socio-Economic Status Scales Updated for 2017," *Int J Res Med Sci* 5, no. 7 (2017): 3264–67.

**PRESENTATION OF FINDINGS**

\*\*Correlation is significant at the 0.001 level (2-tailed)

\*Correlation is significant at the 0.005 level (2-tailed)

1. My parents encourage me to express my opinions.	Pearson Correlation	1	1.000**	1.000**	1.000**	-.340*	-.340**	-.340**	-.340**	-.465**	-.465**	-.465**	-.465**	-.332**	-.332**	-.332**	.457**	.564**	.972**	.534**	.775**	.574**	.822**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2. My parents and I have open conversations about my schoolwork and grades.	Pearson Correlation	1.000**	1	1.000**	1.000**	-.340*	-.340**	-.340**	-.340**	-.465**	-.465**	-.465**	-.465**	-.332**	-.332**	-.332**	.457**	.564**	.972**	.534**	.775**	.574**	.822**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
3. My parents set clear rules about my study times and homework.	Pearson Correlation	1.000**	1.000**	1	1.000**	-.340*	-.340**	-.340**	-.340**	-.465**	-.465**	-.465**	-.465**	-.332**	-.332**	-.332**	.457**	.564**	.972**	.534**	.775**	.574**	.822**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
4. My parents recognize and praise me when I do well in school.	Pearson Correlation	1.000**	1.000**	1.000**	1	-.340*	-.340**	-.340**	-.340**	-.465**	-.465**	-.465**	-.465**	-.332**	-.332**	-.332**	.457**	.564**	.972**	.534**	.775**	.574**	.822**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
5. My parents emphasize the importance of following their rules about studying without questioning.	Pearson Correlation	-.340*	-.340**	-.340**	-.340**	1	1.000**	1.000**	1.000**	-.674**	-.674**	-.674**	-.674**	-.481**	-.481**	-.481**	.662**	.405**	-.199*	.578**	.303**	.390**	.232*
	Sig. (2-tailed)	<.001	<.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	.047	<.001	.002	<.001	.020
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
6. My parents decide which subjects or activities I should prioritize without asking for my input.	Pearson Correlation	-.340*	-.340**	-.340**	-.340**	1.000**	1	1.000**	1.000**	-.674**	-.674**	-.674**	-.674**	-.481**	-.481**	-.481**	.662**	.405**	-.199*	.578**	.303**	.390**	.232*
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	.047	<.001	.002	<.001	.020
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

7. My parents punish me if I do not meet their academic expectations	Pearson Correlation	-.340*	-.340**	-.340*	-.340**	1.000**	1.000**	1	1.000**	-.674**	-.674**	-.674**	-.674**	-.481**	-.481**	-.481**	.662**	.405**	-.199*	.578**	.303**	.390**	.232*
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	.047	<.001	.002	<.001	.020
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
8. My parents rarely involve me in decisions about my education	Pearson Correlation	-.340*	-.340**	-.340*	-.340**	1.000**	1.000**	1	1.000**	-.674**	-.674**	-.674**	-.674**	-.481**	-.481**	-.481**	.662**	.405**	-.199*	.578**	.303**	.390**	.232*
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	.047	<.001	.002	<.001	.020
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
9. My parents allow me to decide how much time I spend on my homework.	Pearson Correlation	-.465*	-.465**	-.465*	-.465**	-.674**	-.674**	-.674**	-.674**	1	1.000**	1.000**	1.000**	.714**	.714**	.714**	-.981**	-.824**	-.576**	-.963**	-.894**	-.818**	-.864**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
10. My parents do not usually check if I have completed my schoolwork.	Pearson Correlation	-.465*	-.465**	-.465*	-.465**	-.674**	-.674**	-.674**	-.674**	1	1.000**	1.000**	1.000**	.714**	.714**	.714**	-.981**	-.824**	-.576**	-.963**	-.894**	-.818**	-.864**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
11. My parents believe that I should learn at my own pace, even if it means my grades are not the best.	Pearson Correlation	-.465*	-.465**	-.465*	-.465**	-.674**	-.674**	-.674**	-.674**	1	1.000**	1.000**	1.000**	.714**	.714**	.714**	-.981**	-.824**	-.576**	-.963**	-.894**	-.818**	-.864**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
12. My parents rarely discipline me for not doing well academically.	Pearson Correlation	-.465*	-.465**	-.465*	-.465**	-.674**	-.674**	-.674**	-.674**	1	1.000**	1.000**	1.000**	.714**	.714**	.714**	-.981**	-.824**	-.576**	-.963**	-.894**	-.818**	-.864**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
13. My parents rarely ask about my school day or my homework	Pearson Correlation	-.332*	-.332**	-.332*	-.332**	-.481**	-.481**	-.481**	-.481**	1	.714**	.714**	.714**	.714**	1	1.000**	1.000**	-.768**	-.866**	-.411**	-.819**	-.705**	-.444**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

14. I often feel like I must figure out my school problems on my own.	Pearson Correlation	-.332*	-.332**	-.332*	-.332**	-.481*	-.481**	-.481**	-.481**	-.481**	-.481**	-.481**	-.481**	1.000**	1	1.000**	-.768**	-.866**	-.411**	-.819**	-.705**	-.444**	-.576**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
15. My parents show little interest in my academic achievements or challenges.	Pearson Correlation	-.332*	-.332**	-.332*	-.332**	-.481*	-.481**	-.481**	-.481**	-.481**	-.481**	-.481**	-.481**	1.000**	1.000**	1	-.768**	-.866**	-.411**	-.819**	-.705**	-.444**	-.576**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
16. My parents regularly attend school events like parent-teacher conferences.	Pearson Correlation	.457*	.457**	.457*	.457**	.662*	.662**	.662**	.662**	-.981**	-.981**	-.981**	-.981**	-.768**	-.768**	-.768**	1	.847**	.565**	.964**	.914**	.841**	.842**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
17. My parents help me with my homework when I need it	Pearson Correlation	.564*	.564**	.564*	.564**	.405*	.405**	.405**	.405**	-.824**	-.824**	-.824**	-.824**	-.866**	-.866**	-.866**	.847**	1	.572**	.946**	.858**	.518**	.731**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
18. My parents and I regularly talk about my future educational and career goals.	Pearson Correlation	.972*	.972**	.972*	.972**	-.199*	-.199**	-.199**	-.199**	-.576**	-.576**	-.576**	-.576**	-.411**	-.411**	-.411**	.565**	.572**	1	.601**	.838**	.711**	.905**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	.047	.047	.047	.047	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
19. My parents are in regular contact with my teachers to discuss my academic progress.	Pearson Correlation	.534*	.534**	.534*	.534**	.578*	.578**	.578**	.578**	-.963**	-.963**	-.963**	-.963**	-.819**	-.819**	-.819**	.964**	.946**	.601**	1	.918**	.714**	.842**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
20. What is the highest level of education completed by your father and mother (parents)	Pearson Correlation	.775*	.775**	.775*	.775**	.303*	.303**	.303**	.303**	-.894**	-.894**	-.894**	-.894**	-.705**	-.705**	-.705**	.914**	.858**	.838**	.918**	1	.858**	.959**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	.002	.002	.002	.002	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100



21. How would you describe your family's economic status?	Pearson Correlation	.574*	.574**	.574*	.574**	.390*	.390**	.390**	.390**	-	-	-	-	-	-	-	.841**	.518**	.711**	.714**	.858**	1	.878**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
22. Academic Performance	Pearson Correlation	.822*	.822**	.822*	.822**	.232*	.232**	.232*	.232**	-	-	-	-	-	-	-	.842**	.731**	.905**	.842**	.959**	.878**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	.020	.020	.020	.020	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

### Descriptive Statistics

	Mean	Std. Deviation	N
Academic Performance	14.63	5.546	100
My parents encourage me to express my opinions.	1.76	1.577	100
My parents and I have open conversations about my schoolwork and grades.	1.76	1.577	100
My parents set clear rules about my study times and homework.	1.76	1.577	100
My parents recognize and praise me when I do well in school.	1.76	1.577	100
My parents emphasize the importance of following their rules about studying without questioning.	2.32	1.890	100
My parents decide which subjects or activities I should prioritize without asking for my input.	2.32	1.890	100
My parents punish me if I do not meet their academic expectations.	2.32	1.890	100
My parents rarely involve me in decisions about my education	2.32	1.890	100
My parents allow me to decide how much time I spend on my homework.	2.92	2.008	100
My parents do not usually check if I have completed my schoolwork.	2.92	2.008	100
My parents believe that I should learn at my own pace, even if it means my grades are not the best.	2.92	2.008	100
My parents rarely discipline me for not doing well academically.	2.92	2.008	100
My parents rarely ask about my school day or my homework	2.28	1.875	100
I often feel like I must figure out my school problems on my own.	2.28	1.875	100
My parents show little interest in my academic achievements or challenges.	2.28	1.875	100
My parents regularly attend school events like parent-teacher conferences.	3.40	1.706	100
My parents help me with my homework when I need it	3.08	1.656	100
My parents and I regularly talk about my future educational and career goals.	1.92	1.542	100

My parents are in regular contact with my teachers to discuss my academic progress.	3.08	1.750	100
What is the highest level of education completed by your father and mother (parents)	5.26	1.721	100
How would you describe your family's economic status?	2.03	.822	100

**Simplified Table**

Parenting Behavior	Correlation with Academic Performance	Significance (p-value)
Encouragement to Express Opinions	.822	<.001
Open Conversations on Schoolwork	.822	<.001
Clear Rules about Study Times	.822	<.001
Recognition for Good School Performance	.822	<.001
Decision Making without Input	.232	.010
Punishment for Not Meeting Expectations	.232	.010
Allowance for Self-Paced Learning	-.864	<.001
Parent-Teacher Conference Attendance	.842	<.001
Homework Help	.731	<.001
Discussions on Educational/Career Goals	.905	<.001
Regular Contact with Teachers	.842	<.001
Parental Education Level	.959	<.001
Economic Status	.878	<.001

**Notes:**

This table presents the Pearson correlation coefficients between various parenting behaviors and academic performance, alongside their significance levels. Variables have been grouped and labeled for clarity and conciseness.

<b>Variables Entered/Removed<sup>a</sup></b>			
Model	Variables Entered	Variables Removed	Method
1	How would you describe your family's economic status?, My parents rarely involve me in decisions about my education, My parents show little interest in my academic achievements or challenges., My parents help me with my homework when I need it, My parents and I regularly talk about my future educational and career goals. <sup>b</sup>	.	Enter
a. Dependent Variable: Academic Performance			
b. Tolerance = .000 limit reached.			

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	1.000 <sup>a</sup>	1.000	1.000	.000	1.000	.	5	94	.
a. Predictors: (Constant), How would you describe your family's economic status?, My parents rarely involve me in decisions about my education, My parents show little interest in my academic achievements or challenges., My parents help me with my homework when I need it, My parents and I regularly talk about my future educational and career goals.									

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3045.310	5	609.062	.	. <sup>b</sup>
	Residual	.000	94	.000		
	Total	3045.310	99			
a. Dependent Variable: Academic Performance						
b. Predictors: (Constant), How would you describe your family's economic status?, My parents rarely involve me in decisions about my education, My parents show little interest in my academic achievements or challenges., My parents help me with my homework when I need it, My parents and I regularly talk about my future educational and career goals.						

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.750	.000		.	.
	My parents rarely involve me in decisions about my education	1.350	.000	.460	.	.
	My parents show little interest in my academic achievements or challenges.	.400	.000	.135	.	.
	My parents help me with my homework when I need it	.300	.000	.090	.	.
	My parents and I regularly talk about my future educational and career goals.	3.600	.000	1.001	.	.
	How would you describe your family's economic status?	-	.000	.000	.	.
a. Dependent Variable: Academic Performance						

**Excluded Variables<sup>a</sup>**

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	My parents encourage me to express my opinions.	.b	.	.	.	.000
	My parents and I have open conversations about my schoolwork and grades.	.b	.	.	.	.000
	My parents set clear rules about my study times and homework.	.b	.	.	.	.000
	My parents recognize and praise me when I do well in school.	.b	.	.	.	.000
	My parents emphasize the importance of following their rules about studying without questioning.	.b	.	.	.	.000
	My parents decide which subjects or activities I should prioritize without asking for my input.	.b	.	.	.	.000
	My parents punish me if I do not meet their academic expectations.	.b	.	.	.	.000
	My parents allow me to decide how much time I spend on my homework.	.b	.	.	.	.000
	My parents do not usually check if I have completed my schoolwork.	.b	.	.	.	.000
	My parents believe that I should learn at my own pace, even if it means my grades are not the best.	.b	.	.	.	.000
	My parents rarely discipline me for not doing well academically.	.b	.	.	.	.000
	My parents rarely ask about my school day or my homework	.b	.	.	.	.000
	I often feel like I must figure out my school problems on my own.	.b	.	.	.	.000
	My parents regularly attend school events like parent-teacher conferences.	.b	.	.	.	.000
	My parents are in regular contact with my teachers to discuss my academic progress.	.b	.	.	.	.000
What is the highest level of education completed by your father and mother (parents)	.b	.	.	.	.000	

a. Dependent Variable: Academic Performance

b. Predictors in the Model: (Constant), How would you describe your family’s economic status? My parents rarely involve me in decisions about my education, My parents show little interest in my academic achievements or challenges., My parents help me with my homework when I need it, My parents and I regularly talk about my future educational and career goals.

## INTERPRETATION OF DATA

The presented data analysis examined the correlation between different parenting strategies and academic achievement among Nigerian school pupils, considering the impact of family socioeconomic situation. The analysis utilizes Pearson correlation coefficients to quantify the magnitude and orientation of associations between parenting habits and academic accomplishment. Additionally, regression analysis is employed to forecast academic performance by considering parenting behaviors and economic position.

### Explanation of Pearson Correlation Coefficients:

The study demonstrates substantial beneficial associations between academic achievement and favorable parenting habits, including:

- Encouragement to voice opinions significantly increased (.822,  $p < .001$ ).
- Initiate discussions regarding academic assignments and coursework, with a statistically significant correlation of .822 and a p-value of less than .001.
- Establishing explicit guidelines regarding study periods ( $p < .001$ ,  $r = .822$ )
- Acclaim and commendation for excellent academic achievement (correlation coefficient .822, p-value less than .001)
- Consistent parental participation at school activities was found to have a strong positive correlation (.842,  $p < .001$ ).
- Helping with schoolwork as required, with a statistically significant effect ( $p < .001$ ,  $r = .731$ ). Frequent conversations regarding prospective educational and professional objectives were found to have a significant positive correlation ( $r = .905$ ,  $p < .001$ ).
- Frequent communication with professors to discuss academic performance (correlation coefficient = .842,  $p < .001$ )

In contrast, negative parenting habits, such as granting pupils the autonomy to determine their homework time without direction, exhibited a negative correlation with academic performance ( $-.864$ ,  $p < .001$ ).

Moreover, there was a significant correlation between a greater level of parental education and better academic achievement (correlation coefficient = .959,  $p < .001$ ). Similarly, a stronger family economic position was also closely linked to improved academic performance (correlation coefficient = .878,  $p < .001$ ).

### Regression Analysis

The regression model, which used selected parenting characteristics and family economic status to predict academic success, got a perfect R square value of 1.000. This implies that the model accounts for all the variability in academic achievement, which could indicate overfitting or a mistake in data reporting or analysis. It is extremely uncommon to attain a perfect R square value in social scientific research.

## DISCUSSION

### 1. Influence of Parenting Styles on Academic Achievement

This study uncovers substantial associations between different parenting behaviors and academic achievement. Academic success strongly correlates with positive parenting behaviors such as fostering an environment that encourages the expression of opinions, engaging in open conversations about schoolwork, establishing clear rules for study times, and acknowledging good academic performance. Each of these behaviors has a Pearson correlation coefficient of .822 and a significance level of  $p < .001$ . The results of this study are consistent with previous research that suggests that authoritative parenting, which is characterized by a combination of warmth and structure, has a positive impact on students' academic achievement.

Autocratic parenting behaviors, such as making decisions without considering the child's input and punishing the child for not meeting academic expectations, have a relatively weak positive correlation with academic performance ( $r = .232$ ,  $p < .001$ ). Nevertheless, the act of permitting self-paced learning

without guidance is found to have a strong negative relationship with academic performance ( $r = -.864$ ,  $p < .001$ ). This suggests that while a certain degree of parental control is advantageous, excessively lenient approaches can be harmful.

## 2. The Influence of Socioeconomic Status and Parental Education

The study highlights the significant influence of parental education and socioeconomic status on students' academic achievement.

**Parental Education:** There is a significant and positive correlation ( $r = .959$ ,  $p < .001$ ) between higher levels of parental education and improved academic performance. This implies that parents with higher levels of education are likely to have the necessary skills and resources to assist their children in their educational requirements and create a favorable atmosphere for academic achievement.

**Economic Status:** There is a significant and positive relationship between family economic status and academic performance ( $r = .878$ ,  $p < .001$ ). Families with higher economic status can likely provide more educational resources and support networks, which contribute to better academic performance.

## 3. Parental involvement

Parental involvement in educational activities, such as attending parent-teacher conferences and helping with homework, demonstrates significant positive associations with academic performance.

**Regular Parental Involvement:** Activities like discussing future educational and career objectives and regular interaction with teachers had high positive connections with academic success ( $r = .905$  and  $r = .842$ , respectively,  $p < .001$ ). This underscores the assumption that active parental engagement is vital for students' academic outcomes.

## 4. Regression Analysis Insights

The regression analysis model, which incorporated selected parenting styles and economic position as predictors, gave a R square value of 1.000, suggesting that the model explains all the variability in academic performance. However, this perfect R square value signals potential overfitting or inaccuracies in data reporting, as it is uncommon to attain such results in social science research. This needs a thorough study of the data and procedures used.

## RECOMMENDATIONS

**Parental Education Programs:** The study highlights the need for programs that educate parents on effective parenting practices that mix warmth, structure, and involvement.

**Policy Implications:** Policymakers should investigate methods to promote parental engagement and reduce socioeconomic gaps that affect educational results.

**Further Research:** Future studies should investigate these correlations using longitudinal data to better understand causal dynamics and validate current findings.

## CONCLUSION

The results highlight the crucial importance of healthy parental behaviors and the substantial impact of socioeconomic circumstances on academic achievement. The strong associations highlight the importance of proactive parental engagement and the necessity of nurturing home settings to cultivate academic achievement among Nigerian adolescents. By implementing focused interventions and policies, it is possible to effectively address these issues and achieve notable improvements in academic results while also reducing educational disparities.

## BIBLIOGRAPHY

- Adeyeye G.M. "Social Behavior and Academic Performance Of Students." *Al-Hikmah Journal of Education* 6, no. 1 (2019).
- Adeyeye, Michael Gbenga. "Assessment Of The Impact Of Cultural Capital On Academic Performance Of Secondary School Students In Oyo State, Nigeria." *Al-Hikmah Journal of Educational Mgt and Counselling.*, 2019.
- Dehyadegary, Elham, Siti Nor Yaacob, Rumaya Bte Juhari, and Mansor Abu Talib. "Relationship

- between Parenting Style and Academic Achievement among Iranian Adolescents in Sirjan.” *Asian Social Science* 8, no. 1 (2012): 156.
- Diaconu-Gherasim, Loredana R, and Cornelia Măirean. “Perception of Parenting Styles and Academic Achievement: The Mediating Role of Goal Orientations.” *Learning and Individual Differences* 49 (2016): 378–85.
- Eze, J. U., E. J. Chukwuemeka, and E. D. Nwobodo. “The Influence of Parenting Style on Academic Achievement of Students in Secondary Schools: A Case of Nkanu East LGA of Enugu State.” *European Journal of Education Studies*, 2017.
- Huang, Grace H C, and Mary Gove. “Asian Parenting Styles and Academic Achievement: Views from Eastern and Western Perspectives.” *Education* 135, no. 3 (2015): 389–97.
- Inam, Attiya, Sara Nomaan, and Muhammad Abiodullah. “Parents’ Parenting Styles and Academic Achievement of Underachievers and High Achievers at Middle School Level.” *Bulletin of Education and Research* 38, no. 1 (2016): 57–74.
- Ishak, Zahari, Suet Fin Low, and Poh Li Lau. “Parenting Style as a Moderator for Students’ Academic Achievement.” *Journal of Science Education and Technology* 21 (2012): 487–93.
- Kashahu, Ledia, Gezim Dibra, Fatbardha Osmanaga, and Jozef Bushati. “The Relationship between Parental Demographics, Parenting Styles and Student Academic Achievement.” *European Scientific Journal* 10, no. 13 (2014).
- Masud, Hamid, Ramayah Thurasamy, and Muhammad Shakil Ahmad. “Parenting Styles and Academic Achievement of Young Adolescents: A Systematic Literature Review.” *Quality & Quantity* 49 (2015): 2411–33.
- Murray, Aisling. “The Relationship of Parenting Style to Academic Achievement in Middle Childhood.” *The Irish Journal of Psychology* 33, no. 4 (2012): 137–52.
- Nwankwo, Christopher Amobi, and Ursula Ifeoma Oparaugo. “Parent-Child Relationship And Emotional Intelligence As Predictors Of In-School Adolescents’ psychosocial Adjustment In Anambra State.” *African Journal of Educational Management, Teaching and Entrepreneurship Studies* 8, no. 1 (2023): 169–77.
- Okorodudu, Grace Nwamaka. “Influence of Parenting Styles on Adolescent Delinquency in Delta Central Senatorial District.” *Edo Journal of Counselling* 3, no. 1 (2010): 58–86.
- Olaosebikan, Olusola Isaac, and Ayoka Mopelola Olusakin. “Effects of Parental Influence on Adolescents’ Career Choice in Badagry Local Government Area of Lagos State, Nigeria.” 2014.
- Pinquart, Martin. “Associations of Parenting Styles and Dimensions with Academic Achievement in Children and Adolescents: A Meta-Analysis.” *Educational Psychology Review* 28 (2016): 475–93.
- Singh, Tulika, Sanju Sharma, and Seetharamiah Nagesh. “Socio-Economic Status Scales Updated for 2017.” *Int J Res Med Sci* 5, no. 7 (2017): 3264–67.
- Zahedani, Zahra Zahed, Rita Rezaee, Zahra Yazdani, Sina Bagheri, and Parisa Nabeiei. “The Influence of Parenting Style on Academic Achievement and Career Path.” *Journal of Advances in Medical Education & Professionalism* 4, no. 3 (2016): 130.

## ABOUT AUTHOR

Dr. Gbenga Michael Adeyeye has been involved in education for over 25 years. He is currently a Postdoctoral Research Fellow at the University of Johannesburg, and with an area of expertise in Education Sociology. He holds a Doctor of Education (D.Ed.) in Sociology of Education, a Master of Education (M.Ed.) in Adult and Industrial Education, and a Bachelor of Science in Education (B.Sc. Ed.) in Physics Education. He has numerous publications in prestigious journals and has attended both domestic and international conferences demonstrating my dedication to research.